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Academic Calendar

The campus operates year-round on a semester system, with fall and spring semesters of 16 weeks each and a 10-week summer session.

Summer Session 1999
May 27-28 (Thurs.-Fri.)—Orienteration and registration for first 5-week term and 8- and 10-week terms.
June 1 (Tues.)—Classes begin; 7:30 a.m.
July 5 (Mon.)—Independence Day holiday; campus closed.
July 2 (Fri.)—Final examinations for first 5-week term.
July 6 (Tues.)—Registration for second 5-week term.
July 7 (Wed.)—Classes begin for second 5-week term.
July 23 (Fri.)—Final examinations for 8-week term.
Aug. 6 (Fri.)—Final examinations for second 5-week term and 10-week term.
Aug. 7 (Sat.)—Commencement.

Fall Semester 1999
June through mid-August—New student orientation and registration.
Aug. 23 (Mon.)—Classes begin; 8:00 a.m.
Sept. 6 (Mon.)—Labor Day holiday; campus closed.
Nov. 25-26 (Thurs.-Fri.)—Thanksgiving holiday; campus closed.
Dec. 8 (Wed.)—Last day of classes.
Dec. 9-10 (Thurs.-Fri.)—Reading days.
Dec. 10-17 (Fri.-Fri.)—Final examinations.
(The first final examination is given at 7:30 p.m. on Friday, December 10).
Dec. 18 (Sat.)—Commencement.

Spring Semester 2000
Jan. 6-7 (Thurs.-Fri.)—New student orientation and registration.
Jan. 10 (Mon.)—Classes begin; 8:00 a.m.
Jan. 17 (Mon.)—Martin Luther King, Jr. holiday; campus closed.
Mar. 27-31 (Mon.-Fri.)—Spring break.
May 1 (Mon.)—Last day of classes.
May 2-3 (Tues.-Wed.)—Reading days.
May 4-10 (Thurs.-Wed.)—Final examinations.
(The first final examination is given at 7:30 a.m. on Thursday, May 4).
May 12 (Fri.)—Commencement.

The university's calendar committee requests that make-up time be provided to students who may be absent for religious reasons.

The 1999-2000 University of Colorado at Boulder Catalog contains a summary of campus facilities, programs, and services; descriptions of colleges, schools, and individual departments; and degree requirements, course descriptions, and faculty listings as of January 1999. Students should refer to the degree, major, and certification requirements listed here at the time they formally enter a program. For additional information, students should consult their dean's office.

Because the catalog is compiled well in advance of the academic year it covers, changes in programs, policies, and the academic calendar may well occur. Up-to-date information may be obtained by consulting departmental advisors, checking departmental bulletin boards, and reading the Registration Handbook and Schedule of Courses as well as registration materials distributed each semester.

All catalog information is subject to change without notice or obligation.

The University of Colorado at Boulder Catalog is published yearly by Institutional Relations in cooperation with academic departments.

The interior pages of this catalog are printed on 100 percent recycled paper.
A Plan for Today and the 21st Century

Research universities play a special role in advancing the nation's agenda, and are the source of new knowledge that benefits citizens of the United States, and, often, the world. Advances made in research universities like the University of Colorado at Boulder are key to improving the quality of life in society, in health, and in our democratic culture. CU-Boulder intends to continue developing an environment that supports our faculty's research enterprise. The campus has outstanding faculty who have been highly successful in competing for national research dollars, bringing in nearly $183 million this year in grants and contracts.

Among the goals for CU-Boulder are integrating teaching and research for undergraduate students, including interdisciplinary programs, combined bachelor's/master's degree programs, and service to our communities; improving administrative services to all students; promoting a diverse student body, faculty, and staff; improving student retention; and ensuring that every student has the opportunity to become proficient in the use of information technology.

Richard L. Byyny, M.D.
Chancellor
After the bells had rung and were silent... flowers chimed a peal of fragrance.

— Basho

Students attending orientation sit outside on the UMC Terrace.
At its first session in 1861, the territorial legislature of Colorado passed an act providing for a university at Boulder. The university was formally founded in 1876, the same year that Colorado became the Centennial State. Between 1861 and 1876, Boulder citizens donated land south of town and made gifts from $15 to $1,000 in order to match the $15,000 appropriated by the state legislature for construction of the university. The cornerstone for Old Main, the first university building, was laid in 1875. The university opened its doors on September 5, 1877, with 44 students, a president, and one instructor.

THE UNIVERSITY SYSTEM

Today, the University of Colorado system is composed of four campuses—Boulder, Colorado Springs, Denver, and the Health Sciences Center in Denver. The campuses have a combined enrollment of approximately 44,500 students. To meet the needs of its students, the university offers numerous fields of study.

The University of Colorado ranks 17th among public universities and colleges in overall research expenditures and 10th among public universities in federally funded research. Sponsored research within the university system represents annual awards amounting to approximately $292 million. Various agencies of the federal government are the principal sources of these funds for research and training contracts and grants. The university’s research activity is also supported by appropriations from the state of Colorado, private foundations, and private donors.

The University of Colorado is governed by an elected nine-member Board of Regents, which is charged by the state constitution with the general supervision of the university and the exclusive control and direction of all its funds and appropriations, unless otherwise provided by law. The board conducts its business at regular monthly meetings open to the public and through committees. The president is the chief administrative officer of the four-campus system and is responsible for providing leadership to the university. The Board of Regents of the University of Colorado reserves the right to establish enrollment levels for all academic areas.

The Boulder Campus

The University of Colorado at Boulder is a diverse community of advanced learning with the highest standards of scholarship, in which research and creative work enrich the teaching of students who thrive in an academic environment.

The strategic plan is consistent with the following mission statement for the Boulder campus: to advance and impart knowledge across a comprehensive range of disciplines to benefit the people of Colorado, the nation, and the world by educating undergraduate and graduate students in the accumulated knowledge of humankind, discovering new knowledge through research and creative work, and fostering critical thinking, artistic creativity, professional competence, and responsible citizenship.

From the Strategic Plan for the Boulder Campus, 1996

The mission of the University of Colorado at Boulder (CU-Boulder) is to lead in the discovery, communication, and use of knowledge through instruction, research, and service to the public. As a comprehensive university, CU Boulder is committed to the liberal education of students and to a broad curriculum ranging from the baccalaureate through the postdoctoral levels. The educational experience of CU-Boulder, therefore, is distinguished by the wide scope of its programs and course offerings, the notable reputation of its research facilities, the diversity of its student body, and the professionalism and dedication of its faculty.

Board of Regents

HENRY F. ANTON, JR. 
Pueblo, term expires 2000

MAUREEN JOHNSON 
Boulder, term expires 2002

SUSAN C. KIRK 
Denver, term expires 2002

TOM LUCERO 
Johnstown, term expires 2002

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Boulder, term expires 2002

PETER STEINHAUER 
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CU System

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Vice President for Budget and Finance. B.A., Muskingum College; M.P.A., Harvard University. Graduate School of Public Administration.

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CHARLES SWEET
University Counsel. B.A., Duke University J.D., University of Virginia School of Law.

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Vice President for Administration. B.A., Occidental College; M.P.A., Cornell University; Ph.D., University of Colorado.

Boulder Campus

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JEAN KIM
Vice Chancellor for Student Affairs. B.A., M.A., Ed.D., University of Massachusetts.

PAUL TABOLT
Interim Vice Chancellor for Administrative Affairs. B.S., Penn State University; M.B.A., University of Colorado.
With a total enrollment of just over 25,000 students, the University of Colorado at Boulder is the largest campus in the four-campus system. The student population comes from every state in the nation and from more than 80 foreign countries. Many different ethnic, religious, academic, and social backgrounds are represented, fostering the development of a multicultural academic community that enriches each student's educational experience.

On the Boulder campus, the chancellor is the chief academic and administrative officer and is responsible for conducting campus affairs in accordance with the policies of the Regents. The vice chancellor for academic affairs is responsible for planning and implementing all academic and research activities. The vice chancellor for student affairs is responsible for providing direct academic support programs, student administrative support of academic programs, and support of student life on campus. The vice chancellor for administration is responsible for campuswide activities that provide administrative assistance, goods, and services to persons and organizations engaged in instruction, research, and public service on campus.

Faculty participate in campus governance through the Faculty Senate and the Faculty Assembly. Students participate through the University of Colorado Student Union (UCSU) and the United Government of Graduate Students (UGGS).

Full-time instructional faculty members number over 1,200, with more than 96 percent holding doctorates or appropriate terminal degrees. The faculty includes nationally and internationally recognized scholars with many academic honors and awards, including Tom Cech, winner of the 1989 Nobel Prize in chemistry. Fourteen of the faculty are members of the National Academy of Sciences; eleven are included in the membership of the American Academy of Arts and Sciences; and seven are members of the National Academy of Engineering. Most faculty members, including full professors, teach both undergraduate and graduate classes. Faculty members incorporate their research and creative activities directly into instructional programs.

Research conducted at CU-Boulder is supplemented by research institutes devoted both to the advancement of knowledge in particular areas and to graduate training. Many of these institutes have developed international reputations. For a detailed description of research institutes and other important research facilities associated with the university, see the Graduate School chapter of this catalog.

To enhance its research capabilities and to provide collaborative opportunities with government and business, CU-Boulder has developed a 200-acre research park east of the main campus. The park provides expanded room for research agencies that work closely with university researchers, including the cornerstone tenant of the park, the Advanced Technologies division of US West Inc.

The educational environment of a research university is characterized by a broad range of experiences in many different settings. While the classroom is the location for most instructional activities, laboratories, seminars, and field work are also important features of the undergraduate and graduate experience. Some programs encourage off-campus internships and training; also, study abroad programs have gained popularity. For students whose interests cross traditional disciplinary lines, a number of interdisciplinary programs are available.

**The Campus Setting**

CU-Boulder is located at the foot of the Rocky Mountains, at an altitude of 5,400 feet. The Flatirons, a range of towering rock formations, are visible from nearly everywhere on campus. The climate is temperate, with generally pleasant days and cool evenings. On the average, the area enjoys about 340 sunny or partly sunny days each year. The main campus covers 600 acres and includes more than 150 buildings constructed of rough-cut Colorado sandstone with red tile roofs. The rural Italian (or Tuscan Vernacular) architectural style evolved from a master plan developed by Philadelphia architect Charles Klauder in 1919. The Norlin Quadrangle, including the original Old Main building, is listed in the State and National Register of Historic Places. The campus has been noted as one of the most aesthetically pleasing in the country.

Boulder County encompasses five ecological zones, from 5,000 feet above sea level (plains grassland) to 14,000 feet (alpine tundra). Downtown Boulder is only 20 miles from the Continental Divide and has some of the most spectacular scenery in the United States. The city of Boulder, an attractive community of 96,000 people, is committed to preserving its beautiful natural environment and is surrounded by 26,000 acres of protected open space.

Contemporary environmental design and renovated historical buildings combine to give the city a pleasant, well-planned atmosphere. The natural beauty of the locale attracts a variety of individuals to the area: scientists, business people, and professionals, as well as writers, artists, and craftspersons. Consequently, the city is a center of high technology enterprise, scientific research, and cultural activity.

Denver, the state's capital city, is 30 miles from Boulder. Denver offers the attractions and resources of a metropolitan area and is easily accessible from the Boulder area by traveling on U.S. 36, also known as the Denver-Boulder Turnpike. Denver's international airport is served by most major carriers and is located 60 to 90 minutes southeast of Boulder. Boulder and the Denver International Airport are connected by a public transportation system.

**Undergraduate Enrollment and Graduation Rates**

CU-Boulder's fall 1998 entering freshman class numbered about 4,200. Of these, 52 percent were males, 55 percent residents of Colorado, and 14 percent members of minority groups (African Americans, Asian Americans, Hispanics, and Native Americans). Seventy-one percent enrolled in the College of Arts and Sciences, 13 percent in the College of Engineering and Applied Science, 12 percent in the College of Business and Administration, and 4 percent combined enrolled in the College of Architecture and Planning and the College of Music. About 20 percent of freshmen entering CU-Boulder transfer to another college or school within the university before they graduate.

Of the freshmen entering in summer or fall 1992 who enrolled full time, 34 percent graduated within four years; 56 percent graduated within five years; and 61 percent graduated within six years. Four- and five-year graduation rates for the 1993 and 1994 entering classes are 2 to 3 percentage points higher. Eighty-three percent of students who entered in fall 1997 returned for their second fall semester, and 70 percent of those who entered in fall 1996 remained enrolled into their third year.

**CU-Boulder Academic Programs**

The Boulder campus offers more than 2,500 different courses in over 150 fields of study. There are approximately 60 academic programs available at the bachelor's level, 50 at the master's level, and 40 at the doctoral level. These programs represent a full range of disciplines in the humanities, the social sciences, the physical and biological sciences, the fine and performing arts, and the professions. CU-Boulder is fully accredited by the North Central Association of Colleges and Schools. (See individual college and school chapters for additional accreditation information.)
College of Architecture and Planning
Environmental Design B

College of Arts and Sciences
American Studies B
Anthropology B M D
Applied Mathematics M D
Art History M
Asian Studies B
Astrophysical and Planetary Sciences M D
Basic Science M
Biodemistry B
Central and East European Studies B
Chemical Physics D
Chemistry B M D
Chinese B
Classics B M D
Communication B M D
Communication Disorders and Speech Science B M D
Comparative Literature M D
Dance B M
Distributed Studies B
East Asian Languages and Literatures M
Economics B M D
English B M D
Environmental Studies B
Environmental, Population, and Organismic Biology B M D
Ethnic Studies B
Film Studies B
Fine Arts B M
French B M D
Geography B M D
Geology B M D
Geophysics D
Germanic Studies B M
History B M D
Humanities B
Individually Structured Major B
International Affairs B
Italian B
Japanese B
Kinesiology B M D
Latin American Studies B
Linguistics B M D
Mathematical Physics D
Mathematics B M D
Molecular, Cellular, and Developmental Biology B M D
Philosophy B M D
Physics B M D
Political Science B M D
Psychology B M D
Religious Studies B M
Russian B
Sociology B M D
Spanish B M D
Theatre B M D
Women's Studies B

College of Business and Administration
Business Administration B M D

School of Education
Education C
Educational/Psychological Studies M D
Instruction and Curriculum M D
Research and Evaluation Methodology B
Social and Multicultural Foundations M D

College of Engineering and Applied Science
Aerospace Engineering Sciences B M D
Applied Mathematics B
Architectural Engineering B
Chemical Engineering B M D
Civil Engineering B M D
Computer Science B M D
Electrical Engineering B
Computer Engineering B
Electrical Engineering B M D
Engineering B
Engineering Physics B
Mechanical Engineering B M D
Telecommunications M

School of Journalism and Mass Communication
Journalism and Mass Communication B M

School of Law
Law JD

College of Music
Arts in Music B
Music B M D
Music Education B M
Musical Arts D

The bachelor of environmental design degree is offered through the College of Architecture and Planning.

All undergraduate programs in the College of Arts and Sciences lead to the bachelor of arts degree.

The College of Business and Administration offers the bachelor of science degree in business administration. Areas of emphasis within the degree program include accounting, finance, information systems, management, and marketing. Areas of application include entrepreneurship and small business management, international business, tourism management, transportation and logistics, and real estate. Areas of emphasis within the Graduate School of Business Administration for the master of science degree include accounting, finance, management science, marketing, and organization management.

Within the School of Journalism and Mass Communication, sequences are offered at the bachelor's level in advertising, broadcast news, broadcast production management, media studies, and news-editorial. The Ph.D. in journalism and mass communication is awarded as a Ph.D. in communication.

For further information on the content of the programs listed above and the official degree designations, refer to the appropriate catalog sections (references are included in the index). Additional graduate and professional programs are located on other campuses of the university; see the Graduate School chapter of this catalog.

Colorado Springs Campus
The University of Colorado at Colorado Springs is a residential campus providing undergraduate and graduate programs to meet the university-level needs of the Pikes Peak area and southern Colorado.

Academic Programs
College of Business
College of Engineering and Applied Science
College of Letters, Arts, and Sciences
Graduate School
Graduate School of Business Administration
Graduate School of Public Affairs
School of Education
Beth-El College of Nursing and Health Sciences

Denver Campus
The University of Colorado at Denver, a nonresidential campus, is located in downtown Denver and provides education for undergraduate and graduate students, as well as working professionals. The university offers 31 undergraduate and 50 graduate degree programs on campus and at sites throughout the Denver metro area, bringing education to the urban community, through day and evening classes, at times convenient to students and employers.

Academic Programs
College of Architecture and Planning
College of Arts and Media
College of Business and Administration
School of Education
College of Engineering and Applied Science
College of Liberal Arts and Sciences
Graduate School of Business Administration
Graduate School of Public Affairs

Health Sciences Center
Currently located on a 46-acre campus in Denver, the Health Sciences Center serves as the hub for a broad network of health care delivery programs. The campus houses five schools: the Schools of Medicine, Dentistry, Nursing, and Pharmacy, as well as the Graduate School. The center also includes two hospitals: the University Hospital and the Colorado Psychiatric Hospital. A number of renowned research institutes are affiliated with the center as well. The center
plans to move to a 217-acre site at the former Fitzsimmons Army Medical Center in Aurora.

Academic Programs
Graduate School
School of Dentistry
School of Medicine
School of Nursing
School of Pharmacy

ACADEMIC AFFAIRS

Academic Advising
Academic advising is an integral part of education. Its goal is to assist students in making responsible decisions as they develop educational plans compatible with their potential career and life goals. Advising is more than offering information about academic courses and programs; it also involves encouraging students to formulate important questions about the nature and direction of their education and working with them to find answers to these questions.

Within the advising system at CU-Boulder, both students and advisors share responsibilities. Students are responsible for:
- attending a special orientation, advising, and registration program on campus before enrolling in their first semester (academic advisors are assigned at that time);
- planning their academic program in conjunction with academic advisors and in accordance with college rules and policies and departmental major requirements;
- selecting courses that meet departmental requirements in an appropriate time frame, and monitoring their progress toward graduation;
- scheduling and keeping academic advising appointments in a timely manner throughout their academic career (several times each term), so as to avoid seeking advising only during busy registration periods; and
- being prepared for advising sessions (for example, by bringing a list of questions or concerns, having a tentative schedule in mind, and/or being prepared to discuss interests and goals with their advisor).

In turn, academic advisors are responsible for helping students to:
- clarify their interests, values, abilities, and goals and relating these to academic programs and educational opportunities;
- understand the nature and purpose of their college education;
- maintain accurate information about educational options, requirements, policies, procedures, and deadlines;
- identify and integrate into their program university resources as well as educational experiences outside the classroom to enhance their personal, intellectual, and professional development; and
- continually monitor and evaluate their educational progress.

Any questions concerning these expectations are to be directed to the students’ academic advisor or to the Academic Advising Center.

Note: The university cannot assume responsibility for problems resulting from students failing to follow the policies stated in this catalog or from incorrect advice given by some other than an appropriate staff member of the college.

Academic Advising Center
The Academic Advising Center provides comprehensive advising services to students who are undecided about their major or are thinking of changing their major. The center also offers preprofessional advising for students preparing to pursue the study of medicine, law, or other professional fields.

Open option majors are assigned primary advisors who are familiar with the courses and degree requirements for all majors offered at CU-Boulder and who assist students in exploring all the degree programs related to their interests. Within this process, advisors help design programs of study that meet graduation requirements while allowing them academic flexibility to pursue whichever degree program they ultimately choose.

Open option or preprofessional students with general advising questions may call the Academic Advising Center at 303-492-7885 or visit the office in Old Main 1B85.

Continuing Education
The university’s Division of Continuing Education provides educational programs for adults in the community and state that go beyond the Boulder campus. Continuing education offers credit and noncredit courses, as well as workshops and seminars taught by university-approved faculty. Some workshops and seminars also attract national and international enrollments.

These continuing education services are used by government and business organizations, students working to meet academic requirements, and individuals studying to improve skills, knowledge, or understanding in a large variety of subjects. Designed for nontraditional students, these learning activities are provided at a variety of times and locations most convenient to participants.

Self-supported through tuition and fees, the Division of Continuing Education offers credit courses in such fields as computer science, arts, humanities, social sciences, and human relations. Noncredit programs are offered in computer applications, entrepreneurship, management, network administration, personal development, and real estate. Methods of instruction include classroom learning, guided correspondence study, individualized instruction, and courses via the Internet.

For more information, write to the University of Colorado at Boulder, Division of Continuing Education, Campus Box 178, Boulder, CO 80309-0178, or call 303-492-5148 (toll free 1-800-331-2801).

Office of Orientation
The Advising, Registration, and Orientation Program helps smooth entry into the university community for new students and their parents. The program informs new students and their parents of the academic expectations and requirements of the college, acquaints them with campus life, and identifies resources available to help them reach their educational objectives. Addressing the needs of both students and parents is critical to creating the necessary link that aids the continuation of students toward graduation.

The orientation office plans and presents all orientation sessions for the College of Arts and Sciences. The office also assists with and consults on the orientations for the College of Architecture and Planning, Business and Administration, Engineering and Applied Science, and Music.

Summer Session
Summer session at CU-Boulder, an integral part of the university’s year-round program, offers students opportunities for study, individual development, and recreational activity. Summer students can choose from more than 500 courses, allowing progress toward a degree in almost every area of study.

The summer session lasts 10 weeks; courses meeting for shorter terms (1-4, 5, or 8 weeks) are scheduled within the 10-week session.

Complementing summer session offerings, a rich calendar of summer events includes performances in repertory by members of the Colorado Shakespeare Festival, musical productions presented at the Lyric Theatre Festival, and performances by members of the Colorado Dance Festival and the Colorado Music Festival. Organized recreational activities are offered through the Student Recreation Center.

To order a summer catalog, call 303-492-5148 (toll free 1-800-331-2801), or write to the University of Colorado at Boulder, Division of Continuing Education, Campus Box 178, Boulder, CO 80309-0178. The summer catalog is usually available by mid-February.
UNDERGRADUATE ADMISSION

The Office of Admissions welcomes inquiries regarding undergraduate application procedures. Through the admission process, the university seeks to identify applicants who will successfully complete a collegiate academic program. Admission is based on many criteria, such as graduation from high school or its equivalent through GED, evaluation of work taken in high school and at other educational institutions, and results of the SAT or the ACT. In addition, a personal essay highlighting academic goals and other background information is required.

Inquiries relating to undergraduate admission to the University of Colorado at Boulder may be addressed to:

University of Colorado at Boulder
Office of Admissions
Campus Box 3520
Boulder, CO 80309-0030
303-492-6301
TTY 303-492-9998 (for hard of hearing persons)


In order to better serve the Denver community, CU-Boulder also has an admissions satellite office in Denver at:

1580 Lincoln Street, Suite 960
Denver, CO 80202
303-832-2443

For admission requirements to the Graduate School, see the Graduate School chapter and individual college and school chapters of this catalog.

Visiting the Campus

Prospective students and their parents are welcome to visit the Office of Admissions between 9:00 A.M. and 5:00 P.M. (8:30 A.M. to 4:30 P.M. during the summer), Monday through Friday, except for holidays. Although interviews are not used in the decision-making process, we invite you to visit campus.

Prospective students and parents may want to take a campus tour or attend an information session. The best time to see the campus is when classes are in session (September through mid-December and mid-January to mid-May, with the exception of spring break, the last week in March).

Monday through Friday, information sessions with an admission representative begin at 9:30 A.M. and 1:30 P.M. Following the information sessions, walking tours of the campus, led by student guides, begin at 10:30 A.M. and 2:30 P.M. Campus tours are not scheduled during spring break (March 22-26, 1999), but information sessions will be provided. Information sessions and campus tours will not be given the week following spring graduation (May 17-31, 1999) and during other university holidays. Reservations are required for information sessions and tours. Call the Office of Admissions at 303-492-6301.

Combined tours and information sessions are held at 10:30 A.M. every Saturday except July 3, September 4, November 26, December 18 and 25, 1999, and in May. Reservations are required for Saturday tours and information sessions. To make a reservation, call the Office of Admissions at 303-492-6301.

Visit Programs

An excellent way to become acquainted with the campus is to participate in one of the campus visit programs especially designed for prospective students.

The Be a CU Student for a Day program offers prospective students and their parents the opportunity to visit the campus on a school day, tour a school, attend classes with current CU students, interact with student and parent panels, attend special information sessions highlighting various academic programs, and have lunch with campus representatives in a residence hall. These programs are held throughout the academic year on selected Fridays.

The CU Sampler program, held on selected Saturdays, also introduces prospective students and their parents to the campus and its academic programs. Highlights include a sample lecture, a campus tour, student/faculty panel discussions, information sessions featuring academic programs, lunch in a residence hall, and a chance to meet with faculty advisors and financial aid, housing, and other campus representatives. Programs are usually planned for April, July, and November.

For the student who aspires to a career in engineering, the Engineering Open House is held once in the fall. Students and their parents have the opportunity to meet the dean, tour engineering facilities, explore engineering career options, and have lunch in a residence hall.

Inquiries regarding these visit programs should be directed to the main office. Reservations are required for each program. Visit information and reservations may also be found on CU-Boulder’s web page.

Statement on Diversity

We are committed to making the University of Colorado at Boulder a community in which diversity is a fundamental value. People are different and the differences among them are what we call diversity.

Diversity is a natural and enriching hallmark of life. It includes, but is not necessarily limited to, ethnicity, race, gender, age, class, sexual orientation, religion, and physical abilities. A climate of healthy diversity is one in which people value individual and group differences, respect the perspectives of others, and communicate openly.

—from the Guidelines for Diversity Planning

Admission policies of the university are designed, first and foremost, to assure that admitted students are well prepared to handle demanding academic expectations. Admission is competitive; there are more qualified applicants than can be offered admission. Therefore, students with the best qualifications are selected.

However, in selecting from the group of qualified applicants, additional consideration is given to prospective students whose presence will add to the diversity of the community. The educational experiences of all students are enhanced, as is the academic environment, thereby fostering a diversity of ideas.

Examples of students who receive additional consideration for admission include applicants from parts of the state of Colorado, the nation, and the world that are not well represented in this community; applicants from ethnic minority backgrounds; applicants from families with little or no experience of higher education; and applicants who have special talents and experiences.

Multicultural Access and Community Affairs

The Multicultural Access and Community Affairs (MACA) team in the Office of Admissions provides a mechanism through which ethnic minority students can gain access to a wealth of information about the educational opportunities available at CU-Boulder. This team of admissions counselors provides information and counseling to minority students interested in learning about academic and social programs offered at the Boulder campus. Specific information about admissions and financial aid, as well as other support services, is also available.

Professionals from the Cultural Unity Student Center, Student Academic Services Center, Minority Arts and Sciences Program, and Minority Engineering Program, among others, work closely with MACA staff to ensure that ethnic minority students have a quality educational experience.

Students who are from an ethnic minority background (e.g., African American, American Indian, Asian American, or Latino/Hispanic) or from a migrant or educationally or economically disadvantaged background can participate in a vast array of outreach and
support programs designed to address their specific academic and nonacademic needs. Students can take advantage of MACA counseling during staff visits to high schools, visits to the Boulder campus, or by calling a MACA staff member at 303-492-6301.

All Applicants

Application and Admission Notification

Applications for degree candidates may be submitted beginning September 1 for the following spring, summer, and fall terms. Applicants are notified of admissions decisions on a rolling basis after October 1.

Applications that are completed (including all required credentials) and postmarked by the date listed below will be given priority consideration. Applications received after those dates will be reviewed on a space-available basis.

We recognize that some students may be faced with financial constraints in paying the application fee. Therefore, waivers will be granted to those students with documented hardships who submit to the admissions office the College Board ATP Fee-Waiver Service form available in high schools. Contact the Office of Admissions for other documents that may be used to verify financial hardship.

Credit

Preprofessional Programs

Admission to a preprofessional area of study such as pre-journalism and mass communication or pre-medicine, does not guarantee later admission to the professional degree program; a student must submit a separate application to the professional school at the appropriate time.

Students interested in one of the undergraduate health sciences programs offered at the University of Colorado Health Sciences Center (UCHSC) in Denver (child health associate, dental hygiene, nursing, or pharmacy) may complete preprofessional work on the Boulder campus, where special preprofessional advising is available. Admission is competitive, but preference to all UCHSC programs is given to Colorado residents.

Normally, CU-Boulder students who are not Colorado residents can take the preprofessional courses required for entrance to health sciences programs in other states, as well as those for entrance to Colorado programs that are open to nonresidents.

For more information, see Preprofessional Programs in the Other Academic Programs section of this catalog.

Teacher Licensure

Through the School of Education, students interested in elementary or secondary school teaching may take programs approved for Colorado licensure in connection with the liberal arts programs offered at CU-Boulder. Interested students should see an advisor in the School of Education during their first semester at the university.

Elementary teacher education includes kindergarten through middle school. Secondary teacher education includes teaching endorsements for middle school through high school in English, French, German, Japanese, Latin, mathematics, Russian, science, social studies, and Spanish. Teacher education programs are also available in music education for grades kindergarten through 12.

Persons holding a baccalaureate degree who seek initial teacher licensure must submit the required application and credentials to the School of Education. Licensed teachers with a baccalaureate degree who seek only a renewal of the license currently held and who do not require institutional endorsement or recommendation may qualify for the university's nondegree student classification (see the Nondegree Student section).

Refer to the School of Education section of this catalog for further information about teacher education. Interested students may also write to the University of Colorado at
How to Apply

1. Obtain an application for admission from the University of Colorado at Boulder, Office of Admissions, Campus Box 30, Boulder, CO 80309-0030, 303-492-2456. You may also obtain an application for admission by using the undergraduate admission application request form on the World Wide Web home page (www.colorado.edu/admissions) or by sending an e-mail to apply@colorado.edu.

2. When you are preparing to apply to the university, request that official transcripts be sent to CU-Boulder. Official transcripts are those that are sent directly to the university by each of the secondary or postsecondary institutions the applicant attended. Official transcripts exhibit the official seal and signature of the registrar or high school official. Transcripts marked “student copy,” “issued to the student,” or “unofficial” are not accepted as official.

3. A complete application must include the following credentials:
   a. the application for admission;
   b. a nonrefundable $40 application fee (check or money order, not cash, made payable to the University of Colorado);
   c. an official transcript (must be sent directly to the Office of Admissions by the high school) of all high school work completed, including rank-in-class information and a list of courses in progress for the entire year;
   d. if the applicant is not a high school graduate, a copy of GED test scores and a certificate of high school equivalency with an official transcript of any high school work completed (grades 9 through 12);
   e. required SAT or ACT test scores (the only applicants who are exempt from submitting test scores are those who have completed 30 semester hours or more of college work at the time of review);
   f. a personal essay as described in the application for admission;
   g. the required audition, if the student is applying to College of Music; and
   h. official transcripts from each college or school attended while in high school.

The fact that college entrance test scores (SAT I or ACT) are not available does not mean an applicant should delay sending the application and credentials. However, if test scores are available at the time of application, they may be posted on the official high school transcript in place of, or in addition to, being reported directly by the testing service.

Applicants who are currently attending high school should give their completed application to their counselor. Applications must include the nonrefundable $40 fee, transcript, grade point average, and rank-in-class information in a single mailing packet. Processing of an application will be delayed until all required information is received.

College Entrance Tests

Prospective students in high school should take a college entrance test at the end of their junior year or early in their senior year. Results from SAT or ACT tests taken in January or later may be received too late for those who wish to be considered for summer or fall admission of the same year.

The University of Colorado accepts either the SAT or the ACT for admission. Students who are not satisfied with the scores on their first test are urged to retest at the earliest possible date. For admission purposes, the university will consider the highest scores. SAT tests are not required, but scores may be submitted if the tests are taken.

For exact testing dates and further information regarding college entrance tests, consult with a high school counselor, or write or call the following:

College Board SAT Program
P. O. Box 6200
Princeton, NJ 08541-6200
(609) 771-7600
home page: www.collegeboard.org

ACT Registration
P.O. Box 414
Iowa City, IA 52243
(319) 337-1270
home page: www.act.org

Advanced Placement Program

The university participates in the Advanced Placement program of the College Board. Official scores must be sent to the university directly from the College Board. For detailed information regarding applicability of advanced placement credit to CU-Boulder degree programs, refer to the chart in this section. The Advanced Placement credit office can be reached at 609-771-7300.

Applicants Not Granted Admission

An applicant who is not granted admission as an entering freshman may wish to consider transferring to the university after successful study elsewhere. The Office of Admissions urges such students to complete at least one full year (24-30 semester hours) of college-level course work at another college or university, giving special attention to courses that will provide sound academic preparation for future transfer to CU-Boulder. These courses should include any minimum academic preparation standards (MAPS) not met in high school.
Transfer Students

Applicants are considered transfer students if they have attempted or enrolled for any college-level course work (at another college or university, or other campus of the University of Colorado), full-time or part-time, since graduating from high school. Applicants are not considered transfer students if the only college-level classes they have taken were while enrolled in high school. To be considered for admission, transfer students must report all previous college work and have a high school diploma or its equivalent.

Transfer applicants are considered for admission on the basis of transfer as well as freshman criteria, including minimum academic preparation standards (MAPS). All transfer applicants who graduated from high school in 1988 or later are expected to have completed MAPS requirements before enrolling at CU-Boulder.

Assured Transfer Opportunities

Colorado community or junior college students may qualify for assured transfer opportunities at CU-Boulder. Prospective students should be aware that academic criteria are established by the faculty of each Boulder college and school and vary according to discipline and year of proposed transfer.

Credit transfer agreements, also known as articulation programs, have been established with Colorado two-year and four-year programs. Students should contact their current Colorado school for more information about how credit will transfer to CU-Boulder.

Transfer guides are available in Colorado community college advising offices. These guides provide information on CU-Boulder admission requirements, graduation requirements, and course equivalences.

The Colorado community college core curriculum agreement, as signed by CU-Boulder, assures that students entering the College of Arts and Sciences who complete the core at their community college and have it certified by the community college will receive credit equivalent to the lower-division degree requirements of the college at CU-Boulder. If students have not completed the core, they will have courses evaluated on a course-by-course basis. Normally, a maximum of 60 semester credit hours can transfer from community or junior colleges into the College of Arts and Sciences.

Students transferring to a program outside of the College of Arts and Sciences need to work with community college advisors and use the transfer guide to assure that appropriate courses are taken prior to transfer. Students wishing to enter the College of Architecture and Planning or the College of Engineering and Applied Science should be aware that because of the structure of the curriculum, transfer may be encouraged as early as the beginning of the sophomore year. Academic programs vary in terms of the maximum number of hours that may be transferred from the community or junior college.

Admission Criteria

Transfer students are selected for admission on an individual basis. By law, the grade point average required for a student to be considered for transfer into any undergraduate degree program at the University of Colorado at Boulder shall be no higher than what is required for graduation from those undergraduate degree programs. Professional accreditation requirements for student grade point averages, however, shall supersede this policy in degree programs leading to professional accreditation, such as in the School of Journalism and Mass Communication. In admission decisions, past course work taken is as important as the student's grade point average. Since the University of Colorado at Boulder selects students on a competitive basis, not all students who meet the minimum grade point criteria are admitted. Competitive criteria may vary from term to term depending on the overall quality of the applicant group and the number of transfer spaces available for a given college or school. Courses in progress are not considered in computing the cumulative grade point average. See each specific college or school section for more information.

GPA will be calculated by the admissions office using transcripts from all institutions attended and will include grades from failed courses, repeated courses, and courses withdrawn from while failing.

All transfer students need to submit SAT I or ACT scores, except those who have completed 30 semester hours or more of college work at the time of review.

All students must submit a high school transcript and an official transcript from each collegiate institution attended. Official transcripts are those that are sent directly to the university from each of the secondary or postsecondary institutions the applicant attended. Official transcripts exhibit the official seal and signature of the registrar or high school official. Transcripts marked "student copy," "issued to the student," or "unofficial" are not accepted as official. Failure to list on the application and submit transcripts from all institutions previously attended is cause for cancellation of the admission process or for dismissal.

Students who are not high school graduates must submit copies of a certificate of high school equivalency and GED scores in addition to the above document test.

College of Architecture and Planning

Admission preference is given to students who have taken college-level courses in architecture, planning, or environmental studies. Completion of courses in related fields of social science, natural science, fine arts, or humanities is also considered in admission review. See the Admission Criteria section above.

College of Arts and Sciences

See the Admission Criteria section above.

College of Business and Administration

Preference is given to those applicants who have completed one semester of linear algebra or finite math, or one semester of calculus. Other preferred courses include macroeconomics, microeconomics, and business computer-related courses. See the Admission Criteria section above.

School of Education

Programs for elementary and secondary teacher education are available through the School of Education. All persons seeking initial elementary or secondary teacher licensure must apply for admission to the Teacher Education Program through the School of Education. All teacher education candidates at the undergraduate level must be working toward a bachelor's degree in a college or school other than the School of Education. Upon completion of the Teacher Education Program and a bachelor's degree, a Certificate in Education is awarded.

To be considered for admission to the Teacher Education Program, an undergraduate must have completed a minimum of 56 semester hours of course work. Prior to or during the first semester of enrollment in the Teacher Education Program, a personal interview, completion of a basic skills assessment, verification of successful recent experience with youth, and competence in oral communication also may be required.

Specific information about admission to the Teacher Education Program can be obtained from the University of Colorado at Boulder, School of Education, Campus Box 249, Boulder, Colorado 80309-0249.

See the Admission Criteria section above.

College of Engineering and Applied Science

The College of Engineering and Applied Science expects transfer applicants to have taken core course work relevant to an engineering curriculum. Prospective transfer students are required to have completed at least two semesters of college-level calculus and two semesters of calculus-based physics and/or
## ADVANCED PLACEMENT (AP) CREDIT

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<th>Business Administration</th>
<th>Engineering &amp; Applied Science</th>
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* Credits may apply to graduation in the specific college or school.
* Does not apply: Computer science, physics, engineering, and pre-engineering study plans with high school courses.
* Given this faculty document upon request.
* Does not apply.
* CHEM 111 fulfills departmental requirements in all cases. CHEM 111 fulfills chemical engineering and computer science requirements.
* Students who want to continue taking Spanish courses beyond their AP credit level must take the Spanish Department's placement test. If the results of the test prior them below their AP level, the Spanish Department strongly recommends that they enroll in the lower of the two levels.

This chart was prepared with the best information available at the time of publication; subject to change.
college-level chemistry before they enroll at Boulder. Chemical engineering students should have completed two semesters of general college chemistry before enrolling at CU-Boulder. See the Admission Criteria section above.

SCHOOL OF JOURNALISM AND MASS COMMUNICATION

Applicants must have a minimum of 30 semester hours of appropriate college-level course work passed or in progress. To be considered for admission, applicants must also have an overall grade point average of at least 2.25 and an average of 2.50 in at least 6 semester hours of journalism course prerequisites (CU-Boulder course equivalents are Contemporary Mass Media and Mass Media Writing). Applicants with fewer than the required hours or without journalism course work should apply to the College of Arts and Sciences as pre-journalism and mass communication majors. See the Admission Criteria section.

COLLEGE OF MUSIC

The College of Music requires an audition of all applicants. More information may be found in the College of Music section of this catalog. See the Admission Criteria section.

Minimum Academic Preparation Standards (MAPS)

Effective with students who graduated from high school in 1989 or later, CU expects all new freshman and transfer students to have completed courses that meet certain minimum academic preparation standards (MAPS). The MAPS requirements for specific CU-Boulder colleges are listed later in this section.

MAPS requirements not met in high school may be met through equivalent college-level course work before or after transfer to CU-Boulder. A semester course completed at the college level substitutes for a year of work in high school.

How to Apply

1. Obtain an application for admission from the Office of Admissions.
2. A complete application must include the following required credentials:
   a. the application for admission;
   b. a nonrefundable $40 application fee (check or money order, not cash, made payable to the University of Colorado);
   c. an official transcript (must be sent directly to the Office of Admissions by the high school) of all high school work completed;
   d. a copy of GED test scores and a certificate of high school equivalency with an official transcript of any high school work completed (grades 9 through 12), if the applicant is not a high school graduate;
   e. required SAT I or ACT test scores (the only applicants who are exempt from submitting test scores are those who have completed 30 semester hours or more of college work at the time of review);
   f. a personal essay as described in the application for admission; and
   g. an official transcript from each college or university attended (except the University of Colorado). Official transcripts are those that are sent directly to the university from each college attended. Official transcripts exhibit the official seal and signature of the registrar. Transcripts that are marked "student copy," "issued to student," or "unofficial" are not accepted as official. All institutions must be included, regardless of the length of attendance, whether or not courses were completed, and whether or not students feel the record will affect admission or transfer credit. This includes any institutions attended during summers, interim terms, and high school.

Note: Former degree students who have attended CU-Boulder within the last two years and have previously submitted their high school transcripts, SAT I or ACT test scores, and all college transcripts to the Boulder campus Office of Admissions need not do so again. However, if they have attended another college or university since last attending CU-Boulder, those additional transcripts must be submitted.

Transfer of College-Level Credit

The Office of Admissions performs an initial evaluation of transfer credit after applications have been admitted and have confirmed their intent to enroll. A complete evaluation of transfer credit cannot be made until all official credentials have been received.

The evaluation is made using the official transcripts sent directly to the university from each one of the applicant’s previous colleges. Official transcripts exhibit the official seal and signature of the registrar. Transcripts that are marked "student copy," "issued to student," or "unofficial" are not accepted as official.

The initial evaluation may list course work in progress at the time of confirmation as "pending." In order to complete the admission and transfer of credit process, all transcripts of attempted work must be received by the Office of Admissions as soon as possible. Transfer students should arrange to have their final official transcripts sent directly to the Office of Admissions after they complete their last term and before they enroll at CU-Boulder.

After an evaluation of transfer credit has been completed, an evaluation report is mailed to the student by the Office of Admissions.

There is no guarantee that all transfer credit will apply to a specific degree program. The dean’s office of each college and school has ultimate responsibility for supervising the student’s degree program and makes the final determination on applicability of transfer credits toward degree requirements. Since graduation requirements at, CU-Boulder vary from college to college, a reevaluation of transfer credit is required if a student changes colleges or schools after enrolling.

Listed below are some general guidelines for accepting transfer credit.

Time Limit on Transfer of Credit

Credit hours required for graduation that were earned more than ten years prior to transferring into an undergraduate degree program at the University of Colorado at Boulder shall apply to the completion of the student’s graduation requirements, provided that the content of these courses meets the degree program requirements. Any determination of acceptance of credit toward the degree based on the content and the age of the credit is made in the college or school dean’s office or by the student’s major department.

Number of Credit Hours Required for Graduation

Transfer students are not required to complete a greater number of credit hours than are required of students who began in those same undergraduate degree programs on the Boulder campus, provided those credit hours are in courses comparable in level and content to those required for graduation from an undergraduate degree program at the Boulder campus. Residency requirements, meaning the number of hours required to be taken on the Boulder campus, are the same for transferring and nontransferring students.

Minimum Grades for Transfer

Only courses taken at a college or university of recognized standing with grades of C or better are accepted for transfer. Grades of pass, satisfactory, and honors are accepted for transfer; however, each college and school at CU-Boulder places a limitation on the number of pass hours that may be applied toward a degree.

Credit from Two-Year Colleges

Each college and school at CU-Boulder determines the maximum number of semester hours that may transfer from a two-year post-secondary institution. Limits vary in each college and school.
CREDITS FOR CORRESPONDENCE WORK
Each college and school determines the maximum number of credits taken through correspondence programs that are accepted toward a baccalaureate degree.

COLLEGE-LEVEL WORK TAKEN DURING HIGH SCHOOL
College-level work taken during high school is evaluated in accordance with general guidelines for transfer credit at CU-Boulder. College-level work taken concurrently with a high school program may be used to satisfy MAPS requirements. Official college transcripts of work taken must be received in order for transfer credit to be awarded.

ADVANCED PLACEMENT EXAMINATIONS
Credit for College Board Advanced Placement examinations cannot be evaluated from college or high school transcripts; score reports from the College Board must be submitted directly to the university for evaluation. For further information, refer to the chart in this section.

COLLEGE-LEVEL EXAMINATION PROGRAM
Credit for College Board subject examinations of the College-Level Examination Program (CLEP) in general biology, general chemistry, general psychology, introductory macroeconomics, introductory microeconomics, introductory sociology, and calculus with elementary functions may be granted for a score at or above the 66th percentile. This credit is applied toward degree requirements at the discretion of the student's dean. Not all colleges accept CLEP credit in all subjects. Refer to the appropriate college dean's office for the policy of that college.

Credit for CLEP subject examinations cannot be evaluated from college or high school transcripts; score reports must be submitted directly from the College Board. CLEP general examinations are not accepted for credit at CU-Boulder.

INTERNATIONAL BACCALAUREATE EXAMINATIONS
Credit will be granted for approved International Baccalaureate (IB) examinations with higher level passes when the grade is 4 or better. An IB certificate or diploma must be submitted for evaluation.

MILITARY CREDIT
Credit for military schooling is evaluated upon receipt of Form DD 214, "Service Separation Certificate." Only work that has received an upper-division baccalaureate recommendation by the American Council on Education (ACE) can be awarded credit. This work, however, is transferred and recorded at the lower-division level. Foreign language credit taken through the State Department, Department of Defense, or Defense Language Institute is assigned the recommended ACE credit.

CREDIT BY EXAMINATION
This option provides limited opportunities for students to take an examination and earn credit for a course without registering for or taking the course. Specific courses must be approved for credit by examination. Students may want to exercise this option if they do not receive transfer credit for a course they have taken at a previous college. Information on participating colleges and schools, requirements, and an application for credit by examination are available at the University of Colorado at Boulder, Office of the Registrar, Regent Administrative Center 105, Campus Box 7, Boulder, CO 80309-0007, 303-492-6970. Permission of the instructor, the department chair, the dean of the college or school in which the course is offered, and the student's dean (if different) is required for approval. An examination fee is charged.

TRANSFER COURSE WORK NOT ACCEPTED BY THE UNIVERSITY
The following course work will not transfer and will not count toward a degree at Boulder:
1. Courses identified by CU-Boulder as remedial, i.e., necessary to correct academic deficiencies, such as remedial English, mathematics, science, and developmental reading.
2. Vocational-technical courses that are offered at two-year and proprietary institutions. Exceptions may be granted only by the CU-Boulder dean responsible for the student's curriculum. When exceptions appear to be warranted, appropriate department heads make recommendations to their respective deans regarding credit for such courses.
3. Courses in religion that constitute specialized religious training or that are doctrinal in nature.
4. Credits earned for work experience or through a cooperative education program.
5. Credits earned in physical education activity courses.
6. Courses or programs identified as college orientation.

TRANSFER CREDIT CONVERSION
Many campuses operate on the quarter system, with the academic year divided into three terms. Other campuses, including CU-Boulder, operate on a two-term or semester system. Course credits from quarter system institutions must be converted from quarter hours to semester hours or credits. One quarter credit is equivalent to two-thirds of a semester credit. To calculate how many semester hours are equivalent to a certain number of transferable quarter hours, multiply the number of quarter hours by two-thirds and round off the total to the nearest tenth. For example, 4 quarter hours x 2/3 = 2.67 or 2.7 semester hours of credit, or 3 quarter hours x 2/3 = 2 semester hours of credit.

Intrauniversity Transfer Students
Students wishing to change colleges or schools within the CU-Boulder campus must obtain an application from the college or school to which they wish to transfer.

For more information on recommended course work in preparation for intrauniversity transfer (IUT) and other criteria, students need to consult college and school sections of this catalog or talk with an academic advisor in the program to which they plan to transfer. Most colleges and schools do not accept intrauniversity transfer students during the summer. It is important to note that admission to a college through the IUT process is competitive, and not all students who apply are admitted. Decisions are based on course preparation, hours completed, grade point average, and other criteria required by the specific college or school.

Other Applicants

Foreign Students
The university invites applications from qualified foreign students. Foreign applicants are those who will apply for or who already have a temporary nonimmigrant United States visa or immigration status. Over 1,050 foreign students from over 84 countries study at CU-Boulder. Applications for admission are processed by the Office of Admissions. Assistance after admission is provided by Foreign Student and Scholar Services, located in the Office of International Education. Boulder offers a full range of services to foreign students, including a host family program, orientation, special programs and activities for foreign students, and personal attention to individual needs.

Intensive English instruction is also offered by the International English Center. Applicants who have established permanent resident status in the United States are not considered foreign. These students should follow application and admission procedures for undergraduates or graduates as described elsewhere in this catalog.
Foreign students who wish to pursue a full-time program of study at the undergraduate or graduate level should write or call the University of Colorado at Boulder, Office of Admissions, Campus Box 65, Boulder, CO 80309-0065, 303-492-2456, to obtain a foreign student application form and instructions. The foreign student application for admission can also be obtained by using the undergraduate admission application request form on the World Wide Web home page at www.colorado.edu/admissions, or by sending an e-mail to apply@colorado.edu.

Prospective graduate students should also write to the specific academic department in which they are interested. The letter should be addressed to the University of Colorado at Boulder, specific department, Boulder, CO 80309. Consult the catalog directory for departmental telephone numbers and addresses.

**FOREIGN NONDEGREE STUDENTS**

Students who hold temporary nonimmigrant visas or temporary immigration status may gain admission as nondegree students only with the approval of an advisor in Foreign Student and Scholar Services in the Office of International Education. The University of Colorado at Boulder does not issue Forms I-20 or assume any immigration responsibility for nondegree students. Therefore, foreign nondegree students must maintain appropriate immigration status independent of the university.

Foreign nondegree applicants should write or call the University of Colorado at Boulder, Foreign Student and Scholar Services, Campus Box 123, Boulder, CO 80309-0123, 303-492-8057, to obtain the appropriate application and instructions.

**Former Boulder Campus Students**

CU-Boulder degree students who are not currently enrolled on the Boulder campus must submit the Application for Former CU-Boulder Degree Students. No application fee is required. Students who have attended any college or university since their last attendance at CU-Boulder should refer to the Transfer Students (How to Apply) section.

Degree students who withdraw from CU-Boulder during the fall or spring semester must reapply for admission.

If the student is changing from a previous college or school, the change should be noted on the application. Otherwise, it is assumed that the student is returning to the same field of study. If a college or school change is requested for which the student is not eligible, the student will need to request consideration for his or her previous program.

Degree students who withdraw from CU-Boulder during summer session need not reapply to continue into the fall semester.

**Nondegree Students**

The nondegree student classification meets the needs of those students who wish to take university courses but who do not currently intend to work toward a degree at the University of Colorado. With the exception of high school students who have completed the approval process, nondegree students must be at least 18 years of age and have a high school diploma or its equivalent to qualify for admission. Students applying as nondegree students must do so through the Division of Continuing Education.

Nondegree students may enroll in credit classes through the ACCESS (Available Credit Courses for Eligible Special Students) program, the Boulder evening program, CATECS (Center for Advanced Training in Engineering and Computer Science), or independent study programs.

If students have been denied admission to an undergraduate degree program, they may not enroll as nondegree students in the ACCESS program for the term for which they sought degree program admission. Nondegree student admission does not guarantee future admission to any degree program.

In the fall and spring semesters, permission to register for Boulder campus courses is contingent on availability of space.

Nondegree students may take independent study course work through the Colorado Consortium for Independent Study. Students register for this option through the Division of Continuing Education.

Nondegree students may also register for courses on a pass/fail basis. Courses that are taken on a pass/fail basis are counted in the hours of pass/fail course work permitted according to the rules of the college or school to which students are admitted if they change to degree status.

Nondegree students who have completed 6 semester hours of credit must maintain a 2.00 cumulative grade point average. Failure to maintain the required grade point average will result in suspension.

High school students interested in attending CU-Boulder apply for summer session as nondegree students.

Further information may be obtained by writing or calling the University of Colorado at Boulder, Division of Continuing Education, Campus Box 178, Boulder, CO 80309-0178, 303-492-5148.

Foreign students who want to apply to the university as nondegree students should read the Foreign Students section above. Students interested in teacher certification should refer to the School of Education section of this catalog.

**NONDEGREE STUDENTS TRANSFERRING TO A DEGREE PROGRAM**

Students who are currently enrolled or have been enrolled at any CU campus as nondegree students may apply for admission to an undergraduate degree program by submitting an undergraduate admission application to the Office of Admissions with complete credentials and the nonrefundable $40 application fee.

Applicants must have earned a high school diploma or its equivalent, and all previous college-level work must be reported on the application. A high school transcript, SAT or ACT scores, and an official transcript from all colleges and schools attended (outside the University of Colorado system) must be sent directly to the Office of Admissions.

A degree-seeking applicant may transfer an unlimited number of credits taken as a nondegree student on any university of Colorado campus. However, applicability of these hours toward degree requirements is established by the schools and colleges. It is suggested that a student apply to a degree program as soon as admission requirements, including MAPS deficiencies, have been met. It is essential that former nondegree students actively seek academic advising from the appropriate dean's office once they have been accepted into a degree program. There are opportunities for advising at mandatory degree orientation programs.

Students wishing to transfer to a graduate degree program should refer to the Graduate School section of this catalog.

**Second Undergraduate Degree Applicants**

Students may apply for a second undergraduate degree at the University of Colorado at Boulder, but should explore the various options in graduate study available at the university before doing so. Students applying for a second undergraduate degree must follow transfer admission guidelines, and those students who are admitted must keep in mind that all college and major requirements must be met in order to complete degree programs satisfactorily. Restrictions mandated by general university policies, as well as specific college and school policies, include the following:
a. Applicants may not apply to the major in which they received their first undergraduate degree.

b. Applicants must apply to a specific major; applications for an open option or undetermined major cannot be considered.

c. Second undergraduate degree applicants in the College of Architecture and Planning are encouraged to investigate graduate programs.

d. Credit hours earned as a nondegree student at the University of Colorado may not be used toward major degree requirements for a second degree in the College of Arts and Sciences.

e. Students who have already completed an undergraduate degree in the College of Business and Administration or the College of Engineering and Applied Science are strongly encouraged to investigate graduate study.

f. The School of Education offers graduate and teacher education programs only.

**Students from Other CU Campuses**

Students who wish to transfer to Boulder from another University of Colorado campus (Colorado Springs, Denver, or the Health Sciences Center), from CU Study Abroad, or from CU Continuing Education should refer to the Transfer Student section. These students must send a high school transcript, SAT I or ACT scores, and an official transcript from each college or university attended (outside the University of Colorado system) to the Office of Admissions. Currently enrolled degree students are not required to pay the application fee. Some admission preference is given to applicants transferring from degree programs at other campuses of the University of Colorado.

**Minimum Academic Preparation Standards—MAPS**

One unit equals one year of high school study or one semester of college course work.

**ARCHITECTURE AND PLANNING**

16 units: 4 of English; 3 of mathematics; 3 of natural science (includes physics and/or biology); 3 of social science; 2 of a single foreign language; and 1 academic elective.

**ARTS AND SCIENCES**

16 units: 4 of English (includes 2 of composition); 3 of mathematics (includes 2 of algebra and 1 of geometry); 3 of natural science (includes 2 of laboratory science, 1 of which must be either chemistry or physics); 3 of social science (includes 1 of U.S. or world history and 1 of geography—if U.S. history is used to meet the history requirement, then the geography requirement may be met with 1/2 unit of geography and 1/2 unit of world history); and 3 of a single foreign language.

**BUSINESS AND ADMINISTRATION**

17 units: 4 of English (includes 2 of composition); 4 of mathematics; 3 of natural science (includes 2 of laboratory science, 1 of which must be either chemistry or physics); 3 of social science (includes 1 of U.S. or world history and 1 of geography—if U.S. history is used to meet the history requirement, then the geography requirement may be met with 1/2 unit of geography and 1/2 unit of world history); and 3 of a single foreign language.

**Note:** The above business MAPS requirements apply only to those students graduating from high school in spring 1994 or later.

**ENGINEERING AND APPLIED SCIENCE**

16 units: 4 of English; 4 of mathematics (includes at least 2 of algebra, 1 of geometry, and 1 of college preparatory mathematics such as trigonometry, analytic geometry, or elementary functions); 3 of natural science (includes 1 of chemistry and 1 of physics); 2 of social science; 2 of a single foreign language; and 1 academic elective.

Prospective engineering students are encouraged to complete the 4 units of mathematics courses before attempting calculus or pre-calculus courses.

**MUSIC**

15 units: 4 of English; 3 of mathematics; 3 of natural science; 2 of social science; 2 of a single foreign language; and 1 in the arts.

**Note:** The college faculties encourage all students to include courses or activities in the fine and performing arts such as music, dance, theatre, and the visual arts.

**Policies Concerning MAPS Deficiencies**

Students who graduated from high school in the spring of 1988 and later are required to complete in secondary school the minimum academic preparation standards (MAPS) of the CU-Boulder college to which they apply. In some cases, students who are otherwise admissible may be admitted even though they have not met the MAPS. In those instances, students are required to complete the appropriate MAPS courses through courses taken at other institutions of higher education, additional high school credits, or approved credit-by-examination programs.

The policies of the Boulder campus with respect to completing MAPS course work after enrollment are as follows:

1. Appropriate missing MAPS course work is included in the hours for graduation.

2. All course work toward fulfillment of the MAPS must be taken for a letter grade.

3. Students are required to enroll in and complete at least one MAPS course each term, beginning in the first term of enrollment, until such time as all MAPS are completed. This policy applies to new freshmen, transfer students, and to students transferring from other academic units on the Boulder campus and from other campuses of the university. Failure to comply with this requirement may result in suspension at the end of the term in which the student ceases to complete missing MAPS units.

4. All students who first enroll in one academic unit at CU-Boulder and who subsequently transfer to another unit are required to meet the MAPS specified for the new unit, irrespective of their completion of MAPS units in their previous college or school.

5. Students in double-degree programs must meet MAPS requirements of both degree-granting units.

6. Students must consult with a CU-Boulder academic advisor (or read their college's academic survival guide) to determine which specific courses may be used to meet a MAPS requirement.

7. Students who graduate from a foreign high school are exempt from MAPS.

**GRADUATE ADMISSION**

Graduate student admission is handled by individual academic departments. See the Graduate School section of this catalog for more information.

**ACADEMIC RECORDS**

**Class Level**

Class level is based on the total number of semester hours passed, as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29.9</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59.9</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89.9</td>
</tr>
<tr>
<td>Senior</td>
<td>90-123.9</td>
</tr>
<tr>
<td>Fifth-Year Senior</td>
<td>124 and above</td>
</tr>
</tbody>
</table>

The normal course load for most undergraduates is 15 credit hours each semester.

**Course Load**

The following are the most widely used general definitions of full-time course load. For
further information and guidelines, students should see specific college and school sections of this catalog. Students who receive financial aid or veterans benefits or who live in university housing should check with the appropriate office regarding course-load requirements for eligibility purposes.

Undergraduate Course Load

A full-time undergraduate student is one who is enrolled for 12 or more semester hours in the fall or spring semester or at least 6 semester hours in the summer term. In the summer, undergraduate students must be enrolled in 12 or more semester hours for financial aid purposes, including loan deferments. For academic purposes, students only need to carry 6 hours or more to be considered full time.

Graduate Course Load

A full-time graduate student is one who is enrolled for 5 semester hours of course work, or any number of thesis hours according to the program. These hours also apply for enrollment verification purposes. Consult the Graduate School dean’s office for requirements. For financial aid or program requirements for full- or part-time status, consult the Office of Financial Aid. Law students must be enrolled for a minimum of 10 credit hours to be considered full time in the fall or spring (5 credit hours in the summer). A maximum of 15 semester hours may be applied toward a degree during the fall and spring semesters.

A full-time graduate student in the summer term is one who is enrolled for at least 3 semester hours in course work or any number of thesis hours. The maximum number of graduate credits that may be applied toward a degree during the summer session is 6 semester hours per 5-week term and 10 semester hours per 10-week summer session, not to exceed 10 semester hours for the total summer session.

Reasonable Academic Progress

Reasonable academic progress in most undergraduate colleges and schools requires a 2.00 grade point average (GPA). Students should consult their dean’s office regarding college or school minimum GPA requirements and special policies on probation and dismissal. Students must maintain reasonable academic progress to receive financial aid.

Grading System

The following grading system is standard-ized for all colleges and schools of the university. Each instructor is responsible for determining the requirements for a course and for assigning grades on the basis of those requirements.

| Standard Grade | Credit Points per Hour of Credit
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A = superior/excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A- =</td>
<td>3.7</td>
</tr>
<tr>
<td>B+ =</td>
<td>3.3</td>
</tr>
<tr>
<td>B = good/better than average</td>
<td>3.0</td>
</tr>
<tr>
<td>B- =</td>
<td>2.7</td>
</tr>
<tr>
<td>C+ =</td>
<td>2.3</td>
</tr>
<tr>
<td>C = competent/average</td>
<td>2.0</td>
</tr>
<tr>
<td>C- =</td>
<td>1.7</td>
</tr>
<tr>
<td>D+ =</td>
<td>1.3</td>
</tr>
<tr>
<td>D =</td>
<td>1.0</td>
</tr>
<tr>
<td>D- = minimum passing</td>
<td>0.7</td>
</tr>
<tr>
<td>F = failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade Symbols

IF = incomplete; changed to F if not completed within one year
IW = incomplete; changed to W if not completed within one year
IP = in progress; thesis at the graduate level or specified graduate-level courses
P = passing; under the pass/fail option, grades of D+ and above convert to a P. Other specified courses may also be graded on a pass/fail basis.
NC = no credit
W = withdrawal or drop without discredit
*** = class grades were not submitted when final grades were processed, or the student is currently enrolled in the course.

Explanation of IF and IW

An IF or IW is an incomplete grade. Policies with respect to IF/IW grades are available in individual college and school dean’s offices. Use of the IF or IW is at the option of the course instructor and/or the academic dean’s office.

Students must ask for an incomplete grade. An IF or IW is given only when students, for reasons beyond their control, have been unable to complete course requirements. A substantial amount of work must have been satisfactorily completed before approval for such a grade is given.

If an instructor grants a request for IF or IW, the instructor sets the conditions under which the course work can be completed and the time limit for its completion. A student does not retake the entire course.

It is the instructor’s and/or the student’s decision whether a course should be retaken. If a course is retaken, it must be completed on the Boulder campus or in Boulder evening classes. The student must re-register for the course and pay the appropriate tuition.

The final grade (earned by completing the course requirements or by retaking the course) does not result in deletion of the IF or IW from the transcript. A second entry is posted on the transcript to show the final grade for the course, for example, B+1/F or FW.

At the end of one year, IF and IW grades for courses that are not completed or repeated are automatically changed to F or W, respectively.

GRADE POINT AVERAGE

The overall University of Colorado at Boulder grade point average (GPA) is computed as follows. The credit hours and credit points are totaled for all courses; then the total credit points are divided by the total hours attempted. Courses with grade symbols of P, NC, *** (grade not yet entered), W, IP, IW, and IF are excluded when totaling the hours, however, grades of F earned for courses graded on a pass/fail option are included in the GPA. IFs that are not completed within one year are calculated as F in the GPA at the end of the one-year grace period.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Credit Points per Hour</th>
<th>Credit Hours</th>
<th>Credit Points in Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0  x  4 = 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7  x  4 = 14.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3  x  4 = 13.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0  x  3 = 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0  x  3 = 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7  x  3 = 5.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3  x  3 = 3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0  x  3 = 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7  x  3 = 2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0  x  3 = 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IW</td>
<td>4.0  x  3 = 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total = 44 = 2.93 GPA
15

If a course is repeated, both grades earned are used in determining the university GPA. Grades received at another institution are not included in the University of Colorado at Boulder GPA, and the undergraduate GPA is calculated separately from the graduate GPA.

Students should refer to their academic dean’s office for individual GPA calculations as they relate to academic progress and graduation from their college or school.

Official Transcripts

Official transcripts include the complete undergraduate and graduate academic record of courses taken at all campus locations or divisions of the University of Colorado. Students may request a complete transcript from the registrar of any University of Colorado campus. It contains the signature of the registrar and the official seal of the university. If students attend more than one campus, it is not necessary to request a transcript from each campus. Official transcripts are primarily used to support applications for transfer to other academic institutions and for employment purposes. Transcripts sent to students are labeled "issued to student."
On the Boulder campus, transcripts may be ordered in person or by phone, fax, or mail from the University of Colorado at Boulder, Office of the Registrar, Transcript Section, Regent Administrative Center 105, Campus Box 68, Boulder, CO 80309-0068, 303-492-8987, fax 303-492-4884. Ordering transcripts by telephone is the most efficient method.

If students attend more than one campus, it is not necessary to request a transcript from each campus.

There is no charge for official transcripts, which are prepared at the student's request. Typically, transcript requests are processed within three to five working days in a first-in, first-out order. However, for a rush transcript fee, official transcripts and unofficial fax transcripts are processed in one working day. A student having unpaid financial obligations to the university that are due will not be granted a transcript.

Official transcripts that include end-of-term grades are available approximately two weeks after final examinations. Degrees are recorded approximately six weeks after graduation.

Unofficial Transcripts
Unofficial transcripts are also a complete academic record of graduate and undergraduate courses taken at the University of Colorado. They are primarily used for advising and counseling within offices on campus and within offices at other University of Colorado campuses. Unofficial transcripts do not carry the embossed seal of the university. Copies are available at the Office of the Registrar in the foyer of Regent Administrative Center 105 at a cost of $1 for next-day service and $5 for rush service.

Credit by Examination
In limited instances, students enrolled in a degree program may earn additional credit without otherwise registering for and taking certain courses if they pass a written examination. Information on participating colleges and schools and an application for credit by examination may be obtained from the Office of the Registrar in Regent Administrative Center 105. The application specifies procedures to be followed. The following signatures are required for approval: the instructor, the department chair, the dean of the college or school in which the course is offered, and the student's dean, if different. The fee for each examination is not included in the regular tuition but is assessed separately at a fixed rate equivalent to the minimum resident tuition rate charged for 0-3 credit hours for the current semester. Fees are payable in advance and are nonrefundable.

Stops
A scholastic, dean's, financial, or miscellaneous stop may be placed on a student's record for a number of reasons. A stop prevents a student from registering, returning to school, obtaining an official transcript, or receiving a diploma. The student should remove each stop as quickly as possible by contacting the campus office that placed the stop. General inquiries may be addressed to the Office of the Registrar.

Confidentiality of Student Records
Annual Notice to Students: The University of Colorado complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974. The act was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records in all offices, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the act.

Local guidelines explain in detail the procedures to be used by the institution for compliance with the provisions of the act. Copies of the guidelines can be found in the government publications office in the Office of the Registrar and on the web at registrar.colorado.edu/address/privacy.htm.

The registrar has been designated by the institution to coordinate the inspection and review of student education records located in various university offices. Students wishing to review their education records must come to the Academic Records section of the Office of the Registrar and present proper identification. All other records inquiries must be directed to the proper office, i.e., financial aid, bursar, etc.

Students may not inspect the following, as outlined by the act: financial information submitted by their parents, confidential letters that they have waived their rights to review, or education records containing information about more than one student, in which case the institution will permit access only to that part of the record that pertains to the inquiring student. Records that may be inspected include admissions, academic, and financial aid files, and cooperative education and placement records.

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

1. The right to inspect and review their education records within 45 days of the day the university receives their request for access.

2. The right to request the amendment of students' education records that they believe are inaccurate or misleading.

They may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as requested by the student, the university will notify them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to them when notified of the right to a hearing.

3. The right to consent of disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

The Family Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605
202-260-3887

The following items of student information have been designated by the University of Colorado at Boulder as public or "directory" information: name, addresses, telephone numbers, e-mail address, ID photo, dates of attendance, registration status, class, major field of study, awards, honors, degree(s) conferred, past and present participation in officially recognized sports and activities, physical factors (height, weight) of athletes, and date and place of birth. Such information may be disclosed by the institution at its discretion.

Students have the right to withhold "directory information" from inquirers by selecting a "privacy" or "limited-privacy" option. The privacy option prevents all directory and enrollment information from being released to all who do not have a clear educational interest for access to this information. The limited privacy option prevents the release of directory information to off-campus inquirers and to campus directory services, but is not as restrictive as the privacy option.

In-State and Out-of-State Tuition Classification

Tuition classification is governed by Colorado statutes and by judicial decisions that apply to all state-funded institutions in Colorado and is subject to change without notice.

New students are classified as in-state or out-of-state residents for tuition purposes on the basis of information provided on their application for admission and other relevant information. Applicants may be required to submit evidence substantiating their claim of in-state eligibility.

Applicants and students who feel their classification is incorrect or who have become eligible for a change to in-state status must submit a petition with documentation in order to have their status changed. The necessary petition forms, deadlines for submission, and an explanation of the Colorado tuition classification statute are available from the University of Colorado at Boulder, Tuition Classification Coordinator, Regent Administrative Center 105, Campus Box 68, Boulder, CO 80309-0068, telephone 303-492-6868, fax 303-492-8748, e-mail: tuition.classification@registrar.colorado.edu.

Basic Requirements for Establishing Colorado Residency

Colorado in-state tuition classification requires domicile (legal residence) in Colorado for 12 consecutive months. Domicile is defined as a person's true, fixed, and permanent home and place of habitation. To establish domicile, a person must reside in Colorado and demonstrate that Colorado is his or her permanent home.

In addition to establishing domicile in Colorado, a person must be either 21 years of age or older (22 years of age for students who first matriculated at a Colorado college or university on September 1, 1996, or later), married, a graduate student, or be an emancipated minor to begin the 12-month period. Unemancipated minors qualify for in-state status if their parents have been domiciled in Colorado for one year.

EMANCIPATION

To be emancipated, students cannot be supported by their parents in any way. College savings funds and other income-producing assets established by the parents prior to the 12-month period are considered to be parental support.

EVIDENCE OF DOMICILE

Evidence of Colorado domicile includes actions that would normally be expected of any permanent resident. Factors that constitute proof of domicile are:

- Payment of Colorado state income tax
- Colorado driver’s license
- Colorado vehicle registration
- Voter registration in Colorado
- Permanent employment or acceptance of future permanent employment in Colorado (note: employment offered by the university to students is not considered permanent)
- Ownership and permanent occupancy of residential real property in Colorado
- Graduation from a Colorado high school
- Continued residence in Colorado while not enrolled as a student

No single factor constitutes conclusive proof of domicile. All factors, positive and negative, are considered. All of the listed factors are not necessary, but individuals should take actions on those factors that are appropriate in their circumstances.

UNEMANCIPATED MINORS

Students as old as 21 (22 for students who first matriculated at a Colorado college or university on September 1, 1996, or later) may qualify for in-state tuition if either of their parents, regardless of custody, has been domiciled in Colorado for 12 consecutive months preceding the first day of class in a given semester, even if the students reside elsewhere. In certain circumstances, students may qualify through their parents up to age 23.

Students lose eligibility for in-state tuition if they (or their parents, if the students are unemancipated minors) maintain domicile outside Colorado for one year or more, unless the parents have lived in Colorado at least four years and meet other requirements.

In-state classification becomes effective at the beginning of the first term after one year of legal residence in Colorado. Changes of classification never take effect midterm.

Students who give false information to evade payment of out-of-state tuition or who fail to provide timely notice of their loss of in-state eligibility are subject to retroactive assessment of out-of-state tuition, as well as disciplinary and legal action.

In-State Status: Other Circumstances

Residents of participating western states enrolled in graduate programs approved by the Western Regional Graduate Program are entitled to in-state tuition rates. Students should call or write the tuition classification office or their academic department for further information.

Active-duty members of the armed forces of the United States or Canada on permanent duty station in Colorado and their dependents (as defined by military regulations), and Olympic athletes in training at the United States Olympic Training Center in Colorado Springs, are eligible for in-state classification, regardless of domicile or length of residence.

Nonimmigrant aliens who have lived in Colorado for one year for purposes other than education qualify for in-state classification after one year of Colorado residence.

EXPENSES

Enrollment Deposit

All new students must confirm their enrollment at the university by returning a completed confirmation form and an enrollment deposit of $200 (both in-state and out-of-state students). The deposit is non-transferable and must be paid by all students, regardless of financial aid awards. Students who have paid the deposit and who decide not to attend CU-Boulder forfeit their deposit. Deposits received after
enrollment levels have been reached will be returned.

The enrollment deposit is not credited toward tuition and fees. Instead, it is refunded when a student graduates or officially withdraws from CU-Boulder within established dates and guidelines, after paying any outstanding university obligations. Students should update their permanent address at the Bursar's Office before they graduate or withdraw to be sure they receive their refund.

Estimated Expenses

Expenses for students attending the University of Colorado at Boulder vary, depending on whether they live on or off campus, their program of study, state residency (tuition classification), family size, personal needs, and individual interests.

It is difficult, therefore, to provide exact statements of total expenses. The following approximate costs per academic year were established for full-time undergraduate arts and sciences students living on the Boulder campus in 1998-99. The Board of Regents reserves the right to change the costs for tuition and fees and room and board at any time, and it should be expected that costs will be higher for 1999-2000.

<table>
<thead>
<tr>
<th>In-state</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$3,038</td>
</tr>
<tr>
<td>Room and board (on campus)</td>
<td>$4,908-5,684</td>
</tr>
<tr>
<td>Total</td>
<td>$7,946-8,722</td>
</tr>
</tbody>
</table>

The cost of attending only fall or spring semester would be one-half of the amount shown above. Students planning to attend summer session should take into account estimated expenses indicated in the Summer Session Catalog, available from the Office of the Registrar in mid-February. Additional costs would include books, supplies, special residential academic program fees, transportation, entertainment, health insurance, and any other personal needs, interest items, or services. Some courses carry laboratory or other fees for practical activities. Consult the Registration Handbook and Schedule of Courses for notation of special fees.

Tuition and fees for 1999-2000 were not set when this catalog went to press in early 1999. The tuition rates per semester for the 1998-99 school year are listed to the right.

Note that a surcharge is assessed for each semester credit hour over 18 hours. Zero or fractional credit is regarded as 1 hour in assessing tuition and fee charges. No-credit (NC) courses are not free of charge; tuition for courses taken for no credit is the same as for courses taken for credit.

### 1998-99 Tuition Rates Per Semester

#### Undergraduate In-State Tuition

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hours</th>
<th>Business</th>
<th>Engineering</th>
<th>Journalism/Music</th>
<th>All Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>501</td>
<td>516</td>
<td>435</td>
<td>429</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>668</td>
<td>688</td>
<td>580</td>
<td>572</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>835</td>
<td>860</td>
<td>725</td>
<td>715</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1,002</td>
<td>1,032</td>
<td>870</td>
<td>858</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1,169</td>
<td>1,204</td>
<td>1,015</td>
<td>1,001</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1,336</td>
<td>1,376</td>
<td>1,160</td>
<td>1,144</td>
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<tr>
<td>9-18</td>
<td>1,383</td>
<td>1,420</td>
<td>1,204</td>
<td>1,178</td>
<td></td>
</tr>
<tr>
<td>Each hour over 18</td>
<td>$167</td>
<td>$172</td>
<td>$145</td>
<td>$143</td>
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</table>

#### Undergraduate Out-of-State Tuition

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hours</th>
<th>Business</th>
<th>Engineering</th>
<th>Journalism/Music</th>
<th>All Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>7,506</td>
<td>7,533</td>
<td>7,281</td>
<td>7,200</td>
<td></td>
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<td>7,506</td>
<td>7,533</td>
<td>7,281</td>
<td>7,200</td>
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<tr>
<td>5</td>
<td>7,506</td>
<td>7,533</td>
<td>7,281</td>
<td>7,200</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7,506</td>
<td>7,533</td>
<td>7,281</td>
<td>7,200</td>
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<tr>
<td>7</td>
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<td>7,533</td>
<td>7,281</td>
<td>7,200</td>
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<tr>
<td>8</td>
<td>7,506</td>
<td>7,533</td>
<td>7,281</td>
<td>7,200</td>
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<tr>
<td>9-18</td>
<td>7,506</td>
<td>7,533</td>
<td>7,281</td>
<td>7,200</td>
<td></td>
</tr>
<tr>
<td>Each hour over 18</td>
<td>$834</td>
<td>$837</td>
<td>$809</td>
<td>$800</td>
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</table>

### Graduate In-State Tuition

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hours</th>
<th>Business</th>
<th>MBA</th>
<th>Engineering</th>
<th>Law</th>
<th>All Other</th>
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</thead>
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<td>621</td>
<td>603</td>
<td>726</td>
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<td>$525</td>
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<tr>
<td>4</td>
<td>784</td>
<td>828</td>
<td>804</td>
<td>968</td>
<td></td>
<td>700</td>
</tr>
<tr>
<td>5</td>
<td>980</td>
<td>1,035</td>
<td>1,005</td>
<td>1,210</td>
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<td>875</td>
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<td>1,176</td>
<td>1,242</td>
<td>1,206</td>
<td>1,452</td>
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<td>1,050</td>
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<tr>
<td>7</td>
<td>1,372</td>
<td>1,449</td>
<td>1,407</td>
<td>1,694</td>
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<td>1,225</td>
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<tr>
<td>8</td>
<td>1,568</td>
<td>1,656</td>
<td>1,608</td>
<td>1,936</td>
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<td>1,400</td>
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<tr>
<td>9-18</td>
<td>1,774</td>
<td>1,855</td>
<td>1,804</td>
<td>2,185</td>
<td></td>
<td>1,565</td>
</tr>
<tr>
<td>Each hour over 18</td>
<td>$196</td>
<td>$207</td>
<td>$201</td>
<td>$242</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Out-of-State Tuition

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hours</th>
<th>Business</th>
<th>MBA</th>
<th>Engineering</th>
<th>Law</th>
<th>All Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>2,409</td>
<td>2,445</td>
<td>2,409</td>
<td>2,598</td>
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<td>$2,364</td>
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<td>4,800</td>
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<td>4,818</td>
<td>5,196</td>
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<td>4,728</td>
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<td>5,516</td>
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<td>8</td>
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<td>6,520</td>
<td>6,424</td>
<td>6,928</td>
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<td>6,304</td>
</tr>
<tr>
<td>9-18</td>
<td>7,200</td>
<td>7,335</td>
<td>7,227</td>
<td>7,794</td>
<td></td>
<td>7,092</td>
</tr>
<tr>
<td>Each hour over 18</td>
<td>$800</td>
<td>$815</td>
<td>$803</td>
<td>$866</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1998-99 Mandatory Fees Per Semester

#### Student Activity Fee (assessed by UCSU)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>One class of 5 or fewer credit hours</td>
<td>$34.43</td>
</tr>
<tr>
<td>One class of more than 5 credit hours</td>
<td>203.19</td>
</tr>
<tr>
<td>More than one class (any amount of hours)</td>
<td>203.19</td>
</tr>
<tr>
<td>Note: Graduate status of &quot;D&quot; fees only (plus insurance)</td>
<td>$93.08</td>
</tr>
</tbody>
</table>

#### Student Information System Fee

Mandatory for all students: $7.00

#### Athletic Fee

Credit hours of 3 or fewer: $0.00
Credit hours of 4 or more: $28.50

#### Student Computing Fee

<table>
<thead>
<tr>
<th>Feature</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours of 6 or fewer</td>
<td>$15.00</td>
</tr>
<tr>
<td>Credit hours of 7 or more</td>
<td>30.00</td>
</tr>
</tbody>
</table>

#### RTD Fee *

All students: $14.52

#### Matriculation Fee

All first-time degree students: $35.00

#### Arts and Cultural Enrichment Fee

All students: $3.50

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* The student RTD bus pass program fee entitles students to unlimited free or discounted rides on local, regional, and express bus routes.
Students simultaneously enrolled in programs leading to two different degrees will be assessed tuition for the college or school with the higher tuition rate, according to the schedule on the next page.

**Housing Security Deposit**

All students who live in the residence halls are required to pay a one-time security deposit of $200. This security deposit is held by the Department of Housing and is released to your tuition and fee account within 60 days after the expiration of your housing agreement.

*Note:* The security deposit required for housing is distinct and separate from the enrollment deposit required for admission to the university.

**Fees**

**Matriculation Fee**

All new degree students pay a one-time non-refundable matriculation fee of $35. This fee is assessed at the time of initial registration for students entering a new degree program and covers adding and dropping courses and official transcript orders. Non-degree students who are admitted to degree status are assessed the $35 matriculation fee at the time of their first registration as degree students.

**Course Fees**

Instructional fees are charged on an individual basis to help offset the higher costs of specialized supplies and equipment unique to these courses. Course fees for 1998-99 ranged from $5-$50 per credit hour and $5-$100 per course. Consult the Registration Handbook and Schedule of Courses for more detailed information, or contact the Bursar's Office at 303-492-5381, TTY 303-492-3528, visit the web site at www-bursar.colorado.edu, or send e-mail to bursars@spot.colorado.edu. Other fees also exist in the College of Architecture and Planning. In addition, lab courses not linked to a lecture course may require payment of a course fee.

**Late Registration Fee**

A late registration fee may be charged to students who are authorized to register after their assigned registration period. The late registration fee is $50. This fee is separate and distinct from any penalty that may be assessed for late payment of tuition and fees.

**Student Health Insurance**

All Boulder campus students are encouraged to maintain adequate health insurance. Students who are enrolled for more than 5 credit hours will automatically be charged for the University of Colorado Student Union (UCSU) health insurance plan. In order to waive the insurance, students must complete and submit a waiver form to Wardenburg Health Center by the published deadline. Waiver forms are available at Wardenburg. For further information, call the Insurance Office at 303-492-5107. There will be no automatic student insurance adjustments for students who either increase or decrease their credit hours after the waiver deadline.

Approved doctoral candidate students who desire to purchase the UCSU health insurance plan may do so without paying additional student fees. However, those doctoral students who choose to waive the additional student fees will not be eligible for the reduced student rate at Wardenburg.

**Tuition and Fee Regulations**

**Drop/Add Tuition Adjustment**

Adjustment of tuition and fees is made on drop/add changes as published in the Registration Handbook and Schedule of Courses.

**Tuition Classification**

Students are classified as in-state or out-of-state residents for tuition purposes on the basis of information provided on their application for admission and other relevant information. For more information, see Academic Records.

**Students Registered on More Than One Campus**

Students registering for courses on more than one campus of the university during a single term pay tuition and fees to each campus at the rate appropriate to the number of credits for which they are registered on that campus. Boulder campus students qualified to use the concurrent registration option pay Boulder campus rates for the total hours enrolled at all campuses.

**Nondegree Students**

Nondegree students enrolled in undergraduate courses are assessed tuition at the undergraduate student rate. Nondegree students enrolled in graduate courses are assessed tuition at the graduate student rate. Nondegree students enrolled in both graduate and undergraduate courses are assessed tuition at the graduate student rate.

**University Employees**

Any permanent employee may enroll for not more than 6 free semester hours of credit (and any permanent part-time employee for a proportionate number of hours of credit) in any academic year (summer, fall, spring) on a space-available basis beginning on drop/add day. Time taken to attend classes during normal working hours shall be made up and shall be limited to one course during any term. Persons appointed for less than full time are not eligible for release time during assigned hours. For details, call the student billing department in the Bursar's Office.

**Bachelor's/Master's Degree Programs**

The Graduate School, in cooperation with the other colleges and schools, has instituted a concurrent bachelor's/master's degree option.

Students will need to talk with specific departments regarding programs offered and verification of the following statements:

1. Students who complete the requirements for the concurrent bachelor's/master's degree receive both degrees simultaneously.
2. Students admitted to concurrent programs may register for graduate courses before they receive a bachelor's degree.
3. Students admitted to bachelor's/master's programs will pay undergraduate tuition throughout the five years required to complete the concurrent bachelor's/master's degree.
4. Students admitted to these concurrent degree programs will be regarded as undergraduate students for the purposes of receiving financial aid throughout the five years of their program.

**Master's Candidate for Degree**

Out-of-state students enrolled as master's candidates for degree, who need only to take a comprehensive examination for a master's degree, will pay for 3 semester hours at 60 percent of the 3-semester-hour charge for out-of-state graduate students. In-state master's candidates will pay for 3 semester hours at the graduate in-state rate.

**Approved Doctoral Candidates**

A student admitted as an approved doctoral candidate is registered for 7 dissertation hours. Students not making use of campus facilities may petition the Graduate School for 3-credit-hour status. Consult the Graduate School for petition deadlines. Continuous registration for dissertation hours during fall and spring semesters is required until completion of the dissertation defense. Out-of-state students enrolled for doctoral dissertation will pay 60 percent of the out-of-state per-hour rate for each semester hour of enrollment. In-state students enrolled for doctoral dissertation will pay the in-state per-hour rate for each semester hour of enrollment.
Payment of Tuition and Fees

University Bills

Students enrolled at the University of Colorado at Boulder are responsible for full payment of all tuition, fees, and university residence hall charges (when applicable) noted on their schedule/bill. These charges include financial aid awards, student loan proceeds, research and teaching assistant tuition waivers, and other credits to tuition and fees. All checks containing restrictive endorsements are null and void and non-binding on the university. We do not accept credit card payments due to the high administrative cost.

Failure to receive an official university schedule/bill does not relieve any student of responsibility for payment by the published deadline. To avoid assessment of late charges ($5-$50), service charges (1 percent per month), a late registration fee ($50), and possible loss of future semester classes, tuition and fees must be paid by the deadline published in the Registration Handbook and Schedule of Courses. Subsequent bills will reflect adjustments and additional charges made throughout the semester. If you need assistance with financial planning, call the Student Debt Management department in the Bursar’s Office at 303-492-5571. Tuition and fee billing information is available on the World Wide Web at www.bursar.colorado.edu.

Deferred Payment Plan

Students may apply for a deferred tuition payment plan by filling out a tuition deferment agreement. The agreement must be completed and submitted to the Bursar’s Office by the tuition payment deadline each semester. Students should consult the Registration Handbook and Schedule of Courses for specific instructions relating to deferred tuition policies and deadlines.

This plan allows students to pay tuition and fees in two installments. At least one-half of the amount due must be paid in the first installment. The deferred balance is subject to a finance charge of 1 percent per month (equal to a maximum annual percentage rate of 12 percent), beginning the first day of class. Payments under the deferred tuition plan are due approximately the second and sixth week of classes. If either portion of the deferred payment is not received by the published deadline, the unpaid balance is subject to late and/or service charges, and the student may be subject to withdrawal from future terms. The Board of Regents reserves the right to revise or eliminate this program at any time. The deferred payment plan is not available for summer session.

Failure to Make Payment

Failure to make the required payment by the stated deadline will result in any or all of the following actions:

a. Registration for future terms will not be allowed. If the student is already registered for courses for a future term, the registration may be canceled.

b. No transcripts, diplomas, or certification materials are issued for the student until the bill is paid in full.

c. The student will be responsible for full tuition and fees, as well as a service charge (1 percent per month) and a late charge according to the following schedule:

<table>
<thead>
<tr>
<th>Balance Due</th>
<th>Late Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 100.00-99.99</td>
<td>$ 5.00</td>
</tr>
<tr>
<td>$ 300.00-499.99</td>
<td>$10.00</td>
</tr>
<tr>
<td>$ 500.00-699.99</td>
<td>$20.00</td>
</tr>
<tr>
<td>$ 700.00-899.99</td>
<td>$30.00</td>
</tr>
<tr>
<td>$ 900.00 and over</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

d. The student will become ineligible for all university services.

e. All past due accounts are referred to the university’s Student Debt Management department for collection, where any assessed collection charges must be paid.

f. Colorado law requires the university to place all delinquent accounts with the state’s Central Collection Services Office (CCSO). If your account is referred to CCSO, you must pay any collection costs allowed by the Uniform Consumer Credit Code.

Personal Check Policy

If you write a bad check (regardless of the amount) to the university, you may be subject to late charges and service charges, and a stop will be placed on your record. A $17 returned-check charge is assessed in addition to the amount due to the university. You may also be liable for collection costs and prosecution under the Colorado Criminal Statutes. Specific inquiries concerning reporting of bad checks should be directed to the Student Debt Management department in the Bursar’s Office.

Withdrawal Policy Regarding Tuition and Fees

Students who pay their $200 enrollment deposit and register for classes for any given semester are obligated to pay full tuition and fees for that semester, unless they officially withdraw from the university.

Tuition and fee obligations for withdrawing students are as follows (for fall and spring semesters):

a. If continuing students withdraw by the “deadline to withdraw and not be assessed a financial penalty,” they receive a refund of the enrollment deposit less any outstanding charges. (New and readmitted students are not eligible for a refund.) Deadlines to withdraw with no financial penalty vary by semester but occur some time before the first day of instruction. Refer to the Registration Handbook and Schedule of Course for specific dates.

b. If students withdraw on or before the third Wednesday of instruction, the full amount of their enrollment deposit is retained by the university.

c. After the third Wednesday of instruction through the fifth Wednesday of instruction, 40 percent of full tuition and mandatory fees is assessed.

d. After the fifth Wednesday of instruction through the seventh Wednesday of instruction, 60 percent of full tuition and mandatory fees is charged.

e. After the seventh Wednesday of instruction, 100 percent of full tuition and fees is due the university.

To comply with federal financial aid regulations, financial aid recipients’ tuition and fee assessment for withdrawals may differ.

Students should refer to the current Registration Handbook and Schedule of Courses for any changes, as the Board of Regents reserves the right to revise this schedule at any time. Refer to the Summer Session Catalog for information on the withdrawal policy and refund schedule for summer terms.

It is the responsibility of students to have all special services fees removed at the time of withdrawal. Otherwise, these fees become a financial obligation.

Students who do not pay the full amount due the university at the time of withdrawal must make arrangements for payment with the Student Debt Management department in the Bursar’s Office. All withdrawals are handled through the Office of the Registrar, Regent Administrative Center 105.

Auditing

All persons who wish to attend regularly scheduled classes and who are not registered students must obtain auditor’s status. Auditors, whether in-state or out-of-state, pay in-state tuition for 3 semester hours per fall, spring, or summer term and receive class instruction and library privileges only. An auditor’s card must be presented to the instructor when requesting permission to attend a class. Cards may be obtained from
the student billing department in the Bus-
seta's Office in the Center after classes begin.

To qualify as an auditor, an individual must be 21 years of age or older. Persons
are not eligible to audit courses if they are
under suspension from the university. Audi-
tors may attend as many courses as they
wish (except those courses with laboratories
or where equipment is used), provided they
have permission from the instructor.

If a regular degree student wishes to par-
ticipate in a class without receiving credit,
the student must register for the course for
no credit. Tuition for courses taken for
no credit is the same as for courses taken
for credit. Auditors should note that the Office
of the Registrar does not keep any record of
courses audited; therefore, credit for these
courses cannot be established.

**FINANCIAL AID**

The Office of Financial Aid's primary goal is to ensure that students who have been
admitted to the university will have access to the
resources necessary to complete their educa-
tion. Approximately 50 percent of CU-Boul-
der students receive financial aid each year
from federal, state, university, and private
donors. Total aid for graduates and under-
graduates approximates $120 million and is
a combination of loans, work-study (student
employment), scholarships, and grants.

**Applying for Financial Aid**

Students apply for financial aid by submit-
ting the Free Application for Federal Student
Aid (FAFSA), the Renewal Free Application
for Federal Student Aid, or apply via the web
at www.fafsa.ed.gov. Based on a federal for-
mal, the FAFSA assesses your eligibility for
need-based financial aid, non-need-based
loans, and some scholarships.

Apply as soon as possible after January 1.
Students must be admitted to the university
before their financial application can be
considered; however, prospective students
should not wait for formal acceptance to
CU-Boulder before applying for financial
aid or scholarships.

Applicants receive a Student Aid Report
(SAR) in the mail from the federal processor.
CU-Boulder's Office of Financial Aid
receives the results of each FAFSA electroni-
cally from the federal processor if CU-Boul-
der is listed on the application.

**Eligibility**

Eligibility for financial aid is based on the
cost of attending CU-Boulder and the
amount students and their families is
expected to contribute toward the cost of
attendance. Each year the financial aid office
calculates the cost of attendance using local
and national cost-of-living data.

**Cost of Attendance**

The following financial information is based on
the 1998-1999 academic year for a single
student in the College of Arts and Sciences
living on campus during the fall and spring
semesters.

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$2,975</td>
<td>$15,481</td>
</tr>
<tr>
<td>Room and Board</td>
<td>4,794</td>
<td>4,794</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>675</td>
<td>675</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,125</td>
<td>1,125</td>
</tr>
<tr>
<td>Medical</td>
<td>1,125</td>
<td>1,125</td>
</tr>
<tr>
<td>Personal</td>
<td>1,800</td>
<td>1,800</td>
</tr>
<tr>
<td>Estimated Total</td>
<td>$12,494</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

1. Residency classification is determined by
Colorado state law and tuition varies by college
and school.
2. Based on living in a university residence hall
with a dining plan providing 19 meals per week.

The estimated family contribution is
determined through an analysis of the infor-
mation reported on the aid application
(FAFSA). The difference between the cost
of attendance and the expected family con-
tribution is the financial need. An award, or
"package," is funded from a number of dif-
ferent financial aid sources in an effort to
meet each applicant's total financial eligi-
Bility. Students may need to borrow educa-
tional loans and work part-time while they
are in school.

**Financial Aid Awards**

Most financial aid is awarded in April, but
aid is offered as long as funds are available.
Freshman and transfer students are encour-
aged to submit their FAFSA applications by
April 1 in order to receive aid information
in time to make an informed admission
decision. Awards available to CU-Boulder
students are listed below.

**Grants**

Grants are awards that do not have to be
repaid. Students submit the FAFSA to be
considered for federal, state, and institu-
tional need-based grants (includes Pell,
SEOG, Colorado Student Grant, etc.)

**Scholarships (Need-Based)**

Scholarships do not have to be repaid and
can be based on academic achievement,
financial need, affiliation, or any combina-
tion of these. CU-Boulder automatically
awards certain scholarships based on finan-
cial need. Students should submit the
FAFSA as soon as possible after January 1
to be considered.

**Work-Study**

Students submit the FAFSA to be considered
for work-study. Work-study students earn
their need-based award working at on-cam-
pus or off-campus jobs. Students may apply
for a variety of jobs at competitive wages
(jobs are listed in the Student Employment
Office, UMC 165). Employers on campus
include the library, recreation center, aca-
demic departments, financial aid, etc. Stu-
dents who are not awarded work-study
should call 303-492-5091 and press 2 to
have their name added to the work-study
wait list.

**Loans**

Students use the FAFSA to be considered
for the following loan programs.

**Federal Perkins Loan.** The interest rate
is 5 percent and students do not have to
start repaying the need-based loan until
nine months after they graduate or cease
to be enrolled at least half time (6 semester
hours).

**Stafford/Ford Federal Direct Loans.**
Funds are awarded and disbursed by CU-
Boulder. Students sign a promissory note
for the loan, which has a variable interest rate
with a cap of 8.25 percent. Annual limits
depend on the year in school: freshmen can
be awarded up to $2,625; sophomores,
$3,500; juniors and seniors, $5,500; and
graduate students, $8,500. The loan may be
need-based and subsidized (interest does not
accrue while borrowers are in school) or
non-need based and unsubsidized (interest
accrues while borrowers are in school).

**Federal Direct PLUS Loan.** This federal
loan is available to parents of dependent
students. The interest rate is variable with a
cap of 9 percent, and repayment begins
within 60 days of full disbursement of the
loan. Typically, repayment begins in Febru-
ary for an academic year loan. Parents must
complete a credit check. Note: Borrowing a
PLUS Loan will be regarded as parental
support on in-state residency petitions.

**Stafford/Ford Federal Direct Loan—
Additional Unsubsidized.** This federal loan
program is for independent students as
defined by federal guidelines. The interest
on this loan may be paid while in school or
borrowers can choose to have it deferred
until after they graduate or cease to be
enrolled at least half time (6 semester
hours). The deferred interest is capitalized
at the time repayment begins. Loan limits
are determined by year in school: freshmen
and sophomores, up to $4,000 per year;
juniors and seniors, up to $5,000 per year;
and graduate students, up to $10,000 per year.
Some of the information above may change without notice due to federal regulatory changes and fund appropriations.

Reasonable Academic Progress
Students who apply for financial aid at CU-Boulder are responsible for knowing and complying with the reasonable academic progress policy. Briefly, the policy requires a student to maintain a 2.00 grade point average (GPA) and complete at least 67 percent of the hours they attempt. In addition, students are limited to a maximum number of credit hours (generally 180 hours for a bachelor's degree) they can attempt.

Changes in Enrollment
Most financial aid and scholarships require students to be enrolled full time (12 semester hours or more). If students drop below full-time status, aid is adjusted to reflect the new level of enrollment.

Withdrawing
If a student enrolls at CU-Boulder, receives financial aid, and then withdraws, their financial aid is adjusted according to federal regulations. They may owe a refund to the university after their financial aid is adjusted.

Study Abroad
Students must be enrolled in a CU-Boulder study abroad program to be eligible for financial aid through CU-Boulder's financial aid office. Students participating in a study abroad program through another university are not eligible for financial aid from CU-Boulder.

Other Resources
Scholarship Search
A scholarship search service is available from September 1 through April 1 for a non-refundable fee of $20. Based on information submitted on the Student Profile Form, a computerized search is conducted of a continuously updated national database of scholarships for which students may qualify. A list of the scholarships, with instructions on how to apply, is mailed to the students. An application may be requested by calling 303-492-5091 (24 hours a day, seven days a week).

Scholarships
Students seeking information about merit and/or need-based scholarships administered by CU-Boulder are encouraged to obtain a free copy of the Guide to CU-Boulder Scholarships, available in the Office of Financial Aid, Environmental Design 2, or in UMC 165. Incoming freshman and transfer students should refer to the Financial Aid Guide for Freshman and Transfer Students included in the admissions packet for information about financial aid and scholarships.

Financial need is rarely the primary factor considered, but it is often used to make a final decision among equally qualified scholarship applicants. Because of this factor, applicants are encouraged to submit the FAFSA, even if they are only interested in merit scholarships.

Most scholarships require a special scholarship application and may be based on merit, need, or other specialty criteria such as being a graduate of a particular high school. Students should refer to the Guide to CU-Boulder Scholarships or the Financial Aid Guide for Freshman and Transfer Students for details. Other scholarships are awarded automatically to students on the basis of merit or a combination of merit and demonstrated financial eligibility. No special scholarship application is required. Students are notified if selected.

Private Scholarships. Students who know they will be receiving a private scholarship (e.g., Elks, Rotary Club, etc.) should notify the financial aid office in writing immediately. Students who are awarded a scholarship are encouraged to write to their donor and express their gratitude.

Donors may provide instructions in a cover letter on how the scholarship funds are to be disbursed. If no specific instructions are provided, the financial aid office automatically divides private scholarships of $500 or more equally between the fall and spring semesters. Private scholarships of less than $500 are applied in full to the current semester bill. Recipients should be sure the donor knows to make the check payable to the University of Colorado and send it to:

University of Colorado at Boulder Scholarships
Office of Financial Aid
Campus Box 106
Boulder, CO 80309-0106

If the donor sends the scholarship check directly to the recipient, the check should not be included with the student's payment to the Bursar's Office. Instead, the scholarship check should be forwarded to the financial aid office for processing. If a student's scholarship check is not received in the financial aid scholarship office by the bill payment deadline, they are advised to make other arrangements to pay their bill to avoid late and service charges. The scholarship is credited when it arrives, and, in most cases, generates a refund for the student at the Bursar's Office.

Student Employment
The Student Employment Office bulletin board posts an average of 800 part-time on-campus and off-campus jobs for students. The bulletin board is located in UMC 165 and at www.colorado.edu/StudentLife/ Employment. In addition, an on-call temporary employment service allows students to register for occasional work including one-time babysitting, yard work, clerical jobs, etc. Jobs provide students with income, work experience, and the opportunity to explore career options. Studies indicate that students who work are as successful academically as those who do not.

Freshmen usually work 8-15 hours a week. Visit UMC 165 or call 303-492-7349 for more information.

Student Work Assistance Program (SWAP)
This program gives students who have a room and board contract a credit against their housing bill in exchange for hours worked in one of the dining centers. A credit of $750 is given for 9 hours of work per week or a credit of $1,200 for 15 hours of work per week. Call 303-492-6325 or e-mail MStanley@Housing.colorado.edu for more information.

HOUSING
Residence Halls
Living on campus in a university residence hall is considered an important part of student life. Twenty-two residence halls accommodate almost 6,000 students in single rooms, double rooms, multiple occupancy rooms, and apartments. All halls are coeducational, but specific wings and floors house occupants of the same gender.

Each fall the residence halls provide a new home for approximately 4,000 entering freshmen. Subject to the availability of space, all freshmen are required to live in a residence hall for two academic-year semesters (a summer term does not count as an academic semester), unless they are married or live with parents and have permission to commute. Requests for permission to reside off campus for other reasons are considered on their merits, taking into account individual circumstances.

The residence halls provide a range of services and programs designed to support the intellectual, social, and personal growth of single student residents. All residence halls, for example, offer tutoring services to
residents at no cost. Some halls offer special facilities, such as a dark room, computer room, an academic skills lab, or a music room. Further, minicourses are offered on subjects such as photography and cardiopulmonary resuscitation, and a variety of academic and social programs are sponsored by residence hall and other university staff.

The residence hall dining service hours are planned to be convenient for most students' schedules, and self-serve salad bars are available at noon and evening meals. Steak nights, ice cream socials, and late-night coffee and cookie breaks during exam week are among the special activities planned during the semester. A recent change in the dining program permits students (regardless of hall assignment) to eat in any residence hall dining room.

For more information about university housing options and/or permission to reside off campus, prospective students may write the Supervisor of Reservations, 80 Hallett Hall, Boulder, CO 80310.

**Farrand and Sewall Residential Academic Programs**

Two residence halls, Farrand and Sewall, house distinctive liberal arts programs. The Farrand residential academic program, designed for students in the College of Arts and Sciences, is a coeducational program that offers 400 freshmen and seniors the opportunity to enjoy the benefits of a small liberal arts college while taking advantage of the resources of a large university. The emphasis in Farrand is on participation in classes, in student government, in special programs, and in creative projects. Each semester students are required to take at least one course in Farrand. For information, write the University of Colorado at Boulder, Academic Program Director, Farrand Residential Academic Program, Campus Box 180, Boulder, CO 80310, or call 303-492-8848.

The Sewall residential program is limited to approximately 325 freshman and sophomore students. At the heart of the Sewall experience is the academic program in American culture and society, which requires that students take one course (3 credits) each semester. Courses satisfy core curriculum requirements in most colleges of the university. Although the Sewall program is designed for students enrolled in the College of Arts and Sciences, students from other colleges may apply. In addition to the required courses, Sewall students may enroll in certain sections of some popular university lecture courses. For information, write the University of Colorado at Boulder, Program Director, Sewall Residential Academic Program, Boulder, CO 80310, or call 303-492-6004.

During the 1998-1999 academic year, both Farrand and Sewall charged $600 in additional fees for their academic programs. For more detailed information on the Farrand and Sewall programs, consult the College of Arts and Sciences section of this catalog.

**Kittredge Honors Program**

The major goal of the Kittredge Honors Program (KHP) is to build a sense of community among a small group of honors students who live near one another but are not isolated from the rest of the Kittredge community. KHP students interact with other high-ability students and, because honors courses are offered in Kittredge, have the opportunity to take a course in their residence hall. Students also have the opportunity to plan special programs and events and to develop the program itself.

Freshmen and sophomores become eligible to participate in KHP through the Arts and Sciences Honors Program. Upper-division students may maintain involvement in the program through nonresidential activities. An additional fee of $250 was charged in 1998-99.

For additional information, write to the University of Colorado at Boulder, Honors Center, Campus Box 184, Boulder, CO 80309-0184, or call 303-492-3695.

**Engineering and Science Residential Program**

Freshmen and sophomores studying engineering and natural science who live in Aden, Brackeet, Cockerell, or Crosman Halls may participate in this coeducational program. Sponsored by the College of Engineering and Applied Science and the Department of Housing, and supported by the College of Arts and Sciences, this program offers residents specialized tutoring, extensive computer-system access, and professional counseling and advising. An additional fee of $65 per semester was charged in 1998-99 to cover the support activities.

**Baker Residential Academic Program**

The Baker Residential Academic Program is designed for freshmen and sophomores interested in the natural sciences and environmental studies. The program provides courses for its 250 students that satisfy various core curriculum requirements in the College of Arts and Sciences and in specific majors such as EPO biology, geography, geology, chemistry, and the interdisciplinary major in environmental studies. Four of the special courses offered (in geology and geography) have been specifically designed to emphasize research techniques, and are affiliated with the Summer Undergraduate Research Experiences (SURE) program and the Undergraduate Research Opportunities Program (UROP). Curricular activities include an overnight trip to the university's Mountain Research Station, local hikes, cross-country skiing, and an environmental conservation service-oriented activity.

During the 1998-99 academic year, the program charged $666 in additional fees. Students interested in the program should write to the University of Colorado at Boulder, Baker Residential Academic Program, Campus Box 176, Boulder, CO 80309-0176, or call 303-492-3188.

**Other Academic Programs in the Residence Halls**

The Council on Academic Programs in the Residence Halls (CAPRH) develops academic programs in CU-Boulder's residence halls. Funded projects include a music enrichment program in Cheyenne Arapaho Hall; a faculty luncheon program in the halls; informal activities that promote out-of-the-classroom interaction between faculty and students; and special arts and sciences core curriculum courses presented directly in the halls. All programs facilitate greater interaction between faculty and students, and foster the integration of students' academic life with their campus residence hall life. Interested students, faculty, and staff are encouraged to participate in the planning and submission of projects to the council.

**Room and Board Rates per Semester**

Residence hall room and board rates per person, per semester, for the 1998-99 academic year have been established as follows:

- 19 meals/week and double room $2,454
- 19 meals/week and single room $2,842

Different meal plans are available to upper-division students. A modest rate increase should be expected for the 1999-2000 year. Also, as previously indicated, the Farrand, Sewall, Kittredge Honors, Engineering and Science, and the Baker Environmental Residential Academic Programs all include an additional fee.

**Application for Residence Hall Housing**

New freshman and transfer students receive housing application materials from the Department of Housing after they have confirmed their intent to attend the uni-
versity. The packet includes a housing brochure, the residence halls application, two copies of the residence halls agreement, and a return envelope. The housing forms should be returned directly to the Residence Halls Reservation Center. The earlier these forms are received, the better chance students have of being assigned to the residence hall of their choice.

Space for the fall term can normally be assured for all freshmen who apply for housing by early May. However, due to heavy demand for limited hall space, the university cannot always guarantee that freshmen who apply for housing late (usually after mid-May for the fall term) will find space available in the residence halls. If this is the case, students are so advised and are given appropriate instructions regarding wait lists and/or assistance in securing off-campus housing.

Application for admission to the university and application for housing are two separate transactions. Application for housing does not guarantee admission to the university, nor does admission to the university guarantee that housing will be available. For information regarding admission notification and confirmation procedures, see the Undergraduate Admission section.

A security deposit ($200 in 1998-99) is required to reserve residence hall accommodations. Students should note that residence hall facilities are reserved on a first-come, first-served basis.

All housing agreements are for the full two-semester academic year or remainder thereof. An early termination of contract is subject to financial penalties as stated in the residence halls agreement.

Family Housing

The university offers studio, one-, two-, and three-bedroom furnished and unfurnished apartments for students, staff, and faculty families. The university Children's Center provides day care for the children of family housing residents, staff, and faculty. For information on applying to family housing, write the University of Colorado at Boulder, Family Housing Office, 1350 Twentieth Street, Boulder, CO 80302, or call 303-492-6384.

Off-Campus Student Services

Off-Campus Student Services (a service of UCSC) maintains listings of rooms, houses, and apartments for rent in the Boulder community. Currently enrolled students may view these listings on the web site at www.colorado.edu/OCSS/. To receive information via mail, a request should be sent with $10 (within the U.S.) or $15 (outside of the U.S.). Checks should be made payable to the University of Colorado. The packet will include a 30-day web access code to listings in our database, an apartment complex summary, a Boulder map, the Boulder Tenant's Guide, and other information pertinent to living and renting in Boulder.

Office assistants are available to advise students about leases, security deposits, effective techniques for sharing a room, and ways to avoid landlord/tenant problems. Each spring the office sponsors an off-campus housing fair where landlords, property managers, and related businesses offer their services to students in a trade-show fashion.

For additional information, call 303-492-7053 or write University of Colorado at Boulder, OCSS, Campus Box 206, University of Colorado, Boulder, CO 80309-0206. Office hours are 9:00 A.M. to 5:00 P.M., Monday-Friday. Summer hours are 8:00 A.M. to 4:30 P.M.

REGISTRATION

Students should refer to the academic calendar and each semester's Registration Handbook and Schedule of Courses or Summer Session Catalog for specific dates and deadlines that apply to the registration process. Students should also consult individual college and school sections of this catalog and their dean's office for additional information on special requirements and procedures. The following registration policies are intended to serve as general guidelines.

Registration generally involves three steps: registering for courses, obtaining a combined schedule/bill before classes begin, and dropping and adding classes during drop/add periods, if needed.

If you require accommodations because of a disability, notify the University of Colorado at Boulder, Office of the Registrar, Campus Box 20, Boulder, CO, 80309-0020, or call 303-492-6970, or if deaf or hard of hearing, call 303-492-5841 (TTY).

Enrollment Deposit

All degree students pay a one-time-only $200 enrollment deposit that allows them to enroll without paying a registration deposit each term.

Enrollment deposits are refunded to students upon graduation or official withdrawal from CU-Boulder within established dates and guidelines. All refunds are reduced by any outstanding financial obligations. Refunds are issued no later than eight weeks after graduation or two weeks after official withdrawal. Interest earned from enrollment deposits is used for student financial aid.

The $200 deposit is required of all degree students. New students are required to pay the deposit when they first confirm their intent to enroll at CU-Boulder and are not permitted to register until the enrollment deposit is paid.

All questions regarding the enrollment deposit policy should be directed to the Office of the Registrar, Regent 105, 303-492-6970.

Registering for Courses

All CU-Boulder students register for courses via CU Connect, the campus telephone registration system. CU Connect is accessible via touch-tone phone, both locally and long distance.

Registration instructions are sent to new freshman, new transfer, new graduate, and readmitted students when they have confirmed their intent to enroll with the exception of new freshman and transfer students in arts and sciences and business who receive their registration instructions at orientation. Continuing students are notified each semester of times, places, and requirements for registration.

Schedule/Bill Distribution

Combined schedule/bills are distributed to students before each semester begins. Schedule/bill distribution information is listed in each semester's Registration Handbook and Schedule of Courses or the Summer Session Catalog.

Drop/Add

Students can adjust their schedules by dropping and adding classes via CU Connect during registration. Once the semester begins, terminals are also available on campus for drop/add activities. For fall and spring semesters, drop/add activity takes place by time assignment during the first two days of the semester. After that, the system is available to all students, both by terminal and by telephone, through the drop and add deadlines.

For further information, refer to the Registration Handbook and Schedule of Courses or the Summer Session Catalog.

Drop/Add Deadlines

Specific drop and add deadlines for each fall and spring semester are listed in that semester's Registration Handbook and Schedule of Courses. Summer deadlines appear in the Summer Session Catalog.

1. Students are allowed to add courses through the add deadline with no authorization signatures required. After the add deadline in fall and spring semesters, instructors approval is required to add a course through
the "deadline to add a course without petitioning the dean," unless enrollment levels are reached earlier. Courses cannot be added after this deadline. In summer, courses cannot be added after the add deadline. Tuition and fees are not assessed for courses dropped by this deadline.

2. Students can drop courses through the drop deadline with no authorization signatures required. Tuition and fees are not assessed for courses dropped by this deadline. After the drop deadline, the instructor's signature is required to drop a course. The signature indicates that the student is passing the course; students who are failing their courses are not permitted to drop.

Courses dropped after the drop deadline appear on the transcript with a W grade and no tuition adjustment is made.

3. Six weeks after classes begin in the fall or spring semester, courses may not be dropped unless there are documented circumstances clearly beyond the student's control e.g., accident or illness. In addition to obtaining the instructor's signature, students must petition their dean's office for approval to drop the course. Petitions normally are not approved after this date.

4. Students dropping all of their courses should refer to the Withdrawal Procedures section in this catalog for more information.

**Credit/No Credit**

Students who wish to take course work for no credit should indicate this at the time they register for courses or during the final drop/add period; changes in credit registration are not permitted after the drop/add deadline in the summer or after the third Friday of the semester in the fall and spring.

Tuition is the same whether or not credit is received in a course.

**Pass/Fail (P/F)**

Students should refer to the college and school sections of this catalog to determine the number of pass/fail credit hours that may be taken in a given semester or credited toward a bachelor's degree. Exceptions to the pass/fail regulations are permitted for certain courses that are offered only on a pass/fail basis. Procedures for requesting pass/fail enrollment can be found in each semester's Registration Handbook and Schedule of Courses or the Summer Session Catalog. Students who wish to register for a course on a pass/fail basis should do so when they register or during the schedule-adjustment period. Changes to or from a pass/fail basis are not permitted after the drop/add deadline in the summer or after the third Friday of the semester in the fall and spring.

All students who register on a pass/fail basis appear on the class roster, and a letter grade is assigned by the instructor. When grades are received in the Office of the Registrar, those courses that have a P/F designation are automatically converted from letter grades to P or F. Grades of D- and above are considered passing grades.

**Variable Credit**

All independent study courses and, occasionally, regular courses are offered on a variable-credit basis. Students must designate the number of credit hours they wish to receive for the course at the time of registration. Consult the Registration Handbook and Schedule of Courses or the Summer Session Catalog for variable-credit hour ranges for particular courses.

**Time Out Program**

The Time Out Program (TOP) is a planned-leave program for currently enrolled Boulder students who are in good standing in their college or school and whose dean approves their leave. Students on TOP may leave for one semester or one year to pursue academic or nonacademic interests, and they do not need to reapply to the university. Students may take courses at another campus of the University of Colorado or at another college or university while on TOP.

TOP guarantees participating students a place in their current college or school and in their current major when they return to the university. In addition, students may apply for transfer to a different college or school upon returning to CU-Boulder, provided they observe all policies, procedures, and deadlines. Certain restrictions do apply, however, for some colleges and schools. Students are informed of registration procedures by mail.

Additional information and a TOP application can be obtained from the Office of the Registrar, Regent Administrative Center 105. A nonrefundable $40 program fee is required at the time of application to TOP. The TOP application must be submitted no later than the six-week drop deadline for the semester the student begins TOP.

**Note:** Students registered for the semester they plan to begin TOP must formally withdraw. See the withdrawal section below. Call 303-492-8673 for further information.

**Withdrawal Procedures**

Before classes start and through the drop/add deadline for each semester, students may withdraw from the university by filling out a withdrawal form in the Office of the Registrar, Regent Administrative Center 105, or by sending a letter of withdrawal to University of Colorado at Boulder, Office of the Registrar, Campus Box 20, Boulder, CO 80309-0020.

After the drop deadline in the fall or spring semester, students must complete a withdrawal interview in the registrar's office. During the summer, students may withdraw by dropping their last class or by filling out a withdrawal form in the registrar's office. In any term, students are not permitted to withdraw after the last day of classes.

Failure to withdraw officially will result in a failing grade being recorded for every course taken in a term and makes a student liable for the full amount of tuition and fees for that term. For refund stipulations, see the withdrawal policy regarding tuition and fees, in this catalog.

Rules for withdrawing may vary with each college and school. Students anticipating a withdrawal should consult with their dean's office and read the Registration Handbook and Schedule of Courses or the Summer Session Catalog for specific withdrawal procedures. More information is available in the Office of the Registrar, Regent Administrative Center 105, 303-492-8673.

Withdrawal students (including students applying for the Time Out Program) with Federal Perkins/NDSL loans must complete a loan exit interview before leaving the university. Failure to do so will result in a "stop" on your record. This stop will prevent you from receiving a diploma or an academic transcript of work at the university and from registering for future terms. In order to complete a loan exit interview, contact the university Student Loans department in the Burris Office at 303-492-5571, TTY 303-492-3528.

Students who withdraw from either a fall or spring semester and then wish to return to the university must reapply for admission. Reapplication is not necessary for those students on leave through the Time Out Program.

**Other Registrations**

**Concurrent Registration**

Boulder-campus students who are unable to obtain courses required for their degree program on the Boulder campus may be allowed to register for up to two courses or 6 credit hours, whichever is greater on another University of Colorado campus.

The course work must be required for their degree program, students must have their dean's permission, they must be enrolled for at least one course on the Boulder campus, and enrollment levels must not
have been reached on the other campus.

Note: Graduate students should check with the Office of the Registrar for exceptions to the home-campus registration requirement and limitation on credit hours at the host campus.

Students taking required courses in the College of Business and Administration or in the Graduate School of Business Administration may only exercise the concurrent registration option if they are in their graduating semester; business students who are two semesters from graduating and who cannot obtain courses necessary to complete a prerequisite sequence may also be allowed to use this option. The courses must either be required for graduation or unavailable on the Boulder campus, or the courses must conflict with another required course in which the student is enrolled.

Boulder students exercising this option will pay tuition for their total credit hours at Boulder-campus rates. Concurrent registration forms and instructions are available at the Office of the Registrar, Regent Administrative Center 105, from 9:00 A.M. to 5:00 P.M. Registration takes place only during the designated schedule-adjustment period of the host campus.

Registration on Another CU Campus
Boulder-campus students who wish to take course work on another campus of the University of Colorado and not through the concurrent registration program may be able to register on that campus independent of Boulder-campus registration. However, students must apply for admission to and follow the registration procedures established by the other campus. Students should check with their dean's office for approval. Arts and sciences students may not register at the University of Colorado at Denver or the University of Colorado at Colorado Springs campuses, except in the summer.

Late Registration
Students in certain categories may be allowed to register late for any given semester. These categories, however, cannot be designated until just before the semester begins. Late registration continues on a day-by-day basis until enrollment levels are met, or until the drop deadline, whichever comes first.

Students who fail to complete registration during their assigned registration period are assessed a $50 late registration fee, if eligible for late registration.

Graduate students registering as candidates for degree or for thesis hours must register during the assigned registration period or be subject to the $50 late registration fee, if late registration is held for their category. For further information, call 303-492-6970.

Registration for Faculty and Staff
All permanent faculty and staff are eligible to take 1 to 6 free credit hours each fiscal year. Faculty and staff who wish to enroll in courses must bring a copy of their current Personnel Action Form (PAF) to the Bursar's Office, Regent 150. All participants of this program must be admitted to the university as nondegree or degree-seeking students. If there has been a break in your attendance at CU, not including summers, you must reapply. Applications are available at the Bursar's Office. Faculty and staff members who are applying for a degree program must follow the regular application procedures of the Office of Admissions and return their applications to the Bursar's Office.

To take advantage of the free credit hours, faculty and staff must wait until the second day of the drop/add period of a fall or spring semester to register. However, the PAF must be submitted by the published deadline in the Registration Handbook and Schedule of Courses or the Summer Session Catalog. Registration materials are issued when the PAF is received.

For further information, refer to the current Registration Handbook and Schedule of Courses or call the Bursar's Office at 303-492-5381.

Commencement
Students must apply to their dean's office for graduation at least one semester before they intend to graduate. Graduation ceremonies are held in May, August, and December and are open to the public. No tickets are required. The May commencement is held at Folsom Stadium; August commencement is held on the Norlin Quadrangle; and the December ceremony is held in the Coors Events/Conference Center. Details concerning the ceremony are sent to graduating students approximately one month before each ceremony.

Only doctoral and law graduates receive their diplomas at commencement. Diplomas are mailed to all other students approximately two months after the ceremony. Students may pick up their diplomas during scheduled distribution at the Office of the Registrar approximately two months following graduation. Diplomas not picked up are mailed to students' permanent addresses.

Graduating students with Federal Perkins/NDSL loans must complete a loan exit interview before leaving the university. Failure to do so will result in a "stop" on the student's record. This stop prevents receipt of a diploma or an academic transcript of work at the university and registration for future terms. Students can complete a loan exit interview by contacting the university Student Loans department in the Bursar's Office at 303-492-5371, TTY 303-492-5328.

CAMPUS FACILITIES

Anderson Language Technology Center
The Anderson Language Technology Center (ALTec) is a state-of-the-art facility supporting the study of foreign languages and cultures at the university. A large library of materials offers audiotapes, videotapes, videodiscs, computer programs, CD-ROMs, reference books, and journals, as well as foreign language magazines.

Computing facilities consist of an interactive video lab and a computer classroom for foreign language word processing, tutorial programs, and Internet access.

The audiovisual area has carrels for independent study of video and audiotapes, as well as high-speed duplicators for audiotapes. In addition, there are viewing rooms for small groups, equipment for viewing non-U.S.-standard videotapes, a media classroom with a large-screen video projector, and video and audio production facilities. The center also receives programs from the International Channel.

Located in Hellman Hall and under the direction of the College of Arts and Sciences, ALTec is open to the entire university community.

Coors Events/Conference Center
The Coors Events/Conference Center is a multipurpose facility used for events such as educational conferences, seminars and meetings, convocations, and commencement ceremonies, as well as cultural, entertainment, and athletic activities that enhance and further the objectives of the university.

The main arena of the center seats between 8,500 and 12,000, depending on event configuration. The conference level offers six air-conditioned, carpeted rooms, which can seat from 40 to 200 persons.

CU Heritage Center
The CU Heritage Center, located in the oldest building on campus, is a museum that reflects the history of the University of Colorado. Exhibits tell the CU story in seven galleries, from the early history of student life (as portrayed in a complete set of Colorado yearbooks) to the engineering flag and CU football carried by alumni Ellison Onizuka on the ill-fated flight of the space shuttle Challenger. Other exhibits depict the university's contributions to space exploration (including Apollo 13 artifacts), cam-
pus architecture, the accomplishments of CU athletes, photographs and accounts of distinguished CU alumni, and an overview of the university's history. Located on the third floor of Old Main, the Heritage Center is open Tuesday through Friday from 10:00 A.M. until 4:00 P.M. and before most home football games. Call 303-492-6329 for information and to schedule tours.

Fiske Planetarium and Science Center

Fiske is considered one of the finest planetarium facilities in the world. Seating 210 people in its star theatre, it is the largest such facility between Chicago and Los Angeles. The planetarium is equipped with a Zeiss Model VI star projector and an automated projection control system that operates hundreds of projectors and has the capacity to project over a dozen pre-recorded star shows at any given time. In addition to its use as a teaching facility for astronomy and other classes, the planetarium is used for star talks, star shows, laser shows, and space science presentations to school children and the general public in the Boulder-Denver area.

Libraries

The university libraries system is composed of Norlin Library and five branch libraries. Norlin houses the book stacks and periodicals for the general humanities and social sciences; circulation, reserve, central reference, and interlibrary loan services; archives, government publications, and special collections; and art/architecture, East Asian, map, media, and science libraries. The William M. White Business Library is in the Business Building, the Jerry Crail Johnson Earth Sciences Library is in the Earth Sciences Building, the Leonard H. Gemmill Engineering Library is in the Mathematics Building, the Oliver C. Lester Library of Mathematics and Physics is in Duane Physics, and the Music Library is in the Imig Music Building. A Law Library is located in and administered by the School of Law.

This system, a constantly expanding network of resources, connects users with:

- dedicated libraries and staff who provide reference assistance, extended consultations, computer searches, and instruction;
- the largest library collection in the Rocky Mountain region—exceeding 12 million books, periodicals, government publications, microforms, audiovisual materials, maps, manuscripts, papers, artifacts, and computer-based resources;
- an on-line system, Chinook, that provides access from dedicated terminals in the libraries, CU-Boulder accounts, the campus etherne, or ISN, the Internet, and other information services (such as CARL and ACLIN) to the libraries catalog; national, state, and local services ranging from the Library of Congress to the University of California to the Boulder Public Library;
- and connections to more than 400 electronic indexes, over 3,000 full-text journals and magazines, and nearly 100 full-text newspapers, as well as a number of other significant research and reference tools;
- a web site at www-libraries.colorado.edu that includes a wealth of information about the collections, services, and activities available at the university libraries with links to each department and branch in the libraries system, as well as over 1,800 external links to other important websites and a seamless interface with the World Wide Web version of Chinook;
- special collections and archives including English, American, and children's literature; mountaineering; photography; the book arts; medieval manuscript leaves; human rights; history of Colorado and the West; environmentalism; women's history; and labor; and

For more information, call 303-492-8705 and visit the libraries' web site at www-libraries.colorado.edu.

Macky Auditorium Concert Hall

Originally built in 1912, Macky Auditorium Concert Hall is one of Colorado's premier concert halls. The 2,047-seat venue features classical and popular musical concerts, dance performances, lectures, and films. It is home to the Artist Series, the Boulder Philharmonic Orchestra, the Macky Auditorium Travel Film Series, and College of Music ensembles. The auditorium also houses the Andrew J. Macky Gallery, with artwork by local and national artists. For information on all events, call the box office at 303-492-6309.

Museum

The University of Colorado Museum houses extensive collections in anthropology, botany, geology, and zoology. The museum is nationally recognized for its holdings of specimens from the Rocky Mountain Region and beyond, making it a primary resource for faculty and student research. A program of foreign and domestic exchange of specimens and information has given the museum an international reputation.

The museum administers the interdisciplinary master in museum and field studies program. A collections/field track is provided for students interested in the curatorial and research aspects of museum work, as well as an administrative/public track for students interested in the public aspects of museum work.

Through internships and assistantships, the museum provides professional experience to students in the field and in the laboratory. Museum faculty members teach courses in their areas of specialty, which include Central American and Southwestern archaeology and ethnology, plant systematics, invertebrate zoology, entomology, and paleontology. Participation in museum-related research is encouraged by financial support to selected, qualified students through the Walker Van Riper and William Henry Burt Funds.

The exhibit halls in the Henderson building are open daily to the public. The Geology Hall exhibits fossils and focuses on local paleontology. The Biology Hall shows animals of Colorado and the Rocky Mountain region. The Anthropology Hall emphasizes the fieldwork of CU-Boulder researchers. Temporary exhibits are presented each year. In addition, the museum offers extensive outreach programs to the schools and presents a number of special events and activities for the community.

Recreation Center

Funded largely by student fees, the Student Recreation Center is one of the finest facilities of its type in the country. The center includes a 25-yard swimming pool and a 14-foot diving well; a patio for sunbathing; an ice arena used for hockey, broomball, and skating; handball/racquetball, squash, and tennis courts; a multi-use gymnasium; an indoor climbing wall; dry heat saunas; a free weight room; a dance/aerobics room; three regulation-sized basketball courts with a one-tenth mile running track suspended overhead; and a fitness systems room with Cybex and cardiovascular equipment.

Current fee-paying students, their guests, and other members may take advantage of the facilities by showing their student ID or membership card. A variety of sports equipment, including volleyball sets, rollerblades, tents, sleeping bags, backpacks, snowshoes, and cross-country skis, can be checked out overnight for a nominal fee.

Members may also participate in a wide range of team sports including ice hockey, ultimate frisbee, rugby, swimming, diving, speed and figure skating, lacrosse, soccer,
baseball, and many others through the club sports program.

The recreation center also offers many
other programs geared toward specific
interests and instructions. The outdoor pro-
gram offers students the opportunity to
learn about the outdoors through special
trips featuring rock climbing, backpacking,
rafting, hiking, cross-country skiing, snow-
shoeing, and scuba diving, in addition to
educational presentations. Through the
instruction program, members may partici-
pate in noncredit classes at various levels
of instruction in aquatics, aerobics, skating,
tennis, fitness, CPR and first aid, martial
arts, lifeguard training, yoga, and dance.

The intramural program offers leagues,
tournaments, and special events in basket-
ball, soccer, broomball, tennis, racquetball,
hockey, touch football, badminton, softball,
and other sports.

Sommers-Bausch Observatory
Located on the Boulder campus, the Som-
mers-Bausch Observatory has 16-, 18- and
24-inch aperture Cassegrain telescopes for
introductory astronomy classes and for
graduate student research. Ancillary instru-
mantion is available for direct imaging
and spectroscopy and includes an advanced
technology CCD camera. The observatory
is also open to the public on Friday
evenings for viewing of the planets, stars,
and nebulae, as weather permits. Call 303-
492-5002 for reservations.

University Memorial Center
The University Memorial Center (UMC) is a
focal point for campus activities, programs,
and services. An official state memorial dedi-
cated in those who died in past wars, the
UMC has also been designated a multicultu-
ral center designed to promote understand-
ing among all cultures represented in the
university and the community.

At the heart of the UMC are its pro-
gramming facilities and services. The facility, host
to over 12,000 meetings and events each
year, is a forum for a variety of speakers,
seminars, concerts, films, and special events.
The UMC is the home of the University of
Colorado Student Union (UCSU) and its
many operations, as well as the United Gov-
ernment of Graduate Students (UGGS). It
also provides office space for more than 70
student organizations. The Dennis Small
Third World Center, the Off-Campus Stu-
dent Services Office, and the Environmental
Center are also located in the UMC.

The facilities include a reception desk for
campus information, the CU Book Store,
meering rooms, a copy center, a computer-
ized ticket service, banking and check-cash-
ing facilities, a travel agency, an art gallery, a
used-CD cart, music listening rooms, and a
games area and bowling alley. Also located
in the UMC are two 450-seat dining areas
and a cafeteria with a fast food grill, full-
meal service, Mexican food, fruit, salad, and
a soup bar; a bakery and ice cream shop; a
Subway sandwich shop; a Golden Panda
Chinese food kiosk; a Domino's Pizza
restaurant; and a variety of food vending
carts. The UMC also has a complete cater-
ning service.

CAMPUS PROGRAMS

Alumni Association
The CU-Boulder Alumni Association,
house in the Koenig Alumni Center, spo-
nors a wide range of activities and programs
to benefit students, former students, gradu-
ates, and the university. By fostering loyalty
among CU-Boulder alumni and providing
opportunities for involvement, the Alumni
Association creates a foundation for life-
long contact with the university.

Students can join the Student Organiza-
tion for Alumni Relations, an active, vibrant
group that provides leadership for Home-
coming and the annual Teaching Recogni-
tion Awards, among other activities. After
leaving CU-Boulder, alumni can become
involved in their local alumni clubs and the
Alumni Association's constituent clubs, such
as the Hispanic Alumni Association or one of
several academically based groups.

By joining the Alumni Association or one
of its geographic or constituent clubs, alumni
become powerful ambassadors for CU-Boul-
der in their communities. Finding and
recruiting the best students, including those
from minority groups, has proven to be one
of the most valuable contributions alumni

The association also encourages advocacy on behalf of the campus by keeping
alumni informed through its publication The Coloradan, which is issued five times a year.
News about alumni and candid coverage of
CU-Boulder, and the people and issues
affecting it, helps maintain mutually supportive
relationships between the campus and its
friends. The Coloradan is sent to all alumni,
parents of undergraduates, and second-
semester seniors.

For additional information, call 303-
492-8484.

Art Galleries and
Colorado Collection
The CU Art Galleries, founded in 1978, are
the fine arts museum on campus. The gal-
leries, located in the Sibell-Wolle Fine Arts
Building, present an active program of exhi-
bitions and events that emphasize the inter-
disciplinary significance of art. Its mission is
to contextualize art more broadly in people's
lives; to be a lively forum for the discussion
of art and related issues; and to provide
access to 20th century art of the highest
quality and of regional, national, and inter-
national significance with an emphasis on
diversity and work of social content.

Bachelor of fine arts shows and master
of fine arts thesis shows are also held in the
galleries, which have a total of 5,000 square
feet of space. The galleries sponsor a num-
ber of related educational programs and a
graduate curatorial internship program—
grade assistants and student guards help
staff the galleries and receive practical train-
ing in the field.

The CU Art Galleries maintain the Col-
orado Collection, a wide-ranging teaching
collection comprised primarily of works on
paper, ranging from old master prints and
drawings to innovative contemporary art
that speaks to the issues of our times. It also
includes a modest selection of 19th and
20th century photographs, as well as
ceramics, sculptures, and paintings. It is
used for instruction, research, and special
study sessions, and is exhibited periodically
in the CU Art Galleries. Each summer,
exhibitions drawn from the collection travel
to communities across Colorado as part of the statewide outreach program
"CU This Summer," sponsored by the
University of Colorado at Boulder.

The CU Art Galleries are open six days
a week and admission is free to students.
Call 303-492-8300 for current information
or to be placed on the mailing list.

Clubs and Organizations

Clubs and organizations of almost every
description are available on the CU-Boul-
der campus including over 200 academic,
political, social, religious, and recreational
clubs. The Animal Rights Group, Ski
Club, Interfraternity Council, United
Campus Ministries, Student Ambassadors,
Black Student Alliance, Program Council,
College Republicans, and the Residence
Hall Representative Council are examples
of student organizations that offer a variety
of opportunities for students to become
involved with others on campus.

All clubs and organizations provide an
excellent way for students to become
involved in current events, student activi-
ties, and community service. For more
information, interested students can con-
sult the University of Colorado Student
Union's Club Guide, available in UMC
333, talk with their associate dean's office
or an academic advisor, or stop by a stu-
Student organization's office in the UMC. Students interested in forming clubs and organizations on campus can contact the Student Organizations Finance Office in UMC 231 or call 303-492-6366.

**Colorado Space Grant Consortium**

The Colorado Space Grant Consortium provides undergraduate and graduate students with hands-on experience in building, flying, and operating space experiments, as well as in analyzing data from engineering- and science-science experiments. Students in a variety of disciplines are trained to carry NASA and the U.S. space program into the 21st century. Space grant students receive at least two years of actual research experience in space science and engineering before they graduate; they have exciting opportunities to apply their classroom learning; and they are recruited by prospective employers.

Scholarships, research assistantships, and/or independent research credit is awarded to students who participate. The Colorado Space Grant Consortium provides numerous courses to prepare students for designing, building, operating, and analyzing data from space missions. These include Introduction to Space Experimentation, Sensor Design, Small Payload Operations, Small Satellite Design, Aerospace Software, Independent Research Studies, and enhancement seminars.

**Research Opportunities**

Space grant students gain valuable hands-on experience in space science and engineering projects by participating in one of several research efforts. The payloads flown on the space shuttle in August 1997 are part of a series of student-run research projects to be flown by the Colorado Space Grant Consortium.

Space grant students, along with other students from colleges and universities throughout Colorado, are designing and prototyping a small satellite to measure the ozone in the Earth's atmosphere. The satellite will be launched by NASA in October 1999. For further information, contact the University of Colorado at Boulder, Colorado Space Grant Consortium, Campus Box 520, Boulder, CO 80309-0520, 303-492-3143.

**Concerts**

CU Concerts, presented by the College of Music, includes performances in the Artist Series, Lyric Theatre Program, Takács Encore Series, and Holiday Festival.

The Artist Series in MacKay Auditorium features a wide array of internationally renowned performing artists in classical music, jazz, dance, and world music. The Billy Taylor Trio, Tito Puente, and Ballet Hispánico are some of the outstanding performers who have appeared recently as part of the Artist Series.

The Lyric Theatre Program presents the best in opera and musical performance in MacKay Auditorium and the Music Theatre. Recent performances have included Madama Butterfly with soprano Cynthia Lawrence, Cost jain t'home, and Cinderella.

The Takács Encore Series features concerts by the world-renowned Takács String Quartet in Grinnell Music Hall. And the annual Holiday Festival in MacKay Auditorium features students and faculty in a celebration of seasonal music.

Students may purchase concert cards that entitle them to a 50 percent savings on tickets for Artist Series and Lyric Theatre performances. Call 303-492-8006 for a free CU Concerts brochure.

**Faculty Teaching Excellence**

For further information on either of the programs described below, call 303-492-4985.

**Faculty Teaching Excellence Program**

The Faculty Teaching Excellence Program (FTEP) provides an array of programs for CU-Boulder faculty to improve the key components of undergraduate and graduate education—teaching and learning. Faculty members who wish to enhance their teaching, the program offers symposia and consultations on teaching that include videotaping. The teaching portfolio consultation guides faculty in the development and selection of materials that document teaching performance. The curriculum development consultation assists faculty in designing course content to include multicultural perspectives. Publications available to all faculty are: *Memo to the Faculty*, a reprint series distributed to faculty about current research on teaching and learning; *A Compendium of Good Teaching Ideas*, a compilation of teaching tips authored by CU faculty; the brochure series *On Diversity in Teaching and Learning*; and three volumes of essays written from a personal and practical point of view by Boulder campus faculty titled, *On Teaching*.

An emphasis on how students learn, as well as how teachers teach, is incorporated within all of the program's offerings. Examining this dual focus is the Faculty and Student Seminar on Teaching and Learning. Having both faculty and students participate in the seminar gives the students the benefit of hearing faculty perspectives on the hows and whys of education, while giving the faculty the benefit of student perspectives. The seminar addresses the question: How can research on how people learn shape university education? The faculty and student participants read and discuss the work of scholars whose work covers a range of disciplines and who represent different theoretical perspectives on learning and teaching. The scholars visit the campus to meet with the seminar participants and to present public lectures on their research, giving faculty and students the opportunity to interact directly with them about the interpretation of their work.

An Instructional Technology Specialist in FTEP works with faculty to help them explore the uses of computer technology and networked resources in their teaching. As a service of the Faculty Teaching Excellence Program, resources and expertise are available to help the Boulder faculty use instructional technology in conjunction with a sound, discipline-based pedagogy.

This service is guided by the belief that instructional technology's greatest potential is realized when computers and networked resources complement a faculty member's own proven teaching method. The Instructional Technology Specialist helps faculty and departments explore how instructional technology can be used to achieve specific course objectives. It also offers services and limited funding for selected proposals and projects.

The service of FTEP is currently involved in individual course projects, departmental projects, instructional technology forums, and individual consultations.

**President's Teaching Scholars Program**

The President's Teaching Scholars Program aims to produce a sustaining group of skilled faculty who are advocates of, and consultants for, teaching-excellence at all four campuses of the university. Faculty selected for the program design and develop projects aimed at strengthening confidence in the art and craft of teaching and by establishing communities of faculty colleagues interested in specific teaching pedagogy. In addition, the scholars are asked to share their teaching documents outside the university community and to exemplify the skills, talents, and characteristics of superior teachers.

**Fraternities and Sororities**

Over 2,700 students currently participate in CU-Boulder's 30 social fraternities and sororities, emphasizing service, leadership, scholarship, and involvement in campus life. Most of the organizations have houses off campus where members can live after their freshman year. The university works through the Greek Liaison Office to establish an educational, growth-oriented envi-
Men's varsity sports include football, basketball, cross-country, track and field, skiing, golf, and tennis. Women's varsity sports include basketball, cross-country, golf, track and field, skiing, soccer, tennis, and volleyball.

Folsom Field, a $1,808-seat stadium, serves as the home of the Colorado Buffaloes football team. The basketball teams practice and compete in the Coors Events/Conference Center, a facility that seats 11,198 people. The golf and tennis teams use local clubs as their headquarters, and the CU-Boulder ski team takes advantage of Colorado's many ski resorts, including its home mountain, Lake Eldora. The women's volleyball team uses both the Coors Events/Conference Center and Carlson Gymnasium for matches and practices. The soccer team uses the Pleasantview Soccer Complex in Boulder for its games.

Boulder's diverse terrain and a running-conscious community combine to create a vigorous atmosphere for track and cross-country training.

International Education

The Office of International Education (OIE) in the Division of Student Affairs houses the Foreign Student and Scholar Services and the Study Abroad Programs. OIE serves as a liaison for international activities among academic departments, administrative units, foreign universities and governments, and U.S. governmental agencies and foundations. This liaison stimulates and provides administrative support for students and faculty members who desire to study or conduct research overseas; for foreign students, faculty members, and visitors who come to the University of Colorado at Boulder; and for all members of the campus community who wish to develop an international dimension in their teaching, research, or study.

Specific functions include expediting the exchange of students and faculty, sponsoring undergraduate study abroad programs, arranging the programs of foreign visitors, promoting special relationships with foreign universities, and advising on international scholarships. The office houses the Center for International Research and Education Projects (CIREP), which promotes the international interdisciplinary activities of Boulder's faculty including noncredit, enrichment foreign language classes for faculty and staff on the Boulder campus. OIE also sponsors the Smith Hall International Program (SHIP), a residential academic program for first-year students interested in studying around the world.

Study Abroad Programs

The Office of International Education offers study abroad programs in over 120 sites around the globe and on every continent except Antarctica. Undergraduate students are strongly encouraged to consider a study abroad program to enhance their studies and to experience a unique opportunity for intellectual and personal growth. All participants in CU-Boulder study abroad programs remain enrolled at the university and all credit earned while abroad is considered earned in residence. Financial aid from the university may be applied to program costs in most cases. Students may also apply for special study abroad scholarships.

The university's study abroad programs are of various types. Students may study abroad for a summer, the winter interim, a semester, or a year. Some programs offer students the opportunity to be fully integrated in a foreign university system where they take classes from host country faculty and study alongside host country students. This is possible in Ghana, Egypt, Israel, Costa Rica, Mexico, Argentina, Brazil, Chile, the Dominican Republic, Canada, Australia, Great Britain, France, Germany, Italy, Sweden, and Spain. Other semester or year-long programs offer a special curriculum for foreign students that generally focuses on fields in the social sciences and humanities, although some also offer courses in the natural sciences, architecture, business, and engineering. This type of program exists at numerous sites in Africa, Latin America, Asia, Oceania, Europe, and the Middle East.

In general, summer programs focus on language learning or the study of a specific discipline. Specialized summer and interterm programs are offered in conjunction with academic departments at the university. Students may study with CU professors on programs focusing on art history in Italy, Russian language in St. Petersburg, theatre and music in London, or international finance in London. Other summer programs are offered in Israel, Costa Rica, Mexico, China, Japan, Thailand, Denmark, Iceland, France, Germany, Russia, and Spain.

Most programs have prerequisites and some programs have language requirements. Generally, students must have a B average in their college-level work to qualify for CU study abroad programs. Planning ahead is essential and students are encouraged to consult with their academic advisors and with study abroad advisors in order to select a program that fits their needs.

More information about study abroad is available at the University of Colorado at Boulder, Office of International Education,
Environmental Design 1801, Campus Box 123, Boulder, CO 80309-0123, 303-492-7741, e-mail: studyab@colorado.edu. OIE also maintains a World Wide Web page at www.colorado.edu/OIE/StudyAbroad.

Foreign Student and Scholar Services
The University of Colorado welcomes foreign students and scholars for many years. Currently more than 1,000 foreign students and over 450 scholars and visiting faculty members from more than 85 countries are on campus. Foreign Student and Scholar Services, a part of the Office of International Education, provides information and assistance to foreign students and visiting scholars regarding university regulations and procedures, immigration requirements, liaison with sponsors and home governments, and any other matters that are of special concern to students and scholars from other countries. All foreign students and visiting foreign scholars are urged to check in at Foreign Student and Scholar Services upon arrival at the university and to maintain contact with the staff during their stay at the university. For further information about foreign students and scholars, call 303-492-8057.

International English Center
The university’s International English Center (IEC) provides intensive English-language instruction to students from all parts of the world. Classes are offered in eight-week sessions at seven levels of English-language proficiency and in all language skills. The program is designed to prepare international students for academic study at colleges and universities in Colorado and elsewhere in the United States. At advanced proficiency levels, IEC students are permitted to enroll concurrently in selected academic courses as additional preparation for a degree program.

The IEC’s fast-paced schedule is particularly appropriate for University of Colorado applicants who have been informed by the Office of Admissions that they are academically qualified but cannot be granted admission because of inadequate English-language proficiency. Such students are automatically eligible for study at the IEC. For IEC students who have not applied to CU-Boulder or any college or university in the United States, the IEC provides academic placement advice.

As a unit of CU-Boulder’s Division of Continuing Education, the IEC also offers non-intensive classes in English as a second language for non-English-speaking visitors or local residents.

Full information may be obtained from the University of Colorado at Boulder, International English Center, Campus Box 463, Boulder, CO 80309-0463; in person at the IEC offices at 1333 Grandview Avenue; by telephone, 303-492-5547; by facsimile (fax), 303-492-5515; or through the home page www.colorado.edu/iec.

Music
With over 400 public concerts annually, the College of Music is a major musical resource in the Boulder-Denver metropolitan area. In addition to faculty and student recitals, the college features its own symphony orchestra, bands, and choirs in regular concerts. Music for many tastes is also provided through smaller performing organizations on the Boulder campus such as the Jazz Ensembles and the Early Music Ensembles.

Guest artists, speakers, and special events provide a vibrant and diverse musical atmosphere at the university. Acclaimed artists Dalton Baldwin, Trevor Wye, Spiro Malas, Martin Isepp, Nelita True, and Yevgeny Vestushenko have appeared on campus.

Norlin Scholars
The Norlin Scholars program, one of the most prestigious academic programs at CU-Boulder, offers a range of benefits and financial incentives for highly motivated students with excellent academic or creative ability.

Norlin Scholars receive priority registration and regular advising and discussion sessions with a distinguished faculty mentor. They also participate in a two-semester course specifically for Norlin Scholars, in honors courses, and other small group seminars; are offered admission to the Farrand Residential Academic Program; and complete original research or independent work culminating in a senior honors thesis or project.

For fall 1999, 20 freshmen and 15 juniors will be accepted. Freshmen receive a four-year scholarship ($2,000 per year) contingent upon academic progress, and juniors (continuing CU-Boulder students or transfer students) receive a two-year award of $2,000 per year.

More information is available at the University of Colorado at Boulder, Norlin Scholars Program, Campus Box 334, Boulder, CO 80309-0334, or at 303-735-2310. The home page is www.colorado.edu/norlinscholars.

Semester at Sea
In fall 1990, an agreement was signed with the University of Pittsburgh’s Institute for Shipboard Education encouraging CU-Boulder undergraduate students, faculty, and staff to participate in the Semester at Sea program. Designed to be a "global" experience, students live and learn aboard the S.S. Universe Explorer on a 100-day voyage around the world. Students enroll for at least 12 hours of course credit during the semester and participate in traditional class work as well as international field work. Credits earned are transferable to CU-Boulder.

The shipboard curriculum provides students with a series of insights into various societies and allows them to analyze and discuss their observations. Students not only develop the ability to understand new cultures as they are encountered, but also to gain the intellectual tools that allow them to relate past experiences to future situations. Similarly, they are called upon to examine crisis issues of global concern, such as those relating to the environment, population, foreign policy interrelationships, and economics, in the context of the nations they visit. During the semester, the ship truly becomes a campus and the world a laboratory for study.

For information on courses, itineraries, and costs, contact the Semester at Sea office in UMC 313, 303-492-5351.

Senior Auditor Program
During the fall and spring semesters, CU-Boulder offers a program to residents of the state who are 55 years of age or older. Senior auditors attend classes on a tuition-free, space-available basis. The only cost, outside of books if the auditors wish to buy them, is a low processing fee due upon registration. No record is kept of attendance; no examinations are taken for credit; and class participation is at the discretion of the instructor. Senior auditor privileges include the use of the university’s libraries. For information, call 303-492-8484.

Theatre and Dance
Facilities for theatrical and dance presentations include the University Theatre, the beautiful outdoor Mary Rippon Theatre, the Loft Theatre, and the Charlotte York Irey Dance Studio.

The Department of Theatre and Dance presents six to eight major theatre productions each academic year. The 1998-1999 season included Pygmalion, All My Sons, The Illusion, Death and the Maiden, and Six Degrees of Separation. The dance program presents several concerts featuring student, faculty, and guest artist work.

The Colorado Shakespeare Festival (CSF) is presented each summer in the outdoor Mary Rippon Theatre. One of the few repertory groups in the nation to have com-
pleted the entire Shakespearean canon, the festival has had 42 years of distinguished history, and features the most advanced students in the CU-Boulder theatre and dance program as well as professional actors, directors, designers, and outstanding performers and technicians from advanced training programs throughout the country. CSF "alums" include Jimmy Smits, Annette Bening, Joe Spano, Tony Church, and Val Kilmer. Also in the summer, the Department co-sponsors the Colorado Dance Festival and hosts the Jazz Dance Workshop.

Undergraduate Research

CU-Boulder offers several ways for undergraduate students to participate directly in research and creative work. Through such involvement, students acquire knowledge and skills seldom attained through classroom experience alone. Project results sometimes are presented at national professional meetings or published in scholarly journals.

College of Arts and Sciences Honors Program

Students in the program have the opportunity to collaborate with faculty on research and creative projects in any area of the college. Some students select highly individualized projects, while others become involved with major, ongoing research programs. Each student who wishes to graduate with honors is required to complete a senior thesis. The thesis is usually a research paper or creative essay, depending upon the project. The thesis experience stresses intellectual independence and introduces students to proper research methods and creative techniques in preparation for graduate or professional work. See Honors Program for detailed information.

Independent Study

Independent study course work provides students the opportunity to become involved in projects of their own choice. Projects could include writing a play, doing laboratory research, or designing a space shuttle experiment. The number of credit hours earned depends upon the scope of the project. In all cases, work is done under the supervision of a faculty member and should be arranged as early in the semester as possible. Departmental and faculty approval is required, and all deadlines must be met. Students should consult with their associate dean's office about any special provisions.

Undergraduate Research Opportunities Program

The Undergraduate Research Opportunities Program (UROP) sponsors undergraduate students who wish to work in partnership with a faculty member on a research or creative project. UROP involves students in all areas of research—from writing proposals, to conducting research or pursuing creative work, to analyzing data and presenting results.

Interested students must identify a project and a faculty sponsor and then submit a proposal. Projects are designed around an aspect of the faculty sponsor's research or involve research or creative work of the student's own design. Proposals are evaluated on a competitive basis. Students are awarded up to $1,000 in stipends and/or expense allowances to support their projects. A limited number of $2,400 summer research fellowships is offered to enable students to spend the entire summer engaged in research. For information concerning opportunities for undergraduate research, contact the UROP office in Norlin M400H, 303-492-2596.

United Government of Graduate Students

The United Government of Graduate Students (UGGS) represents more than 5,000 graduate students, law students, and business students on the Boulder campus. UGGS, the graduate student link to the Graduate School and other administrative bodies, actively pursues goals intended to enrich the quality of student life on campus and the quality of graduate work for the university. As such, UGGS is committed to full health and child care benefits for graduate student employees of CU, elimination of the mandatory Athletic Department fee, clarification of policies regarding research and teaching assistants, improved teacher training programs, and provision of a multicultural campus.

UGGS holds bimonthly meetings during the academic year and monthly meetings during the summer. Graduate students from each department choose or elect representatives for the legislative governing body; UGGS officers are elected from among the departmental representatives. All are welcome to the general meetings.

For further information on the United Government of Graduate Students, call 303-492-5068, drop by at UMC 327; or visit the web site at ugg.colorado.edu

University of Colorado Student Union

Through the University of Colorado Student Union (UCSU), students make policies and control many Boulder campus facilities and programs. Based on its budget of more than $24.3 million, half of which comes from student fees and the other half from self-generated revenues, UCSU is the nation's largest student government. UCSU operates facilities such as the Wardenburg Health Center, the University Memorial Center (UMC), the Student Recreation Center, and the campus radio station, KVUU. UCSU also offers students off-campus housing assistance, legal counseling, and many other services.

UCSU is divided into executive, legislative, and judicial branches. The UCSU Executives, elected each spring by fee-paying students, head the executive branch. In representing the students, the executives work with the board of regents and the CU-Boulder administration on university policies and decisions. Support staff includes student administrators who work in key administrative offices and serve as liaisons between the student body and the administration.

The legislative branch of UCSU is composed of an 18-member Legislative Council. Nine seats are occupied by representatives of the colleges and schools; the remaining nine seats are occupied by elected representatives-at-large. The joint boards on which council members serve include the environmental, recreation, health, finance, cultural events, and UMC.

The Appellate Court is UCSU's judicial branch. The seven students appointed by the executives as justices to the court are responsible for interpreting the UCSU constitution and ruling on specific appeals brought before them.

For more information regarding UCSU and getting involved, call 303-492-7475 or stop by UMC 333 between 9:00 A.M. and 4:00 P.M.

CAMPUS SERVICES

Career Services

The center offers career planning, cooperative education and internships, and assistance in finding postgraduate employment. Career development should be an integral part of a student's higher education, and students are encouraged to use these services throughout their university experience. Located on the ground floor of Willard Administrative Center, the Career Services office is open year-round and serves university alumni as well as students. Fees are charged for co-op and career assistance services. Call 303-492-6541 or refer to www.colorado.edu/careerservices for more information.

Career Planning

Individual Career Counseling. Individual career counseling is available to help students make informed career plans and decisions and to develop strategies for conduct-
ing a job search. Counselors are available on an appointment basis.

Videotaped Practice Interviews. Students have the opportunity to develop skills and techniques useful in interviews for employment or graduate or professional school admissions. A videotaped mock interview, in which a counselor plays the role of the interviewer, helps the student understand the interview process and prepare for it. The student and the counselor review the tape and evaluate the student’s interview strengths and weaknesses.

Career Library. Information about thousands of occupations, educational institutions, and apprenticeship/internship opportunities is located in this library. Many other career-related books and electronic resources are available, including job vacancies, job market studies, employer directories, job search literature, and employer information (recruiting brochures, annual reports, etc.). Discover is a computerized career counseling system with information on nearly 500 occupations, graduate schools, self-assessment, career decision-making, and job strategies. Discover is available by appointment. The library is open Monday through Friday from 8:00 A.M. to 5:00 P.M.

Workshops. Workshops are held throughout the year to sharpen students’ job-hunting and career-planning skills. Topics include skills and interests analyses, resume writing, job search strategies, interviewing, and career planning. Students are encouraged to attend an appropriate workshop before seeing a counselor.

Alumni Career Network. Over 12,000 CU alumni have volunteered to assist students and fellow alumni with their careers. These alumni offer informational interviews, internships, job leads, and referrals, “shadow experiences,” and other forms of personalized career assistance. The alumni network is located in the career library.

Career Assistance Services

These services are available to all graduating students.

On-Campus Interviewing. Career interviews are coordinated with over 400 employers annually. These interviews take place on campus or at the employer site. Students are encouraged to attend the required orientation session the first week of classes during the fall semester of their graduating year.

Information Meetings. These meetings allow employers to give presentations about their organization and career positions on campus.

Ambassador Program. This program provides opportunities for students to network with employers at their information meetings.

Resume Referral. Throughout the year, over 14,000 resumes are referred to employers who screen for candidates and contact them for interviews.

Career Vacancies. Approximately 5,000 positions are listed annually on the World Wide Web, which can be accessed by an access code.

Credentials. Letters of recommendation in support of graduate school or educational employment are kept on file and sent out upon request.

Cooperative Education/Internship Program

Participating in a cooperative education or an internship program helps students explore and experience career possibilities firsthand. Both co-op and internship placements are carefully structured and well supervised, offering students professional-level challenge, instruction, and responsibility. Part- and full-time placements are available to degree-seeking students willing to make academic standing in their college or school. All students are encouraged to enroll in this program. A $55 fee is charged for the application process and referral that runs for a full year.

Counselors assist students in obtaining an internship or co-op placement. Students interested in finding out more about enrolling in the Cooperative Education/Internship Program should attend an orientation session. Contact the office in Willard Administrative Center 18, or call 303-492-4129.

To get a preview of available internships, check www.colorado.edu/careerservices (Internship Listings under Campus Services).

National and Institutional Testing

The center administers the following tests: Foreign Service Exam, GMAT, GRE, LSAT, MCAT, SAT, Achievement, and TOEFL. Registration and information packets for these tests can be picked up at the east entrance to Willard Administrative Center or in Willard 29.

The department also administers the ACT-Residual, CLEP (to test out of classes in biology, general chemistry, general psychology, introductory sociology, and calculus with elementary functions), the Graduate School Foreign Language Test (to test out of a CU-Boulder foreign language requirement), and the MAT. The following exemption tests from arts and sciences requirements are also administered: geography, quantitative reasoning, and mathematical skills, undergraduate foreign language (French, German, Russian, and Spanish), and written communication. Registration and information sheets for these tests can be picked up in Willard 29. For updated recorded information on these tests, call 303-492-1253 at any time.

Child Care

The University of Colorado Children’s Center offers toddler and preschool programs for children 12 months to five years of age. There are two locations within Family Housing: Newton Court and Smiley Court. The Children’s Center is a nationally accredited program and is licensed by the state of Colorado. The center serves children of university students living in Family Housing as well as staff and faculty. The center is open from 7:00 A.M. to 5:30 P.M., five days a week. For further information, call 303-492-6185.

Computing and Media Resources

Information Technology Services

Information Technology Services (ITS) supports teaching, learning, research, and administration through state-of-the-art media and computing resources.

Technology is highly used on the Boulder campus. Indeed, CU-Boulder has the highest-speed connection to the Internet in Colorado and one of the fastest in the nation. E-mail and web services are available to all campus constituents, via both network and dial-up access, with over 8,000 uses of the modem lines each day and some 13,000 computers on campus connected to the Internet. The campus server processes over one million e-mail messages each week and hosts approximately 1,500 e-mail discussion lists and 5,300 newsgroups. The academic use of technology is increasingly integral to a CU-Boulder education, as nearly 300 courses have web presence and all the residence halls provide Ethernet access.

ITS offices are located in two main areas: Folsom Stadium and the Computing Center. The Stadium location houses the media component of ITS, as well as Faculty Services and Scanning; the Computing Center houses the computing and networking component of ITS, as well as Scanning. The main ITS number is 303-492-6543. The Stadium location can be reached directly by calling 303-492-8282; fax 303-492-7017. The Computing Center is located at 3645 Marine Street; phone 303-492-8172; fax 303-492-4198. ITS’ home page is at www.colorado.edu/ITS.

User Services

ITS offers a wide variety of support services, including free computing advising, seminars, workshops, help documents, and a
bimonthly magazine, Digit. All documentation is available in hardcopy and on the Web. Computing advisors are available by phone seven days a week, from 8 A.M. to midnight at 303-492-1615, or by e-mail at help@spot.colorado.edu. Walk-in help is provided in the two largest campus labs, Norlin N310 and Engineering ECCR 225, and at the Help Desk, 303-492-6543. ITS Bug Busters visit faculty and staff offices, by appointment, for one-on-one computer troubleshooting.

ITS supports and encourages the use of video and audio tapes, slides, computer graphics, and multimedia and web-based presentations, as well as a variety of audiovisual equipment through the following user-service facilities: WebWorks, Graphics, Faculty Services, the Video Library, and the Demonstration and Information on Small Computers (DISC) Center. WebWorks helps faculty and staff create University-related web sites. Graphics creates a wide variety of graphics for instructional use, from book covers to lecture slides. Faculty Services offers one-on-one consultation to ensure that every faculty member has access to ITS services. The Video Library contains a collection of 4,000 instructional videotapes and films for on-campus use. The DISC Center advises faculty and staff on computer and peripheral purchases.

Classroom Support
Staff members, assisted by student employees, work closely with faculty in over 70 self-service technology classrooms and more than 12 operator-assisted technology lecture halls. All of these rooms have Ethernet connections and most can project computer images onto large screens for full-class viewing.

Web Pages
The campus provides information services through an extensive set of World Wide Web pages. The CU-Boulder web site includes calendars, directories, available courses, job listings, department and individual home pages, weather, transportation, and maps. Students can create computing accounts, check their class schedules, look up grades from previous semesters, and billing information from any of the computing labs and from more than 60 kiosks around campus.

Computing Labs
ITS maintains over 60 student computing labs, which house more than 1,200 systems and their peripherals. Facilities include instructional and general-use labs equipped with Unix, Macintosh, Windows, and NT workstations. All are connected to the campus network. Some of the labs are focused on specific disciplines or applications, such as foreign language instruction, statistics, or graphics, but most are available for general-purpose use. The two largest labs, Norlin N310 and Engineering ECCR 225, are staffed by computing advisors. In addition to the resources that ITS provides, a large number of departments support their own computing facilities for administration, special research, and instruction.

Media Production
ITS Media Production Services offers a wide range of support for faculty, staff, students, and departments on campus. These services include video/audio production (full broadcast and nonbroadcast), studio and mobile video production, video and audio duplication, digital audio editing, cable TV programming, satellite downlink/uplink, four-campus fiber optic teleconferencing, video conferencing, video-editing and audio self-help facilities, custom graphics production, graphics design, photographic services, as well as media-production consultation. Additionally, the ITS Video Library contains 4,000 videos available for on-campus rental.

Personal Computer Maintenance
At PC Maintenance, qualified technicians repair personal computers and peripherals, doing both warranty and nonwarranty work. Camcorders, TV/VCR units and projectors are available at the ITS rental center. PC maintenance is located in the stadium, gate 6, room 142, and is open 8 A.M. to 5 P.M.

Networks
ITS is responsible for the major data communication networks on campus, which provide both communications within the campus and gateways to national computing networks. These networks provide access to a host of computing resources, including the University Libraries' bibliographic and information systems; the exchange of electronic mail with other faculty, staff, and students on the campus or around the world; and access to national resources such as library catalogs, databases, and research institutes. ITS also works with campus departments in designing and developing local area networks.

Core Business Systems
The Applications and Information Systems group provides a full range of support for administrative computing at CU-Boulder, including systems development and maintenance, computing site management, and office consulting.

Server Support
Both UnixOps and Desktop Support Systems (DSS) provide support for servers. UnixOps offers Unix system administration and operation for campus departments. DSS offers NT system administration, collaboration servers, and end-user support for individuals and departments.

Counseling Services: A Multicultural Center
The center offers programs and activities for all members of the university, including students, faculty, and staff of all ethnic and sociocultural backgrounds.

Counseling Services
Individual Counseling and Therapy. The center offers counseling to individuals, couples, and families in order to meet a variety of academic, personal, and career needs. People seek assistance for many reasons, from developing a sense of competence in a new environment to meeting increased academic or social demands, and from making career decisions and resolving interpersonal conflicts to participating in an individualized development plan. Professional staff counselors, psychologists, and undergraduate paraprofessional peer counselors provide student-to-student assistance, academic counseling, and serve in an active student outreach effort.

Groups and Workshops. Group counseling and workshop programs provide small group experiences and workshops in skill development and personal growth. Issues and concerns addressed by the groups include assertiveness, multicultural support, parenting, coping with trauma, and interest exploration. In addition, educational workshops are offered throughout the year on stress management, eating disorders, drug and alcohol awareness, relationship skills, perfectionism, grief and loss, procastination, and more.

Center for Educational and Career Transition. This service provides educational, personal, and career counseling, as well as testing for students, faculty, and staff, and for persons considering returning to college work at CU-Boulder.

Cross-Cultural Consultation. Training and consultation services that develop effective and positive responses to the diversity within the university community are available to students, faculty, and staff through the Institute for Multicultural Development. In addition, assistance is available in
the areas of cross-cultural communication and counseling skills.

Consultation. Consultation is designed to support the efforts of those who work within the university community. A team of consultants works with academic departments, staff units, and student groups to resolve conflicts, build collegial cooperation, and improve management and supervision, as well as in team building, short- and long-term planning, and other specific requests.

Testing. The administration and interpretation of interests and self-assessment tests are available through the center. The tests include the Strong Interest Inventory and the Myers-Briggs Type Indicator. A small testing fee is charged.

Contacting Counseling. Center resources and services may be requested by visiting Willard Administrative Center 134 anytime between 8:00 A.M. and 5:00 P.M., Monday through Friday, or by calling 303-492-6766. E-mail can also be sent to counsel@spot.colorado.edu, or the World Wide Web can be accessed at stripe.colorado.edu/~rai/counseling. No appointment is necessary. In the event of an emergency during working hours, a professional is available for immediate assistance.

All center services are free of charge unless otherwise indicated. All contracts are confidential.

Cultural Unity Student Center

The Cultural Unity Student Center (CUSC) is staffed by a diverse team of university personnel and students. Working with undergraduate students of color throughout their college career, CUSC helps students form caring partnerships that are supportive of their goals.

Student Development. CUSC helps students recognize that they are a vital part of the campus community. As students settle into the campus routine, it is helpful for them to become acquainted with the many services and resources available. CUSC helps students become connected. Not only does it offer direct services such as personal and cultural counseling, educational planning and orientation, and career development through and active referral network, it also helps students become aware of the many other campus and community resources.

Community Development. Through the efforts of a sensitive and caring CUSC staff and a host of other identified resources, undergraduate students of color are assisted to proactively use programs and services that link them to mentors and invaluable resources on and off campus. CUSC communicates directly with students and student groups, connecting them with university and community resources.

Awareness and advocacy of student rights and issues involving gender, racial, cultural, and other forms of difference are also offered by the CUSC team through its diverse staff and through its representation at the Institute for Multicultural Development (IMD). The IMD is a joint enterprise of culturally diverse professionals from CUSC, Counseling Services, and other departments who offer workshops, seminars, and other forms of assistance to individuals and groups on campus concerned about multicultural development and the valuing of diversity.

For more information on CUSC, stop by Willard Administrative Center 118, or call 303-492-5666 or 303-492-5667 between 8:00 A.M. and 5:00 P.M., Monday through Friday.

Disability Services

Disability Services provides support services to students with disabilities so they can take part in the academic, social, and cultural life of the university. Services are provided on an individual basis and include assistance with admission, registration, housing, financial aid, counseling, and personal needs. Cultural Access and Advocacy coordinates reader services for blind students, interpreters for deaf students, and a TTY-TDD-ITT phone system for deaf and hard of hearing individuals.

Academic Access and Resources provides support services to students with learning disabilities. These support services include diagnostic testing and interpretation (there is a $250 fee), individual sessions with a learning disabilities specialist, advocacy within the university community, testing accommodations, and strategy development. Emphasis is placed on the student understanding his/her learning disability and empowering the student to take ownership for learning.

For further information about services to students with disabilities, call 303-492-8671 or write to the University of Colorado at Boulder, Disability Services, Campus Box 107, Boulder, CO 80309-0107.

Environmental Health and Safety

Environmental Health and Safety (EH&S) is a division of the Public Safety Department. Campus safety is a responsibility shared by every member of the university community. In this sense, EH&S is striving for partnerships in safety through quality services and education.

Five programs within the division focus upon these goals through preventive, remedial, and emergency response measures:

- The Environmental Compliance Unit ensures that the university is in compliance with all applicable environmental regulations through on-site inspections, training, and program review. Its staff also investigates incidents and initiates policy within fields such as indoor air quality, water quality, and health exposures.

- The Health Physics Laboratory oversees the safe and responsible use of radioactive materials and radiation-producing machines.

- The Hazardous Materials Management Unit educates and serves the university towards the minimization, safe-handling, and appropriate disposal of hazardous materials.

- The Asbestos and Lead Management Unit specializes in the testing, detection, and responsible abatement and disposal of materials containing asbestos and/or lead.

- The Emergency Planning Coordinator works collaboratively to develop business recovery plans for individual departments and contingency plans and procedures for the university as a whole.

For more information about EH&S, call 303-492-6025, fax 303-492-2854, or e-mail to ehs@stripe.colorado.edu, or visit the web site at ehs.colorado.edu.

Ombuds Office

The Ombuds Office provides confidential, informal, independent, and neutral dispute resolution services for all members of the university community. The office assists students, faculty, and staff in identifying and evaluating options for resolving and managing conflicts, provides mediation services, conducts workshops on conflict management, and makes referrals to other appropriate university and community resources. The staff is familiar with the organizational structure of the university and can provide current information about campus services, programs, policies, and procedures.

Due to its informal, confidential, and independent role outside the administrative structure of the university, notice to the Ombuds Office about a problem does not result in the generation of records, nor does it constitute legal notice to the university about the existence of a problem. For those interested in making official complaints to the university about a problem, the Ombuds Office can assist by making appropriate referrals.
For more information, contact the University of Colorado at Boulder, Ombuds Office, Campus Box 112, Boulder, CO 80309-0112, 303-492-5077 or visit the Ombuds Office web site at www.colorado.edu/Ombuds.

Parking Services
Parking in a campus lot requires a permit that can be purchased from Parking Services at 1050 Regent Drive in the Police-Parking Building. Call the permit information line at 303-492-3550 or Parking Services at 303-492-7384 for permit-sales information.

Students buying a permit must present their photo ID and current vehicle registration at the time of purchase. Student permit fees range from $81-$135 per semester and $162-$270 per academic year August-May (fees are subject to change). Most permits are sold at the Coors Events/Conference Center at the start of each semester. Student permit fees may be transferred to the tuition bill, except for summer sessions.

Facility/staff permit fees range from $20-$32 per month (fees are subject to change). They are available by cash payment or payroll deduction. Call 303-492-7384 for facility/staff permit information.

Visitor parking is available in the Euclid Avenue AutoPark located on the northwest corner of 18th and Euclid, just east of the UMC. Visitors may also park at any of the more than 600 parking meters on campus. A limited number of temporary parking permits are available for special needs. Visitor parking locations are highlighted on the campus parking map, which can be obtained at Parking Services.

Bicycles parked on campus must be registered with Parking Services at a cost of $5 for four years. Bicycles bearing valid registrations from other jurisdictions may be registered with Parking Services at no charge. Unregistered bicycles parked on campus may be impounded. Bicycle registrations are sold at the bicycle registration booth southeast of the music building. Call 303-492-2322 for bicycle parking and registration information.

Campus parking regulations are revised annually and are strictly enforced. Vehicles in violation of campus parking regulations may be ticketed or towed. Copies of parking regulations, including complete parking and traffic information, may be obtained at Parking Services, 1050 Regent Drive, Campus Box 502, Boulder, CO 80309-0502. Call 303-492-7384 for additional information.

Photo ID Cards/Buff OneCards
The Buff OneCard™ is the official CU-Boulder student ID to be used for a student's entire career at CU-Boulder. The card is required as official verification of eligibility for many student privileges, including access to the recreation center, the university libraries, and Wardenburg Health Center, as well as to buy football tickets and get free or discounted rides on local and regional buses. The card also offers three convenient, optional features. Buff Bucks is the quick-cash program for on-campus debit purchases at places like the UMC grill, Domino's Pizza, and many others. The Buff Gold option turns the card into an ATM/debit card card through the U of C Federal Credit Union. Each card also can be used as a long-distance calling card. For more information on these programs, call the Buff OneCard™ Office at 303-492-0355 or visit the web site at www.colorado.edu/buff-onecard.

The first card is free for fees-paying students. All others cost $15. After paying the confirmation deposit, students can get a Buff OneCard™ by bringing picture identification to the Buff OneCard™ Office, located in UMC 25, across from the CU Book Store. Hours are Monday through Friday, 9:00 A.M. to 5:00 P.M.

Planning, Budget, and Analysis
The Office of Planning, Budget, and Analysis provides direction and support for campus budgeting, planning, and management. The office is responsible for directing and supporting campus budgeting, planning, and management through oversight of budget services, institutional research, and planning processes; providing institutional analyses, assessments, and information for decision support; supporting the development of operating budget requests; maintaining a balanced and fiscally healthy annual budget; providing assistance to campus units on the use or development of management information and technology; and serving as the liaison with the system office and the Colorado Commission on Higher Education (CCHE) on planning issues and requirements. The office also administers the faculty course questionnaires (FCQs), which give students the opportunity to evaluate their courses and instructors. For more information, call 303-492-8631.

Speech, Language, and Hearing Center
The Speech, Language, and Hearing Center provides a complete range of speech, language, and hearing services to students, faculty, staff, and members of the community. Services include evaluation and treatment programs for hearing, articulation, voice, stuttering, language, and learning problems. Programs for children and adults with communication problems related to learning disabilities, strokes, head injury, developmental delays, and other concerns are available on an individual and group basis. A group for individuals who stutter and voice treatment for persons with Parkinson's are two examples of services offered. The center dispenses and services hearing aids and offers instruction on using aids. The center also houses the Child Learning Center, with an inclusive toddler and preschool program for children ages two to five and parent-infant interaction groups. For more information about the center's programs and services, call 303-492-5375.

Student Academic Services Center
The Student Academic Services Center offers academic support services to help students improve their learning potential.

Academic Excellence Program
The Academic Excellence Program offers academic, logistical, and counseling assistance to qualified students wishing to improve their academic success. Program activities include individual sessions, unsupervised study halls, and workshops on such topics as note taking, reading strategies, test preparation, career exploration, and time management. Undergraduate students who are the first generation in their family to receive a four-year college degree, are low income, and/or have a physical or learning disability may be eligible to participate.

Academic Access Institute
Through this program, the Student Academic Services Center offers courses in writing and college algebra, as well as support services in English as a second language, science, study skills, and academic advising to a selected group of freshman students.

Ronald E. McNair Postbaccalaureate Achievement Program
The McNair Program prepares selected University of Colorado at Boulder undergraduates for graduate study at the doctoral level. Twenty-five McNair Scholars are selected each year to participate in both academic-year and summer activities. The McNair Achievement Program aims to increase the number of students in the groups underrepresented in doctoral programs.

Support Services
SASC provides a range of services tailored to meet the specific academic and personal
needs of eligible students. These include alternative core curriculum courses in math and writing, tutorial support and academic skills development in key subject areas, and tutorial referral in a wide range of subjects. Our academic specialists help provide guidance and assistance in meeting students' academic goals. We can also help students find assistance in other areas such as counseling, financial aid, academic advising, and career exploration.

Students interested in these services can come to Willard 334 (or call 303-492-5474), or visit Norlin Library E1-B36 on the lower level (303-492-141). The e-mail address is SASC@colorado.edu and the home page is at www.colorado.edu/SASC.

Veterans' Services

The Veterans' Services Office is part of the Office of Financial Aid and helps eligible students apply to the Department of Veterans' Affairs for educational benefits. As a condition of receiving benefits, prospective students must be accepted to a degree program at CU-Boulder or acceptance must be imminent.

A certified copy of Copy 4 of the DD-214 is required in order to apply for educational benefits as a veteran; this form is available from local county clerk and recorder's offices without charge. The certified copy must have the raised seal of the county clerk. If the veteran has used educational benefits any time since discharge from active duty, a certified copy of Copy 4 of the DD-214 is not necessary. Persons on active duty who wish to take advantage of their educational benefits under any of these programs should contact their base education officer for eligibility requirements.

CU-Boulder students receive VA educational benefits under the following programs:

Veterans' Educational Assistance Program (VEAP), Chapter 32. Students must have entered active duty on or after January 1, 1977, and before July 1, 1985, and have participated in this program while in the service.

New GI Bill, Chapter 30. Students must have entered active duty on or after July 1, 1985 and participated in the program while in the service. Also eligible are those veterans who entered active duty before January 1, 1977, and who served continuously on active duty through June 30, 1988 (or June 30, 1987, with at least a four-year obligation to the Selected Reserve).

Dependent's Educational Assistance Act, Chapter 35. Students between the ages of 18 and 26 who feel they are eligible to receive educational benefits due to the death of a parent in active military service or a parent's service-connected disability should establish their eligibility with the local Department of Veterans' Affairs regional office.

Children and spouses of 100-percent-disabled veterans may also qualify. Applicants must provide the VA file number and a certified copy of their birth certificate to the Veterans' Services Office in order to initiate the educational benefits. Those students eligible for social security benefits under the Restored Entitlement Program for Survivors (REPS) should contact the Veterans' Services Office or the local Department of Veterans' Affairs regional office.

Selected Reserve Educational Assistance Program, Chapter 106. Students may be eligible if they enlisted, reenlisted, or extended an enlistment in the Selected Reserve or National Guard for a period of six years beginning on or after July 1, 1985. Each student must provide the Veterans' Services Office with a Notice of Basic Eligibility, DD-2384, from the reserve or guard unit.

Disabled Veterans, Chapter 31. Veterans may be entitled to vocational rehabilitation benefits of tuition, fees, books, and a monthly stipend if they meet the following conditions: they were discharged from the service under other-than-dishonorable conditions; they have a service-connected disability for which they are receiving or could elect to receive VA compensation; and the Department of Veterans' Affairs determines they need rehabilitation services and assistance to overcome an employment handicap or to improve their capacity for independent living in their family and community. Interested persons should contact the Department of Veterans' Services Vocational Rehabilitation at 303-914-5550.

Payment. Students may request advance payment by completing the proper forms at the Veterans' Services Office at least 60 days before the start of a term (they must not have used the benefits in the 30 days preceding the term). The advance paycheck for the first month (or partial month) and the succeeding month is delivered to the Veterans' Services Office. The next educational benefit check and subsequent checks are sent to the student's address for that enrollment period.

The office has a counselor on staff to assist students with planning academic schedules in relation to VA regulations. Financial aid counseling is also available. The office is located in the Office of Financial Aid, Environmental Design, room 2. For further information, call 303-492-7322.

Wardenburg Health Center

As a service of the University of Colorado Student Union (UCSU) and the Joint Health Board, the Wardenburg Health Center provides quality, affordable health care to all campus students, faculty, staff, retirees, and their families. Wardenburg is also the home for a variety of health education, prevention, and peer counseling services offered throughout the year. Wardenburg is staffed by fully credentialed physicians in internal medicine, family practice, psychiatry, and several other specialties. In addition, advanced-practice nurses and many other health care professionals are available to provide quality services at reasonable rates. Wardenburg is accredited by the Joint Commission on Accreditation of Healthcare Organizations, which assures quality care.

Eligibility depends on the payment of a fee and includes the following classifications: all students, including those registered through Continuing Education and ACCESS; faculty and staff (through Workers' Compensation and other university-sponsored benefit programs); spouses and dependents of students, faculty, staff, and CU retirees; and campus visitors (i.e., conference participants, parents, and visiting faculty) on an urgent-care basis. Faculty and staff are also eligible for immunizations (flu and measles).

Confidentiality

A personal health record, including a complete medical history, is established during a patient's first visit. Health records are not part of the university record system and are not included in educational records. Health information can be released only with the patient's written authorization, upon court order, or to meet the requirements of local, state, or federal statutes. Records are maintained, and destroyed, in compliance with Colorado Department of Health regulations.

Student Health Center

Fall and Spring Semester Hours

Monday—Thursday 8:00 A.M.—6:00 P.M.
Friday 8:00 A.M.—5:00 P.M.
Saturday—Sunday 10:00 A.M.—4:00 P.M.

Semester Breaks and Holidays

Hours coincide with campus hours (or as posted). Services and hours of operation may change without notice.

Faculty and Staff Health Services

Information and appointments are available by calling 303-492-8600.
General Telephone Numbers and Available Services

General Information 303-492-5101
Administration 303-492-5661
Patient Financial Services 303-492-4196
Student Insurance Office 303-492-5107

Appointments
Dental Clinic 303-492-2030
Faculty and Staff 303-492-8600
HIV Testing 303-492-2030
Physical Therapy 303-492-2043
Psychiatry Clinic 303-492-5654
Specialty Clinic 303-492-5432
Student Health Services 303-492-5432
Women's Health Clinic 303-492-2030
Immunoization Office 303-492-2005
Pharmacy (The Apothecary) 303-492-8553
Release of Information 303-492-2068
Workers' Compensation 303-492-8600

Many patients are seen through scheduled appointments. However, if patients cannot wait for an appointment due to the nature of an injury or illness, they may be seen on a walk-in basis at the Faculty/Staff Clinic. After clinic hours, care is available through Student Health Services. When Wardenburg is closed, Boulder Community Hospital is available for emergency care only. All follow-up care is provided by appointment at Wardenburg.

Student Health Insurance and Fee Information
All students enrolled for 6 credit hours or more will be automatically enrolled in and charged for Plan A of the options available through the student health insurance. Students who do not wish to be insured through the university-sponsored plan must submit a selection/waiver form to Wardenburg Health Center by a deadline determined each year. The selection/waiver form is required. If insurance is waived, students will be responsible for their own health care costs. The university is not responsible for student health care costs.

Plan A coverage provides up to 100 percent payment for eligible costs incurred at Wardenburg Health Center. It also provides 75-100 percent payment of other medical facilities, after a deductible is satisfied. The deductible is dependent upon the type of service rendered and the provider chosen. The plan provides up to $250,000 in coverage per illness or injury on a worldwide basis. Benefits are provided year-round when both fall and spring semester coverage is purchased. There are also other insurance options that can be selected.

Students taking 3 or fewer credit hours (this includes graduate students) or who are enrolled in ACCESS, Continuing Edu-

Cation, or the Time Out Program, have the university-sponsored health plan available at the same price paid by full-time students. Insurance can also be purchased for spouses and/or children. Students taking correspondence courses do not qualify for the Student Insurance Plan. To become eligible to purchase the insurance, students must first pay full UCSC student fees. Exception: Approved doctoral candidates requesting student insurance are charged the full price for the insurance, and UCSC student fees are reduced.

The university contributes a portion of the cost toward either Option A or B, if students hold at least a 20 percent appointment as a teaching, research, or graduate assistant or as a graduate part-time instructor.

A selection/waiver form must be completed. To be honored for the 1999-2000 academic year, waivers must be turned into Wardenburg by September 2, 1999. A selection/waiver form need not be submitted in spring 2000 if one is submitted in fall 1999, unless the insurance option is changed for spring. Selection/waiver forms not submitted by September 2, 1998 must be petitioned to the Student Health Board Fee Waiver Committee. If the committee denies the petition, it may be appealed to the UCSC Appellate Court. The decision of the Appellate Court is final. If the appeal is unsuccessful, the student health insurance fee must be paid or the student will be disenrolled from the university. The petition and appeal process are available for the first two months of a semester only.

For more information about insurance options, call the Student Insurance Office at 303-492-5107.

Billing Information
Staff in the Patient Financial Services Office are available to answer billing questions and accept payments. Wardenburg mails a monthly statement to each patient that can be used for filing claims with insurance companies. If a student chooses, Wardenburg will bill most health insurance carriers directly for insurance claims. To participate in this insurance billing program, students must provide written authorization and full details of coverage with their health insurance carrier and a copy of their insurance card. Payment for services should be made to the University of Colorado, in care of the Wardenburg Patient Financial Services Office. For more information, call 303-492-4196.

Parking Information
Emergency and handicapped parking is available at no cost at Wardenburg’s south-west entrance. With certain restrictions, va-

dated parking is available to all Wardenburg patients at the Euclid Avenue AutoPark, one-half block north of Wardenburg.

A Euclid Avenue AutoPark ticket can be validated by the Wardenburg Patient Financial Services Office for the duration of your visit in the health center. Call 303-492-4196 for details.

CAMPUS POLICIES

Academic Integrity
A university’s intellectual reputation depends on maintaining the highest standards of intellectual honesty. Commitment to those standards is a responsibility of every student and every faculty member at the University of Colorado.

Breaches of academic honesty include cheating, plagiarism, and the unauthorized possession of exams, papers, computer programs, or other class materials that have not been formally released by the instructor.

Cheating
Cheating may be defined as using unauthorized materials or giving or receiving unauthorized assistance during an examination or other academic exercise. Examples of cheating may include: copying the work of another student during an examination or other academic exercise (includes computer programming), or permitting another student to copy one’s work; taking an examination for another student or allowing another student to take one’s examination; possessing unauthorized notes, study sheets, or other materials during an examination or other academic exercise; collaborating with another student during an academic exercise without the instructor’s consent; and/or falsifying examination results.

Plagiarism
Plagiarism may be defined as the use of another’s ideas or words without acknowledgment. Examples of plagiarism may include: failing to use quotation marks when quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from computer-based sources.

Unauthorized Possession or Disposition of Academic Materials
Unauthorized possession or disposition of academic materials may include: selling or purchasing examinations or other academic work; taking another student’s academic work without permission; possessing examinations or other assignments not formally released by an instructor; and/or submitting the same paper for two different classes without specific authorization.
Sanctions

Breaches of academic honesty will result in disciplinary measures that may include: a failing grade for a particular assignment; a failing grade for a particular course; and/or suspension for various lengths of time or permanent expulsion from the university.

Procedures

Each college and school has developed procedures to enforce its statement or code of academic honesty. These generally contain a requirement that a student accused of academic dishonesty be notified of specific charges, that the student be given an opportunity to respond to the charges before an unbiased individual or panel, and that the student be notified in writing of the decision or recommendation made by the individual or panel reviewing the charges. If a student wishes to appeal a case, the student should request a listing of the procedures used by his or her school or college and follow the requirements therein.

Students are under the academic standards and codes of their primary college. This is the academic body that takes action on any violation of academic standards. The academic unit that taught the course in which an academic standards breach is alleged will cooperate with the appropriate college disciplinary committee.

Breaches of academic honesty are under the purview of each college and school pursuant to the Laws of the Regents, Article V, Section C. For further information and for individual college and school policies, students should consult their dean’s office.

Academic Program Discontinuance

In the event a degree program is discontinued, students currently enrolled in the program have a four-year period in which to complete their degree requirements. This four-year period starts with the date of the Colorado Commission on Higher Education (CCHE) action to discontinue the program. No new or returning students will be admitted into a discontinued degree program. Students not completing the degree requirements in the four-year period are not permitted to receive the discontinued degree. In such cases, credits accumulated may be applied to the overall number of credits required toward graduation, but the student must seek the advice of their college or school to determine how these credits might apply to a new degree program.

Alcohol and Other Drugs

In order to create the best possible environment for teaching and learning, the University of Colorado at Boulder affirms its support for a responsible campus policy that addresses the inappropriate use of alcohol and other drugs. The university is proud to be one of six schools in the United States to participate in a program, entitled A Matter of Degree, that is supported by the Robert Wood Johnson Foundation and the American Medical Association. This program is designed to increase the safety and health of the campus and larger community in regard to the use of alcohol.

The university complies with all federal, state, and local laws concerning alcohol and other drugs. As a CU-Boulder student, you are responsible for acquainting yourself with the laws and university policies regarding alcohol and other drugs. University policies regarding alcohol consumption and other drug use are described in several publications: Students’ Rights and Responsibilities Regarding Standards of Conduct and Alcohol and Drug Policy, available in the Office of Judicial Affairs; A Guide to Residence Hall Living, available at the Department of Housing; and Ralphie’s Guide to Student Life, distributed to new and continuing students. In addition, Wardenburg Health Center provides individual and group counseling for students with substance abuse problems.

For further information on campus policies, call the Office of Judicial Affairs, 303-492-5550; for policies within campus housing, call the Department of Housing, 303-492-6580; for information on campus substance abuse programs, call Wardenburg Health Center, 303-492-5694; and for information on the A Matter of Degree program, call 303-492-3149.

Final Examination Policy

It is the policy of the University of Colorado at Boulder to adhere to the final examination schedule as published in the Registration Handbook and Schedule of Courses each semester. While it may be appropriate not to give a final in some cases, such as laboratory courses, seminars, and colloquia, final examinations should be given in all other undergraduate courses. Unless otherwise notified in writing during the first week of classes, students should assume that an examination will be given.

In addition to the principles stated above, the following guidelines should be followed by all faculty members and administrators in order to assure fairness and the best possible educational experience for students.

1. The final examination in a course should be given as scheduled and not at other times, even if the faculty member and all students in a course agree to such a change.

2. The week of classes preceding the scheduled final examination period should be used primarily for continued instruction and may include the introduction of new material. No hourly examinations are to be given during the seven days preceding the start of the examination period. However, lab practicums and seminar presentations may be scheduled in that week.

3. Individual students may be granted a variance from these policies, provided the instructor is satisfied that the exception is based on good and sufficient reasons, and that such an exception for an early or late examination will not prejudice the interests of other students in the course.

4. When students have three or more examinations on the same day, they are entitled to arrange an alternative examination time for the last exam or exams scheduled on that day. Such arrangements must be made at least three days before the examination is scheduled.

5. This policy applies to all undergraduate students, including seniors. Graduating seniors should not be exempted from final examinations. Such exemptions are inappropriate on both procedural and academic grounds.

Personal Safety on Campus

While the University of Colorado at Boulder is a relatively safe place to be, the campus is not a haven from community problems. The Committee on Personal Safety (COPS), composed of students and representatives from across campus, is taking steps to promote safety issues on campus and striving to make the campus a safe and pleasant place.

Specific efforts to promote safety on campus include the provision of adequate lighting, police protection, educational programs, and special prevention programs, such as the Nighttime and Nightwalk escort services. Emergency telephones are located on campus to provide direct access to the police dispatcher. See the university’s parking and traffic map in the Parking Services Office or Ralphie’s Guide to Student Life for exact locations of these phones.

In compliance with the Federal Crime Awareness and Campus Security Act of 1990 and the Higher Education Amendments of 1992, students and employees receive (at the start of the fall semester) information on campus security policies and programs, including crime rate information.

Members of the university community
are encouraged to report any incident of threatening or harmful behavior to the administrator closest to the situation and/or the University Police at 303-492-6666. Other resources include the Office of Judicial Affairs at 303-492-5550 and the Ombuds Office at 303-492-5077.

Sexual Harassment
It is the policy of the University of Colorado at Boulder to maintain the university community as a place of work, study, and residence free of sexual harassment or exploitation of students, faculty, staff, and administrators. Sexual harassment is prohibited on campus and in university programs.

The university is committed to taking appropriate action against those who violate the university’s policy prohibiting sexual harassment.

No reprisal or retaliation of any kind shall be taken against any individual for complaining about sexual harassment or for participating in any procedure to redress a complaint of sexual harassment. However, this protective university policy does not preclude disciplinary actions against individuals who are found to have made intentionally false and malicious complaints of sexual harassment.

Sexual harassment is defined as conduct that is unwelcome and consists of sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic work, 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual, or 3) such conduct has the purpose or effect of interfering with that individual’s work or academic performance by creating an intimidating, hostile, or offensive working or educational environment. Sexual harassment may occur between persons of the same gender or of different genders.

For information on procedures regarding sexual harassment, contact the Office of Sexual Harassment Policy at 303-492-5748.

Smoking Policies
Campuswide smoking regulations are not intended to deny smokers their prerogatives, but rather to limit the potential adverse effects of smoking on others.

The Boulder Campus Smoking Policy states:

- There will be no smoking or sale of tobacco products in any Boulder campus-owned or leased building, except as provided below. This includes hallways, classrooms, offices, restrooms, meeting rooms, lobbies, elevators, shops, cafeterias, snack bars, waiting rooms, indoor or open-air, athletic facilities and performance halls, and all other spaces in university-owned or leased buildings. There also will be no smoking in campus-owned or leased vehicles.
- Smoking may be permitted in accordance with the policies of Boulder Campus Housing Administration in buildings providing overnight accommodations. Boulder Campus Housing Administration will provide information regarding its policies to all housing residents and guests.
- Smoking is not permitted in the seating areas of Folsom Stadium and the Mary Rippon Theatre and their contiguous buildings. Designated smoking zones have been created in well-ventilated areas outside the seating areas.
- Smoking and the sale of tobacco products may be permitted in designated food-service areas and lounges in accordance with the policies of that facility. Designated smoking areas must be well posted and have adequate ventilation and separation for nonsmokers. Designated smoking areas must be reviewed and approved by the Department of Environmental Health and Safety (EH&S). Any disputes regarding the recommendations of EH&S will be referred to the vice chancellor for administration for resolution.
- Smoking may be permitted in laboratories conducting sponsored research on the effects of smoking. Designated laboratories must be well posted and have adequate ventilation and separation for nonsmokers. Designated labs must be reviewed and approved by the Department of Environmental Health and Safety (EH&S). Any disputes regarding the recommendations of EH&S will be referred to the vice chancellor for administration for resolution.
- Smoking areas are permitted outside of university facilities provided that these areas are located far enough away from doorways, windows, and ventilation systems to prevent smoke from entering enclosed buildings and facilities. Check with Environmental Health and Safety for details.
- Signs posted at all building entrances shall state that smoking is prohibited in the building.
- Smokers and nonsmokers need to remain courteous to each other. Since smokers can no longer smoke while working, they may want to take "smoke breaks." As long as their absences from their work fall within applicable work-break policies, accommodations should be made by supervisors and colleagues. Smokers are reminded that a wish to smoke is not a sufficient reason to be gone from their workplace in excess of the standard work-break policies.
- All members of the university community are responsible for compliance with this policy. Violations of this policy by university employees will be referred first to the violator then, if agreement cannot be reached, the violation should be reported to the appropriate appointing or supervisory authority for resolution.

For those employees who wish to stop smoking, call the Employee Assistance Program (303-492-6765) for information on available programs.

For more information on the campus smoking policy, contact the Office of the Vice Chancellor for Administration.

University Code of Conduct
The University of Colorado at Boulder has a code of conduct based on maintaining the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where everyone is treated with respect and courtesy.

The Office of Judicial Affairs adheres to the Boulder campus policy on matters of discrimination. That policy is straightforward: The Boulder campus does not and will not tolerate discrimination of any kind, for any reason, against any member of the university community.

Admission to the university carries with it the expectation that students will be responsible members of the campus community. When a student enrolls in the university, he or she assumes the obligation to observe the standards of conduct.

Students must accept responsibility to maintain an atmosphere conducive to education and scholarship by respecting the personal safety and individual rights of all in the university community, by conducting themselves in accordance with accepted standards of social behavior, and by abiding by the regulations of the university and the laws of the city, state, and nation while on university premises.

The University Standards of Conduct that follow clearly state the university's expectations for student behavior. Students are expected to become familiar with these standards to fully understand their responsibility as university community members and to avoid jeopardizing their relationship with the university. Students are also expected to participate in disciplinary proceedings if requested to do so by a university official.
Standards of Conduct

These standards help to promote a safe and civilized campus environment. All students enrolled at CU-Boulder must follow these standards.

It is important for students to know these standards. If a standard is violated, students may be subject to discipline. An attempt to commit an act prohibited by these rules, or attempts to aid, abet, or incite others to commit acts prohibited by these rules, is subject to discipline and sanction to the same extent as a completed act. In accordance with the responsibility as a member of the university community, the following acts are prohibited:

1. Interfering with, obstructing, or disrupting:
   a. a university activity. This includes all normal university activities, such as teaching, research, recreation, meetings, public events, and disciplinary proceedings.
   b. the freedom of expression and movement of students or other members of the university community and their guests.

2. Interfering with, obstructing, or disrupting police or fire responses. Tampering with, impairing, disabling, or misusing fire protection systems such as fire or smoke detectors, fire extinguishers, sprinklers, or alarms.

3. Failing to comply with the direction of university officials who are performing their duties. This includes, but is not limited to, requests to present identification.

4. Entering or using a university facility in any way that is unauthorized, illegal, or otherwise prohibited. This includes using university property for any illegal purpose.

5. Violating any federal, state, or local laws.

6. Violating any university policy or regulation while on university premises. (e.g., Department of Housing, Information Technology Services, Recreation Services, and University Memorial Center policies).

7. Forging, altering, or falsifying any documents or records. Use of forged or altered documents is also prohibited, even if someone else made the changes.

8. Stealing, embezzling, or issuing checks to the university with insufficient funds or funds drawn from closed accounts. Possessing property known to be stolen. Taking the property of another person without permission, even if it is meant to be returned.

9. Damaging university property or property belonging to another.

10. Providing false information to university officials or to the Judicial Affairs Hearing Board.

11. Possessing firearms, explosives, or other dangerous or illegal weapons while on university premises. Only police officers and individuals with written permission from the chief of police or the chancellor after consultation with the chief of police can possess weapons on campus.

   A harmless instrument designed to look like a firearm, explosive, or dangerous weapon that is used by or in the posses-
sion of a person with the intent to cause fear in or assault to another person is expressly included within the meaning of a firearm, explosive, or dangerous weapon.

Expulsion shall be the minimum disciplinary sanction in the case of a student who is found guilty, via a due-process procedure, to have intentionally or recklessly used or possessed such weapon(s) in a way that would intimidate, harass, injure, or otherwise interfere with the learning and working environment of the university.

12. Harassing another person. This includes but is not limited to stalking, placing other people in fear of their personal safety through words or actions, or interfering with the working, learning, or living environment of a person. It also includes sexual harassment.

13. Assaulting or physically abusing, threatening, or endangering the health or safety of another person.

14. Sexually assaulting or inflicting unwanted sexual contact upon another person. Conduct will be considered "without consent" if no clear consent is given; if inflicted through force, threat of force, or coercion; or when inflicted upon a person who is unconscious or who is otherwise without the physical or mental capacity to consent.

15. Hazing. Any action or situation that recklessly or intentionally endangers the health, safety, or welfare of an individual for the purpose of initiation, admission into, or affiliation with any organization at the university. Hazing includes any abuse of a mental or physical nature; forced consumption of any food, liquor, drugs, or substances; or any forced physical activity that could adversely affect the health or safety of the individual.

Hazing also includes any activity that would subject the individual to embarrassment or humiliation, the willingness of the participant in such activity notwithstanding.

16. Failing to abide by or complete in a satisfactory manner a university sanction.

17. Misuse of computer facilities and/or systems, including but not limited to the following acts:

a. unauthorized use of a terminal, file, password, or account;

b. attempts to degrade system performance or capability;

c. breach of computer security;

d. abuse of communal resources (e.g., unauthorized batch programs);

e. misappropriation of intellectual property or licensed software;

f. invasion of privacy;

g. harassment or threats.

18. Possessing, using, manufacturing, distributing, or selling illegal drugs.

19. Possessing, using, manufacturing, distributing, or selling alcoholic beverages on university premises in violation of the law or university policies.

Suspension shall be the minimum disciplinary sanction in the case of a student who is found guilty, via the university's due-process procedure, to have endangered the health, safety, or welfare of an individual through the provision of alcohol or other drugs in violation of state and federal laws.
On the temple's great bronze bell
A butterfly sleeps
in the noon sun.

-Buson

A student practices his drafting skills in an architecture and planning class.
The College of Architecture and Planning at the University of Colorado (at both the Boulder and Denver campuses) prepares students for careers in architecture, planning, landscape architecture, urban design, and other design and planning-related fields. The college offers the only undergraduate and graduate education in these fields in the state of Colorado. Students intending to enter these design and planning professions normally first complete the college’s undergraduate degree at CU-Boulder as preparation for entry into the college’s graduate-level professional programs at CU-Denver. Graduate programs are also available for those who already hold an undergraduate degree in a field unrelated to design and planning.

The College of Architecture and Planning is unique in that it offers its 900 students exceptional educational experiences in two distinctive and different locations. The college’s undergraduate program is offered on the Boulder campus in an environment ideally suited to the needs of undergraduate students, and the graduate programs in architecture, landscape architecture, urban design, and urban and regional planning are taught on the Denver campus in the heart of a vital downtown. With a diverse faculty committed to excellence in teaching, research, scholarship, and professional work, the college provides students with a broad range of learning opportunities. For detailed information on the college's graduate programs, see the University of Colorado at Denver catalog.

Undergraduate Programs

Study at the undergraduate level leads to the bachelor of environmental design (B.Envd.) degree as preparation for entry into graduate and professional degree programs.

At the undergraduate level, the college takes a broad and integrated view of the design professions. In recent years the problems and opportunities facing the design professions have changed dramatically. These changing conditions demand a broader educational experience than the individual professions traditionally have supplied.

To prepare students for these conditions, the college expects students to take a wide range of courses in the humanities, the arts, and the sciences, in order to examine the world and contemporary society from a variety of viewpoints.

Unlike undergraduate education in many fields, architecture and planning students receive practical experience under the direct supervision of the college’s professors and outside professional designers. From the first day of the freshman year, students actively integrate and synthesize knowledge gained in studio and related lecture courses.

The college provides required core courses throughout the curriculum in which students from all design disciplines study shared problems together. Architects, interior designers, landscape architects, urban and regional planners, building technologists, and engineers need to understand each other's perspectives and increasingly work together on the complex issues facing the design of the built environment.

Graduate Programs

Master's-level professional programs in architecture, landscape architecture, and urban and regional planning are offered by the college at its Denver site. The college also offers post-professional master’s degrees in the areas of architecture, landscape architecture, and design studies.

Additionally, the college’s degree offerings include a doctoral program with opportunities for research and study with faculty on both the Boulder and Denver campuses. The three areas of specialization within the college's Ph.D. program in design and planning are land use and environmental planning and design; design and planning processes and practices; and history, theory, and criticism of the built environment.

Detailed information about graduate admission, degree requirements, and college policies are outlined in the University of Colorado at Denver catalog and at the college’s web site: www.cudenver.edu/public/AandP/. Additional information about Ph.D. opportunities may be obtained by contacting the college’s Ph.D. offices, 303-492-1319, or on the web at: www.cudenver.edu/public/AandP/departments/phd/main.html.

Facilities

Facilities for the college’s programs in Boulder are provided in the Environmental Design building. On its lower floors are administrative and faculty offices, lecture rooms, and exhibit space. A media center, photographic laboratory, slide library, and a model shop with a variety of power tools for student use supplement design studios, which are available throughout the building. Studio space is provided for all students for academic use during the entire semester and is available throughout the day and evening.

Beginning and advanced computer facilities, including graphic capabilities, are also available to students. An urban simulation lab provides students with a facility for testing possible patterns of growth and development in the urban environment.

Career Opportunities

Architecture

According to the National Architectural Accrediting Board, which is responsible for accreditation of all architecture programs in the United States, "Most states require that an individual intending to become an architect hold an accredited degree. There are two types of degrees that are accredited by the National Architectural Accrediting Board: (1) The Bachelor of Architecture, which requires a minimum of five years of study, and (2) the Master of Architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years following a related preprofessional bachelor's degree. These professional degrees are structured to educate those who aspire to registration and licensure to practice as architects. The four-year preprofessional degree, where offered, is not accredited by NAAB. The preprofessional degree is useful to those wishing a foundation in the field of architecture, as preparation for either continued education in a professional degree program, or for employment options in fields related to architecture."

The College of Architecture and Planning at the University of Colorado offers the four-year preprofessional Bachelor of Environmental Design (B.Envd.) degree at
its Boulder site and the NAAB-accredited Master of Architecture (M.Arch.) on its Denver site.

The B.Envd. alone is not accepted as sufficient education to become a licensed architect in most states. However, the B.Envd. in architecture is endorsed by the NAAB as part of a six-year plan of study in conjunction with the college’s accredited M.Arch. In pursuing this six-year program of study, students completing the B.Envd. on the Boulder campus complete a minimum of four semesters of additional course work (63 hours of credit) on the Denver campus of the University of Colorado after entry into the M.Arch. program. For further details on the M.Arch., and for descriptions of the fifth- and sixth-year professional courses outlined in the architectural degree requirements listed on page 48, please see the University of Colorado at Denver catalog.

Students seeking licensure as an architect also must complete a number of years after graduation in a paid internship. In Colorado and most states, documentation of work experience in each of 16 areas of practice must be provided to become eligible to enroll for the architectural registration examination.

Planning

While the practice of planning is not currently licensed in most states, in areas of high growth like New York, California, and Florida, the need for licensing to regulate practice is becoming more apparent. Professional regulation and certification is currently overseen by the American Planning Association (APA) and the American Institute of Certified Planners (AICP). Degrees in the field are accredited by the Planning Accreditation Board (PAB) of the Association of Collegiate Schools of Planning.

Although students interested in entry-level positions in planning may find the B.Envd. degree adequate, an advanced degree (master’s or Ph.D.) is highly desirable and advisable. Students primarily interested in professional practice should obtain a master’s degree in city planning, in city and regional planning, or in city planning and community development. Students interested in teaching or research in planning should complete a Ph.D.

Graduate Study in Denver. Students from the undergraduate program who continue their studies in the graduate professional planning program in Denver are given advanced standing when accepted into the program. Copies of the policies relating to advanced standing are available in the college office. Though the amount of advanced standing received is directly related to the specific course work completed in the undergraduate program, graduate planning students who continue in the graduate planning program typically receive between 36 and 42 semester hours of credit, and complete their graduate studies in two or three semesters.

Design Studies

Students who do not wish to complete the emphases in architecture or planning, but who are nonetheless interested in issues concerning the built environment, may pursue the design studies emphasis. Students may use this emphasis to broaden their undergraduate program, integrating several related disciplines. There is an increasing demand in the design, construction, and management industries for people who combine an understanding of design with a specialized understanding of related fields like computing, management, finance, or marketing. Some students may use it as general preparation for graduate study in any number of academic fields that also are concerned with the design and planning of the built environment, including anthropology, geography, sociology, psychology, historic preservation, and architectural history. Other students may use this emphasis to prepare for further graduate study in a professional field related to architecture and planning, including business, law, journalism, public administration, or landscape architecture.

As the design studies curriculum is individually tailored to each student, students in this emphasis must outline and receive approval of their individual course plan by a faculty sponsor and the college dean’s office before entering the design studies emphasis. Participants in this emphasis are expected to attain a competent level of understanding and skill in either architecture or planning. Additionally, they are expected to attain a high level of understanding and skill in one specialized aspect of these fields. Such specializations might include computer applications, resource management, housing policy, environmental psychology, history of architecture, or building systems analysis. In support of their specialization, students are further expected to attain a competent level of understanding of a relevant cognate field outside the college (e.g., anthropology, civil engineering, business, or fine arts)

Students in the design studies emphasis take core courses within the college and general requirements outside the college in parallel with the architecture and planning emphases. Additionally, design studies students must complete foreign language courses through level three (third-year level in high school, or third-semester at the college level). With approval of their faculty sponsor, students may substitute computer programming languages for the foreign language requirement. A minimum of 30 hours of course work must be completed after official approval of entry into the design studies emphasis, and the 30-hour residency requirement in this emphasis is not waived under any circumstances.

Landscape Architecture

Though the College of Architecture and Planning does not offer a separate emphasis in landscape architecture at the undergraduate level, a graduate professional degree (the master of landscape architecture or M.L.A.) is offered by the college on the Denver campus of the University of Colorado. Undergraduates may complete one of the undergraduate emphases in architecture, planning, or design studies as preparation for entry into the Denver campus M.L.A. program or other graduate-level landscape architecture programs offered elsewhere.

Study Abroad

The College of Architecture and Planning and the Office of International Education urge design students to participate in one of the various study abroad programs offered for university credit.

Each summer, faculty of the college offer course work abroad through the University of Colorado at Denver campus. In recent years, sites have included Prague, Rome, Helsinki, Paris, and St. Petersburg. These studio-based courses offer students an opportunity to study the process of design in another culture and to examine their own perceptions and attitudes toward design.

The University of Colorado at Boulder is also a coordinating institution for DIS, Denmark’s international study program at the University of Copenhagen. DIS offers semester and year-long programs in architecture and design. Taught in English, the DIS program offers advanced design studio and related courses in addition to guided travel and study opportunities in other European nations, including the former Soviet Union. For more information about these programs, contact the University of Colorado at Boulder, Office of International Education, Campus Box 123, Boulder, CO, 80309-0123, 303-492-6016.
College Lecture Series
The college's lecture series enables students and faculty to meet people whose work significantly contributes to the design and planning fields. All students registered in the College of Architecture and Planning may be required to attend convocations and special lectures throughout the year. In addition, the graduate programs in Denver sponsor a year-long series of lectures, and AIA (American Institute of Architects) Denver and AIA Colorado present a lecture series in Denver that is open to the public. The college also cosponsors the annual National Natural Hazards Information and Applications Conference held in July, the National Pedestrian Conference held in September, and the annual World Affairs Conference held in April.

ACADEMIC EXCELLENCE
Recognition of Scholarship
As a professionally oriented school, the College of Architecture and Planning provides an atmosphere for study and creative investigation in which the attainment of quality is held in the highest esteem. In recognition of high scholarship and professional attainment, the college grants honors at graduation in two categories: honors and special honors. As an annual awards program, scholarships, prizes, and awards are given to outstanding students and faculty.

Honors at Graduation
Students achieving a grade point average of 3.50 to 3.74 (honors) and 3.75 to 4.00 (special honor) are recognized at commencement. Honors are based on course work completed at the University of Colorado.

Scholarships, Loans, Awards, and Prizes
Several scholarships are awarded upon recommendation of the faculty of the college. In 1961, the Educational Fund of AIA Colorado was incorporated by appropriate action of its executive committee. The purpose of this fund is to advance education in architecture by granting scholarships, prizes, and financial aid to deserving students in architecture and to architects interested in research programs directly related and of value to the architectural profession.

The original Educational Fund was founded in January 1934 by William E. Fisher, F.A.I.A.; George H. Williamson, F.A.I.A.; Fred E. Mountjoy, A.I.A.; William H. Bowman, A.I.A.; and Robert K. Fuller, F.A.I.A. Kenneth R. Fuller, son of the founder, now serves as secretary of the fund, and acting with the president and vice president of AIA Colorado, forms the board of directors of the fund. This board has granted scholarships annually to students and alumni of the College of Architecture and Planning.

Awards provided by the AIA Colorado Educational Fund include the Anniversary Scholarship, the Centennial Scholarship, Arthur A. and Florence G. Fisher Travelling Scholarships, Robert K. Fuller Scholarship for Graduate Study, James M. Hunter Scholarship for Graduate Study or Travel, and the C. Gordon Sweet Scholarship for disadvantaged students.

The Hunter Douglas Scholarship, through the generosity and support of Hunter Douglas, Inc., an award is given to an outstanding third- or fourth-year student in the undergraduate design program with a demonstrated interest in interior design or space planning.

The Charles Haertling Architecture Scholarship. In honor and living tribute to one of Boulder's most distinguished architects, an award is given in alternating years to an undergraduate student intending to pursue the profession of architecture. Architecture and planning students may apply for the 1998 and 2000 awards. The award is given to music students in the alternating years.

The Martin Luther King, Jr. Housing Prize is a memorial award intended to encourage the design of housing that improves the quality of living environments for low- and moderate-income groups.

The Dana Soper Memorial Scholarship. This $2,000 grant, started in 1973, is awarded to a second-year student in environmental design based upon proven academic performance, personality and character, contribution to the college, and professional potential.

Design certificates also are presented to the outstanding design students at each year level.

Dean's scholar awards are available to Colorado residents on a funds-available basis. A limited number of these merit scholarships are available to nonresidents.

In addition, interested students may participate in faculty-student research projects funded by the Undergraduate Research Opportunities Program (UROP) for a maximum of $750 per award.

ACADEMIC STANDARDS
Student Rights and Responsibilities
The College of Architecture and Planning is part of an academic community whose mission requires an open learning and working environment for students, faculty, staff, and administrators. An open learning and working environment values and protects individual dignity and the integrity of human relationships, and is based upon mutual trust, freedom of inquiry, freedom of expression, and the absence of intimidation and exploitation. Any infringement upon these freedoms and rights may be cause for review by the college or other university offices. Students in both graduate and undergraduate programs of the College of Architecture and Planning are subject to the policies and procedures governing student rights and responsibilities on the CU-Denver campus. Please refer to the CU-Denver catalog for explicit policies governing issues of sexual harassment and for the full code of student conduct.

Ethics and Academic Dishonesty
Students are expected to conduct themselves in accordance with the highest standards of honesty and integrity. Cheating, plagiarism, illegal possession and distribution of examinations or answers to specific questions, alteration, forgery, or falsification of official records, presenting someone else's work as one's own, or performing work or taking an examination for another student are examples of acts that may lead to suspension or expulsion. Any reported act of academic dishonesty may be referred by faculty to a college committee for study and disciplinary action. Students in either the college's undergraduate or graduate program are subject to the CU-Denver academic honor code and discipline policies (for details, refer to the CU-Denver catalog).

Grade Point Average Requirements and Scholastic Suspension
A student must achieve a grade of C- or better in all courses applied toward graduation requirements, excluding general electives. General electives that receive a minimum grade of D- may be credited toward the degree if the student has maintained a minimum cumulative grade point average of 2.00.

As a general rule, students who fail to meet the minimum cumulative grade point requirement (2.00) are permitted to continue their studies on a probationary basis during the following semester. Scholastic records of students are reviewed as soon as possible after the close of the probationary semester, and students are informed in writing if they are to be suspended.

When a student is suspended, the reasons for the suspension are recorded and
placed in the student's file. The student is asked to define the problems and draft a plan for dealing with them in consultation with the college academic advisor. It is the responsibility of the academic advisor to monitor the student's progress.

Students on suspension are not allowed to register on any campus of the University of Colorado while on suspension, except during education or regular campus summer sessions.

Suspended students are readmitted on a case-by-case basis by review of the college.

Students suspended a second time are reinstated only under special circumstances. Students who believe that their situations warrant a departure from these normal stipulations may petition for reinstatement. The college looks with favor on such petitions only if the student has shown marked improvement in academic work or if there are unusual circumstances that have contributed to the student's academic difficulties.

ADMISSION AND ENROLLMENT POLICIES

Requirements for Admission

Candidates for regular admission to the College of Architecture and Planning are expected to meet the general requirements for admission to the university. Please see Undergraduate Admission in the General Information chapter of this catalog for specific requirements.

Transfer Students

Qualified students transferring from other institutions are accepted into the College of Architecture and Planning. Former students who have attended another college or university for one semester (12 hours or more) are considered transfer students. Since the College of Architecture and Planning has a limited enrollment, all qualified students are not guaranteed admission. All course work except the last term, if in progress, must be completed and must be listed on the official transcript sent for admission consideration. Transfer students should apply to the Office of Admissions.

Normally, students should transfer by the beginning of the second year of college-level work, as the College of Architecture and Planning requires approximately three years of design and/or planning related course work. All transfer students are required to take a minimum of 30 semester hours in the College of Architecture and Planning.

Transfer students are admitted for the fall, spring, and summer terms each year.

If a student chooses to provide letters of intent and recommendation, they must accompany the application. It is the responsibility of the student to be sure transcripts and other application materials are complete. Only complete application files are considered for admission.

A maximum of 60 semester hours taken at a two-year college may be applied toward the bachelor's degree. In general, credits in vocational-technical courses are not accepted for transfer by the college. Transfer agreements between the University of Colorado and all Colorado community colleges outline approximately one year of prescribed general education courses that may be completed as preparation for transfer into the College of Architecture and Planning. As noted above, students should plan to transfer to the University of Colorado by the beginning of their sophomore year. See Undergraduate Admission in the General Information chapter of this catalog for admission standards for transfer students.

Intrauniversity Transfer

University of Colorado students in good standing who are interested in pursuing a design education may apply for transfer into the college. Applications are accepted and reviewed on a continuous basis throughout the academic year. Students applying for intrauniversity transfer (IUT) must, at minimum, have completed or be enrolled in the introductory media course, ENVD 1002. Completion of additional introductory ENVD courses and general education requirements is encouraged. Though a factor in admission, grade-point average is not in itself a sole determinant, and interested students in good academic standing are encouraged to apply. Students may anticipate a response to their application within approximately one week of the college's receipt of a complete application packet (available in ENVD 169). Students meeting criteria for automatic admission are so notified. Students not meeting automatic admission criteria are held for additional review at the end of the application semester.

Attendance

Students are expected to attend classes regularly and to comply with the attendance regulations specified by their instructors. At the beginning of each semester, instructors inform students of policies governing grading policies and attendance in each class.

Students who miss a final examination for illness or other good reason must notify the instructor or the college office no later than the end of the day on which the examination is given.

Credit Policies

Advanced Placement

Advanced placement and college credit may be granted on the basis of the College Board's Advanced Placement tests. For students who have taken advanced placement course work in high school and receive scores meeting university standards in the advanced placement examination, advanced placement as well as college credit is granted. Granted college credit is treated as transfer credit without a grade, but counts toward graduation and meet other specific requirements for which it is appropriate.

Denver Campus Credits

Students in residence on the Boulder campus in the College of Architecture and Planning may take work on the Denver campus on a space-available basis with the approval of the dean of the college.

Incomplete Grades

The College of Architecture and Planning does not give incomplete grades except in cases of extreme emergency. By petition of the instructor, a grade of IF may be granted.

Independent Study

Ordinarily, only students at the 3000- or 4000-level of studio are permitted to obtain independent study credit. Independent study credit may not be used to substitute for any required design studio course.

A complete prospectus of the work expected, how it shall be carried out, and what the end product might be must be submitted to the supervising faculty member no later than five days after the official beginning of a semester. Approval of the prospectus must be granted by the faculty member and the department chair before permission is granted for enrollment in the course. Students should make arrangements for the independent study course details during registration or well before the semester begins.

Only students who have at least a 3.00 GPA are permitted to register for independent study. Additional requirements could be established depending on the proposed topic. Not more than 3 hours of independent study credit during one semester and not more than a total of 6 are given for the entire time the student is enrolled, unless exception is granted by the dean.

Other Credits

Credits for teaching assistantships, research assistantships, and internships are all guided
by the same standards as those for independent study. Credits earned as a teaching assistant, research assistant, or intern are not subject to the 6 credit-hour limitation on independent study credit. Teaching assistantships and internships are offered on a pass/fail basis only.

**Pass/Fail Credits**

A student may choose to take up to 15 semester hours toward the B.Envd. degree on a pass/fail basis, but these credits must fall in the category of general electives. No courses taught within the College of Architecture and Planning and that meet specific requirements or requirement criteria may be taken on a pass/fail basis. No more than 6 credit hours (or two courses) may be taken pass/fail during a single semester.

**Repeated Courses**

Students should confer with the college’s academic advisor regarding specific academic standards for repeating laboratory, studio, and other undergraduate courses. Credits for repeated courses are not counted toward the 128 semester hours needed for graduation.

**ROTC Credit**

Students matriculating in the College of Architecture and Planning are eligible to participate in the ROTC programs on the Boulder campus.

Students interested in such programs should contact the professor in charge of the ROTC program of their choice (Army, Navy, Air Force) and also the academic advisor for the college for information on residence and curriculum requirements for graduation. Credit for ROTC courses may be given upon faculty recommendation to a maximum of 8 hours.

**Transfer Credit**

Credits transferred from other institutions are limited to the number of credit hours given for similar work in regular offerings at the University of Colorado. Exceptions to this regulation may be made by the dean upon written petition.

In general, the college does not accept vocational/technical course work in design, graphics, or construction as meeting specific course requirements of the program; nor does it consider such course work acceptable toward the college’s elective requirements. Only in exceptional circumstances may a student petition the dean of the college to request a transfer of such credits. A student may, however, ask that vocational/technical course work be considered as a basis for waiving a specific course in a required sequence.

A grade of C- or better is required in any course for which credit is granted in transfer from another institution to the university. Grades earned in other institutions (excluding other campuses of the University of Colorado) are not computed with the student’s CU grade point average.

For more information on transfer credit policies, see Transfer of College-Level Credit in the admissions section of this catalog.

**Residence Requirement**

A student must complete a minimum of 30 course credits within the College of Architecture and Planning. Students also must complete their last semester in residence as full-time students.

**Retention of Student Work**

The College of Architecture and Planning reserves the right to retain any student project submitted in fulfillment of class requirements for whatever period of time it deems necessary. This retained work is used to provide accrediting agencies with tangible evidence of performance, to serve as additional visual aid material in presentations to others, and to contribute to possible educational exhibits requested by the university community and the general public.

**UNDERGRADUATE DEGREE REQUIREMENTS**

**General Education in Architecture and Planning**

The undergraduate programs in architecture and planning emphasize knowledge and awareness of:

- the role of the built environment in human affairs and knowledge of people-environment relations;
- the major theoretical perspectives of design and planning, including those of the related professional fields and community planning;
- information gathering, analysis, design, and decision-making methods utilized in the planning, design, and management of built environments;
- the physical properties of built environments and the natural and man-made physical factors that condition their realization;
- historical design and planning processes and products in their related social, cultural, and geographic contexts; and
- professional norms, rules, and institutions related to the analysis, planning, design, and management of the built environment in the broader context of social, political, and economic processes.

In addition, students completing the B.Envd. degree are expected to acquire the ability and skills to:

- effectively and creatively organize built environments, integrating and utilizing appropriate substantive and procedural knowledge;
- define built environmental requirements for various human populations;
- effectively and creatively utilize appropriate physical technologies in the planning, design, and/or management of built environments; and
- effectively use verbal, graphic, and written communication skills required to function as architecture and planning professionals.

**Advising**

Academic advising for students presently enrolled or anticipating enrollment in the college’s undergraduate program is provided in a variety of forms. High school students or prospective transfer students from other universities are encouraged to participate in the “Be a CU Student for a Day” or other visitation programs co-sponsored by the college and the CU-Boulder Office of Admissions. Further information on campus visitation programs may be obtained by contacting the Office of Admissions at 303-492-6301.

Students already enrolled in Boulder campus programs who are interested in intracampus transfer (IUT) into the College of Architecture and Planning should contact the college office at 303-492-7711 for group meeting times focusing on the IUT transfer process.

Students enrolled in the college’s undergraduate programs receive academic advising from faculty or professional staff in the college. Information on appointments and open office hours for advising is available at the college office, ENVD 168, or by calling 303-492-7711.

**Orientation**

In order to receive an overview of educational opportunities and the philosophy of the college and meet other new students and the faculty of the college, incoming freshman and transfer students are required to attend an orientation approximately one week prior to the beginning of the fall semester.

**Curriculum**

By the end of their first year, students in the College of Architecture and Planning must choose to emphasize either architecture, planning, or design studies. Each emphasis is designed to prepare students for graduate studies.
All students in the college must take certain core courses common to architecture, planning, and design studies. These include an introductory survey course, a design studio, a graphics course, and introductions to social and physical factors in design. The various design professions are increasingly collaborating on complex design and planning issues related to the built environment, and the college core courses reflect this interdisciplinary, interprofessional focus.

**General Degree Requirements**

Students must complete a minimum of 128 semester hours, subject to the maxima outlined in this document, and maintain a GPA of 2.00 or better. Students must complete one course from each subject area.

**Required Courses**

**Writing**

UWRP 1150

Students also must demonstrate advanced-level writing skills. If they cannot, they may be required to complete additional course work.

**Social Science**

ANTH 1030, 1040, 2100, 2200; CHST 2537; ECON 2030, 2020; GEOG 1982, 1992; HIST 1010, 1015, 1020, 1025, 1035, 1038, 1040, 1045, 1051, 1061, 1113, 1123, 1180, 1717, 2117, 2437, 2537; PSCI 1010, 2102, 2101; PSYC 1001; SOCY 1001, 1002, 1031, 2011, 2041; WGST 2000

**Humanities**

CHST 1031; ENGL 1200, 1260, 1300, 1400, 1500, 1600, 2260, 2602, 2612; FINE 1309, 1409, 2409; HUMN 1010, 1020; PHIL 1000, 1100, 1200, 1400, 1440, 1600, 1700, 1750; WGST 1260

**Architecture Emphasis**

**Required Courses**

**Undergraduate Sequence**

First Year—Fall

ENVD 1014 Introduction to Environmental Design (Note 1)

ENVD 2003 Ecology and Design (Note 1)

Social Science (see list of options under general degree requirements)

Humanities (see list of options under general degree requirements)

Non-ENVD elective

First Year—Spring

ENVD 1002 Media (Note 1)

ENVD 2001 Social Factors in Design (Note 1)

UWRP 1150

Non-ENVD electives

Second Year—Fall

ENVD 2000 Environmental Design Studio (Note 1)

ENVD 3001 Environment and Behavior (Note 1)

ARCH 3114 Architectural History 1

MATH 1300 Analytical Geometry and Calculus 1

Second Year—Spring

ENVD 2110 Architectural Studio 1

ENVD elective

ARCH 3214 Architectural History 2

PHYS 2010 (includes lab)

Third Year—Fall

AREN 4035 Structures 1

ENVD 3115 Introduction to Building Materials and Systems

ENVD elective

Electives (ENVD or non-ENVD)

Third Year—Spring

AREN 4045 Structures 2

ENVD 3210 Architectural Studio 2

ENVD 3002 Design Theory and Methods

ENVD elective

Fourth Year—Fall

AREN 4050 Environmental Systems 1

ENVD 4310 Architectural Studio 3

ENVD 3112 Programming

Elective (ENVD or non-ENVD)

Fourth Year—Spring

AREN 4060 Environmental Systems 2

ENVD 4610 Architectural Studio 4

ENVD elective

Elective (ENVD or non-ENVD)

Graduate Sequence

Includes two years at CU-Denver with approximately 30 credits each year. (For course descriptions, please refer to the University of Colorado at Denver catalog.)

Fifth Year—Fall

ARCH 6150 Advanced Design Studio

ARCH 6151 Advanced Design Seminar

LA 6632 Site Planning

Electives (Note 2)

Fifth Year—Spring

ARCH 6150 Advanced Design Studio and

ARCH 6151 Advanced Design Seminar, or

ARCH 6505 Thesis Preparation

Electives (note 2)

Sixth Year—Fall

ARCH 6150 Advanced Design Studio and

ARCH 6151 Advanced Design Seminar, or

ARCH 6505 Thesis

5410 Professional Practice

Electives (Note 2)

Sixth Year—Spring

Electives (Note 2)

15

**Curriculum Notes**

1. Curriculum core course that must be taken by all students in the College of Architecture and Planning, regardless of emphasis area.
2. Students entering the M.Arch degree program at the University of Colorado at Denver beginning fall 1998 must take 9 credits in both cultural studies and professional studies, and 6 credits in technology studies. The remaining 12 credits may be taken in any architecturally related electives on campus.

**Planning Emphasis**

The planning emphasis is intended for those students who wish to pursue careers in community, urban, and/or regional planning. It is expected that most students continue on for a master's degree in planning, urban design, landscape architecture, geography, law, or public administration.

Within the undergraduate planning emphasis, students may choose a general planning emphasis or elect to complete a concentration in the areas of sustainable environments, real estate, or landscape planning.

**Required Courses**

**General Education Requirements**

(Math complete one of the following)

BCOR 2010; ECON 2010; GEOG 2010; MATH 2010; PSYC 2010; SOCY 2010

(Natural Science complete one of the following)

CHEM 1111; EPOB 1010 plus 1050; EPOB 1210 plus 1230; PHYS 2010

**Studies**

ENVD 2000 Environmental Design Studio

(Note 1)

ENVD 2110 Planning Studio 1

ENVD 3210 Planning Studio 2

ENVD 3310 Planning Practicum

ENVD 4310 Planning Studio 3

ENVD 4420 Senior Planning Seminar

**Methods**

ENVD 1002 Environmental Design Media

(Note 1)

ENVD 2052 Computers in Architecture and Planning

ENVD 2152 GIS for Planners

ENVD 3122 Research Issues and Methods for Planning

**History and Theory**

ENVD 1014 Introduction to Environmental Design (Note 1)

ENVD 3124 Issues in Planning

ENVD 4794 History of Urban Design and Planning

**Social Factors**

ENVD 2001 Introduction to Social Factors in Environmental Design (Note 1)

ENVD 3001 Environment and Behavior (Note 1)

ENVD 4311 Housing Policies and Practices

**Physical Factors**

ENVD 2003 Ecology and Design (Note 1)

ENVD 4023 Environmental Impact Assessment

**Planning Option Courses**

Complete one of the following planning options:

- General planning option:

  Complete three upper-division courses from any of the following areas (Note 1): economics, human and cultural geography, sociology, and political science...
Complete two upper-division courses in civil engineering, physical geography, or geographic technique ........... 6

**Sustainable Environments option:**
Complete elective coursework from a specified range (see department) .................. 15

**Real Estate option:**
Complete a specified range of relevant courses (see department) .................. 15

**Landscape Planning option:**
Complete a specified range of relevant courses (see department) .................. 14-15

**Electives** ........................................ 29-32
At least 9 credits must be taken from within the College of Architecture and Planning, and at least 6 credits must be taken from other university offerings. The remaining elective credits may be taken in either category.

**Curriculum Note**
1. Curriculum core course that must be taken by all students in the College of Architecture and Planning, regardless of emphasis area.

**Design Studies Emphasis**
The design studies emphasis is intended for those students who do not wish to pursue a professional career in architecture or planning, but who are interested in issues concerning the built environment. Students in this emphasis are expected to attain a moderate level of understanding and skill in either the architecture or planning field. In addition, they are expected to attain a high level of understanding and skill in one specialized aspect of these fields, and a moderate level of understanding in a cognate discipline outside the college.

A minimum of 30 semester credit hours must be completed after official approval of entry into the design studies emphasis.

**General Education Requirements** .............. 9
(see Writing, Social Science, and Humanities under the general degree requirements section.)

**Foreign Language**
Complete any level three course in a foreign language (Note 2) ................................. 0-15
(Hours may be applied to required electives outside the college, as noted below)

**Math** (complete one of the following)
BCOR 2101; ECON 3818; GEOG 3023; MATH 1300; MATH 2510; PSYC 2101; SOCY 2061 .......................... 3-5

**Natural Science** (complete one of the following)
CHEM 1111; EPOB 1030 plus 1050; EPOB 1210 plus 1230; PHYS 2010 .......................... 4-5

**Studies**
ENVD 2000 Environmental Design Studio (Note 1) .................. 6
Complete one of the following pairs:
ENVD 2110 Architectural Studio 1 .................. 6
ENVD 3210 Architectural Studio 2 .................. 6

ENVD 2120 Planning Studio 1 .................. 6
ENVD 3220 Planning Studio 2 .................. 6

**Methods**
ENVD 1002 Environmental Design Media (Note 1) .................. 4
ENVD 3002 Design Theory and Methods .......................... 4

**History and Theory**
ENVD 1014 Introduction to Environmental Design (Note 1) .................. 3
Complete the following course:
ENVD 4794 History of Urban Design and Planning .......................... 3
or the following pair of courses:
ARCH 3114 History and Theory of Architecture 1 .......................... 3
ARCH 3214 History and Theory of Architecture 2 .......................... 3

**Social Factors**
ENVD 2001 Introduction to Social Factors in Environmental Design (Note 1) .................. 3
ENVD 3001 Environment and Behavior (Note 1) .......................... 3

**Physical Factors**
ENVD 2003 Ecology and Design (Note 1) .......................... 3
Electives ........................................ 65-71
Electives must be approved by both the student's faculty sponsor and the college dean's office. At least 24 credits must be taken within the College of Architecture and Planning, of which at least 30 courses must be chosen from separate categories (i.e., design, methods, history, social factors, physical factors, and technology). At least 30 credits (inclusive of hours meeting the foreign language requirement) must be chosen from outside the College of Architecture and Planning. Elective hours beyond these specified 54 may be taken either within or outside the college.

**Curriculum Note**
1. Curriculum core course that must be taken by all students in the College of Architecture and Planning, regardless of emphasis area.

2. Completion of three years in a single foreign language in high school will meet this requirement. Alternatively, with approval of the student's faculty sponsor, students may substitute coursework in computer programming languages.

**Double-Degree Programs**
In addition to the bachelor of environmental design degree, students may pursue a degree in another college at CU-Boulder. Past students have received the B. Envd. degree concurrently with undergraduate degrees in business, engineering, and various programs offered by the College of Arts and Sciences. Typically, specific course requirements do not change in either program of a double degree; however, additional hours (varying by college) may be required. All undergraduate students must complete the general education requirements and the requirements for their specific emphasis area within the College of Architecture and Planning in addition to the other college's requirements. Students considering a double-degree program are encouraged to speak with advisors in both colleges to determine requirements and procedures for application.

**COURSE DESCRIPTIONS**
The following courses are offered in the College of Architecture and Planning on the Boulder campus. This listing does not constitute a guarantee or contract that any particular course will be offered during a given year.

For current information on times, days, and instructors of courses, students should consult the Registration Handbook and Schedule of Courses issued at the beginning of each semester.

Some courses may be open to nonmajors. Students should check for current policies.

Courses numbered in the 1000s and 2000s are intended for lower-division students and those in the 3000s and 4000s for upper-division students.

Courses are organized by subject matter and are generally listed numerically by last digit (courses ending in the number "0" are listed before courses ending in "1," and so on). The number after the course number indicates the semester hours of credit that can be earned in the course.

Abbreviations used in the course descriptions are as follows:
Preq.-Prerequisite
Coreq.-Corequisite
Lab.-Laboratory
Rec.-Recitation
Lect.-Lecture

**Architecture**
ARCH 3114-3. History and Theory of Architecture 1. Surveys architecture, landscape architecture, and urban design from ca. 3000 B.C. to ca. 1400 A.D., emphasizing developments in the western world. Open to nonmajors.

ARCH 3214-3. History and Theory of Architecture 2. Surveys architecture, landscape architecture, and urban design from ca. 1400 A.D. to the present, emphasizing developments in the western world. Open to nonmajors.

ARCH 4010-3. Architectural Appreciation and Design. Introduces basic processes and principles of architectural design to provide students with a basis for understanding and evaluating architecture. Open to AREN seniors only.
Environmental Design

Studies

ENVD 2000-6. Environmental Design Studio. Required introductory design studio. Examines a range of architectural and planning problems and presents basics of structure, construction, space planning, and site layouts. Shows how concepts of architectural meaning and human behavior help shape the built environment. Open to nonmajors. Prereq., ENVD 1002.

ENVD 2110-6. Architecture Studio 1. Preprofessional studio in architectural design. Addresses a wide variety of architectural problems, both residential and commercial, to urban design, and integrates the many factors that shape buildings, including construction, structures, climate, human behavior and values, and cultural meaning. Prereq., ENVD 1002 and 2000.

ENVD 2120-6. Planning Studio 1. Applies knowledge from other courses in the curriculum; introduces the various physical systems (natural and built) affected by planning interventions; and progressively addresses more complex issues in planning for neighborhoods, central districts, and citywide and regional planning scales. Prereq., ENVD 1002 and 2000.


ENVD 3320-2. Planning Practicum. Supervised practicum in some aspect of urban or regional planning. Prereq., ENVD 3220.

ENVD 4300 (1-6). Special Topics: Design. Advanced studio or seminar course exploring new and emerging themes in design. May be repeated for credit by petition. Prereq., instructor consent.


ENVD 4420-3. Senior Planning Seminar. Advanced seminar focusing on theoretical concerns and practical issues inherent in environmental design planning. Views concerns and issues in terms of setting, processes, and planning outcomes. Provides a critical synthesis of the inherently interdisciplinary nature of planning education. Open to planning seniors only, or by instructor consent.

Social Factors

ENVD 2001-3. Introduction to Social Factors in Environmental Design. Critically evaluates built environments. Considers how social and individual behavior is reflected in and influenced by the built environment. Open to nonmajors.

ENVD 3001-3. Environment and Behavior. Examines the social and behavioral aspects of relationships between people and the built environment. Gives special attention to antecedent factors (why we have the environments we do), implications of given arrangements for special population groups, and responses to incoordinate environments. Open to nonmajors.

ENVD 4031-3. Thinking Like a Mountain: A New Land Ethic. Critically reviews and analyzes land use policies, the ethics and economics of air and water pollution, regional sustainability, and resource management. Includes critical evaluation of empirical methodologies, and criteria of cultural and social equity. Prereq., junior or senior standing in the college.

ENVD 4311-3. Housing Policies and Practices. Provides students with descriptive knowledge and analytical understanding of the use and development of residential settings in different political economies, globally divided into advanced capitalist nations, collectivist economies, and the Third World. Prereq., ENVD 2001 and 3001.

ENVD 4361 (1-6). Special Topics: Social Factors in Design. Addresses variable topics in the relationship of human experience and behavior to the built environment. e.g., social research methods in environmental design. May be repeated for credit by petition.

Methods and Techniques

ENVD 1002-4. Environmental Design Media. Develops graphics skills, emphasizing drawing as a means to design. Includes investigation of drawing types and methods; diagramming of ideas and systems; and informative, exploratory, and developmental sketching.

ENVD 2052-3. Computers in Architecture and Planning. Introduces the use of computers in design fields, including applications for word-processing, desktop publishing, graphic creation, and CAD-style design. Aims to provide basic general skills in computer use that are transferrable to other computer applications.

ENVD 2152-3. GIS for Planners. Focuses on construction and use of computer-based information systems to represent and manipulate geographic data. Emphasizes the recording, mapping, and transforming of data for analysis and use by planners.

ENVD 3002-4. Design Theory and Methods. Explores the nature of design and systematic methods for improving design. Topics include nature of design problems, structure of design process, theory of form, problem definition, generation of solutions, evaluation, and roles of form and functions. Students use computers without having to learn to program.

ENVD 3022-3. Technical Photography. Introduces students to the technical and practical aspects of making photographic images: the workings of the camera and lens, principles of depth of field, black and white film processing, printing, and basic darkroom procedures.

ENVD 3052-3. Introduction to Computer Methods in Environmental Design. Surveys existing and emerging computer methods used in the environmental design professions, with an introduction to computer programming. Open to nonmajors. Prereq., MATH 1300 and PHYS 2100, or instructor consent.


ENVD 3152-3. Introduction to Computer Graphics Applications. Explores principles and uses of computer graphics in design. Topics include creation and modification of complex two- and three-dimensional objects; orthographic and perspective views; use of color; input using mouse and digitizer; output using screen, plotter, matrix printer, and slides; automated aids for form generation and manipulation; and analysis of current and future trends of computer usage for design.


ENVD 3252-3. Computer Graphic Programming. Provides an introductory computer programming course designed to teach the capabilities of a computer in providing
ENVD 4012-3. Imagination and Creativity. Offers a seminar on imagination and creativity in environmental design. Students research and prepare a class presentation and paper on a topic of interest. Open to nonmajors at all levels.

ENVD 4092-3. Improving Imaging Ability. Offers an advanced course dealing with theories of imaging and methods of improving imaging in the design process. Open to nonmajors.


ENVD 4122-3. Advanced Technical Photography. Focuses on working with a variety of alternative photographic processes intended to give students an array of photographic techniques to incorporate into studio course presentations and portfolio work. Processes include hand-applied color to black and white images, using two or more negatives to produce black and white combination prints, shooting color slides to produce graphic art, high-contrast b&w prints, and documentary photography of Colorado architecture and urban landscapes utilizing color slide film. Students must provide their own 35-mm SLR camera. Prereq., ENVD 3022 or FINE 2191 or instructor consent.

ENVD 4152-3. Computer Graphic Applications. Introduces the mechanics of entering 2-D images and 3-D objects into the computer. Once entered, graphics are interactively rotated in space, walked through, and displayed in perspective from any position. Also covers the mechanics of other computer programs allowing additional manipulation of images and objects.

ENVD 4192-3. Improving Imaging Ability 2. Offers an advanced course dealing with theories of imaging and methods of improving imaging in the design process. Open to nonmajors.


ENVD 4322 (1-6). Special Topics: Graphics. Provides an advanced seminar on special issues in design communications. Open to nonmajors. May be repeated for credit by petition. Prereq., upper-division standing.

ENVD 4352 (1-6). Special Topics: Computer Methods. Topics include animation and environmental simulation, computational methods of technical evaluation and optimization, and computational mapping and analysis. May be repeated for credit by petition.

Physical Factors

ENVD 2003-3. Ecology and Design. Introduces basic principles and techniques of ecology as they relate to the design and understanding of the built environment. Includes a study of hazards and the impact of modern technology on the natural and built environments. Open to nonmajors.

ENVD 4023-3. Environmental Impact Assessment. Provides a field-oriented seminar in current environmental impact controversies. Gives attention to history, theory, and application of impact analysis at state levels for designers, land-use planners, and others involved in resource decision making. Open to nonmajors. Prereq., instructor consent.

ENVD 4223-3. Environmental Aesthetics. Explores the interdisciplinary field of environmental aesthetics, examining the history of landscape tastes, theoretical approaches to the study of aesthetic responses, and contemporary attempts to incorporate matters of aesthetics in American planning. Emphasizes developing analytical and critical approaches to aesthetics in the public realm.

ENVD 4363 (1-6). Special Topics: Physical Factors in Environmental Design. Includes such topics as appropriate technology, public policy and natural hazards, organization of the designing and building process, and physical elements of urban development. May be repeated for credit by petition. Prereq., upper-division standing.

History and Theory

ENVD 1014-3. Introduction to Environmental Design. Surveys factors shaping the built environment. Discusses various theories design architects and planners have employed and offers an historical review of these two fields. Discusses potential career opportunities in the design professions. Open to nonmajors.

ENVD 3124-3. Issues in Planning. Broadly introduces physical environmental planning in the U.S., examining both historical roots and recent trends in American planning concepts and implementation. Emphasizes an analytical and critical approach to historical and contemporary planning issues, mechanisms, and cases.

ENVD 4114-3. History of American Architecture and Urbanism. Surveys architecture, landscape architecture, urban design, and planning in the U.S. from ca. 1600 to the present. Open to nonmajors. Prereq., ARCH 3214 or equivalent, or instructor consent.

ENVD 4364 (1-6). Special Topics: History and Historiography of Environmental Design. Provides an advanced seminar on history and historiography of environmental design, e.g., American dwellings. May be repeated for credit by petition. Prereq., ARCH 3214, equivalent, or instructor consent.

ENVD 4764 (1-6). Special Topics: Theory and Criticism in Environmental Design. Provides an advanced seminar on theory and criticism in environmental design, e.g., architecture now and introduction to design theory and criticism. May be repeated for credit by petition. Prereq., ARCH 3214, equivalent, or instructor consent.

ENVD 4794-3. History of Urban Design and Planning. Examines history of European and American planning and urban design in the late 19th and 20th centuries.

Technology and Practice


ENVD 4035-3. Solar Technology. Introduces aspects of solar technology relevant to the environmental design professions. Includes readings and lectures on the nature of energy limitations, energy needs, and the potential role of solar energy in meeting these needs. Open to nonmajors. Prereq., PHYS 2010 or equivalent.

ENVD 4365 (1-6). Special Topics: Technology and Practice. Provides an advanced seminar on new technologies and issues of professional practice in the environmental design professions. May be repeated for credit by petition.

Miscellaneous

ENVD 3909 (1-6). Independent Study. By special arrangement with instructor. Prereq., junior standing and 3.00 GPA.
ENVD 3919 (1-6). Teaching Assistant. By special arrangement with instructor. Prereqs., junior standing and 3.00 GPA. Available for pass/fail credit only.

ENVD 4909 (1-6). Independent Study. By special arrangement with instructor. Prereqs., junior standing and 3.00 GPA.

ENVD 4919 (1-6). Teaching Assistant. By special arrangement with instructor. Prereqs., junior standing and 3.00 GPA. Available for pass/fail credit only.

ENVD 4929 (1-6). Research Assistant. By special arrangement with instructor. Prereqs., junior standing and 3.00 GPA.

ENVD 4939 (1-6). Internship. By special arrangement with instructor and outside sponsor. Prereqs., junior standing and 3.00 GPA. Available for pass/fail credit only.

FACULTY


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DIANE WILK, Associate Professor of Architecture. B.S., University of Southern California; M.Arch., Yale.

Mountains of red leaves, where seventy thousand words toll with the great bell.

-Seishi Yamaguchi
College of Arts and Sciences

Peter D. Spear, Dean

The College of Arts and Sciences is the liberal arts college at CU-Boulder. Its mission is to provide an outstanding liberal arts education for its undergraduates, cutting-edge graduate education, and world-class research, scholarship, and creative work. In addition to gaining the knowledge and skills of their areas of study, students learn how new information is acquired, and they can participate in original research and creative work with individual faculty members.

The college offers an enormous variety of fields of study, with nearly 50 undergraduate majors plus the opportunity to design an individually structured major. The environment and advantages of a small liberal arts college are created through "academic neighborhoods" in which students can meet and interact with other students and faculty in small group settings. In addition, over 60 percent of undergraduate classes are small, with 25 or fewer students.

As the liberal arts college of CU-Boulder, the College of Arts and Sciences has several goals in the education of its students:

- Educate students for careers and a productive life. Arts and sciences students gain the most current knowledge and skills in their major fields of study. In addition, they learn how to acquire new skills and contend with—and lead—the changes that will occur in the decades to come. Education for a productive life also means that students learn how to analyze situations, solve problems, and speak and write effectively.
- Provide students with a well-rounded education. Arts and sciences students acquire a broad knowledge and an integrated understanding of art and music, great literary works, philosophy, history and politics, the social world, science, and technology. They learn how to critically evaluate and think about morals, ethics, and values. The core curriculum and breadth requirements give students a broad liberal-arts education that develops the whole person, not just the specialist.
- Educate citizens who can think for themselves, understand the rapidly changing world, and make wise choices within a democratic way of life.
- Instill a love of learning so that students can continue to grow throughout life.

- Teach ways of thinking about and approaching new problems. For some students, this will enable them to further advance knowledge and scholarship in the academy. For all students, this is important for enriching their lives.

The college is dedicated to both outstanding undergraduate and graduate education. Advanced degrees are offered by nearly every academic department in the college, and the Ph.D. is offered in 29 different disciplines. In addition, an increasing number of departments offer combined bachelor/master degrees that can be earned in five years. Graduate training focuses on teaching and research careers as well as on professional careers in the public and private sector.

The strength of the College of Arts and Sciences comes from its outstanding faculty. In addition to being dedicated teachers, they are active scholars in disciplines throughout the arts and humanities, social and behavioral sciences, biological sciences, and physical and mathematical sciences. They are the recipients of numerous national awards and honors for their research, scholarship, and creative work. Faculty and staff of the College of Arts and Sciences join together to create an intellectual community of students and scholars to discover, critically examine, integrate, preserve, and transmit knowledge, wisdom, and values.

PROGRAMS OF SPECIAL INTEREST

Fall Freshman Experience Success Teams

The College of Arts and Sciences sponsors the Fall Freshman Experience Success Teams (FallFEST). Designed for incoming freshman students, this program brings together courses that have a common theme or focus to form a single FEST. Most of the courses that form the groupings meet either core curriculum or particular required courses. Groups of 18 to 25 freshman students are registered for all the courses of a FEST as a block. In addition to the course work, these same students participate in an accompanying workshop that deals with a variety of topics and issues ranging from academic skills to student social life. These noncredit workshops are led by arts and sciences advisors with participation by staff and faculty mentors.

The intent behind each FEST is to ease the decision-making process of what courses to take by choosing a FEST of interest; students are also well on their way toward constructing a fundamentally sound first-semester schedule. Also, by having groups of students taking courses and the FEST workshops in common, a starting point is established for the formation of study groups.

Minority Arts and Sciences Program

The Minority Arts and Sciences Program (MASP) is an academic excellence program designed to assist students toward successful matriculation in the University of Colorado College of Arts and Sciences. Its emphasis is on study leading to a bachelor of arts degree in chemistry, biochemistry, environmental, population, and organismic biology, molecular, cellular, and developmental biology, kinesiology, physics, mathematics, or applied mathematics.

A large number of mathematicians and science professions include a small percentage of minorities. MASP is designed to increase the number of underrepresented students of color who graduate in such fields with the necessary skills to advance in science-oriented careers.

MASP facilitates the often difficult transition from high school to the college learning environment. It provides a personally supportive community and intense academic instruction, and helps develop a strong sense of group cohesiveness and spirit.

MASP provides scholarships to promising students from underrepresented groups. Grade point average (GPA) and other academic indicators assist in determining scholarship amounts. MASP also provides academic advising and clustering, academic excellence workshops, a Summer Bridge Program for new freshman students, self-management and leadership workshops, and a MASP networking and study center.

For further information, interested students should call the MASP office at 303-492-8229.

Honors Program

The Honors Program is designed to provide special educational opportunities for highly motivated students. It is open to well-pre-
pared freshmen, as well as sophomores and upper-division students. The Honors Program offers a guide to a curriculum in the liberal arts, thoughtful advising, close contact with faculty and other honors students, and an opportunity to write an honors thesis. Each year over 50 honors courses are offered in a wide variety of areas; with one or two exceptions, each course is limited to an enrollment of approximately 15 students.

Faculty members teaching honors seminars are carefully selected for special interests and enthusiasm, teaching excellence in small discussion classes, and insistence on high academic standards. Honors seminars are designed for the student who welcomes challenge, knows that the mind expands only with effort, and actively seeks academic and intellectual challenges. Honors courses encourage students to combine and synthesize concepts and methodologies from other courses and disciplines. Many honors courses are consciously interdisciplinary, but all encourage students to read widely and think critically.

The honors council, consisting of faculty from all participating academic departments, is responsible for deciding which students merit the award of the bachelor's degree with honors: cum laude, magna cum laude, and summa cum laude. These awards are made on the basis of special honors work and not simply on the basis of grades earned in courses.

Students may graduate with departmental honors or general honors, or both. Departmental honors may require a junior or senior honors seminar, an independent research project, and/or directed readings. All departments require an honors thesis. Each department has information pertaining to its own particular program. Students who pursue general honors must have a cumulative GPA of 3.50 or higher, have completed 12 credit hours of required honors courses, and have written a thesis on an interdisciplinary topic.

Kittredge Honors Program (KHP) is the optional residential component of the program. KHP, open to a limited number of qualified entering first-year students, consists of small classes offered in the Kittredge residence hall as well as opportunities to participate in extracurricular activities. There is an additional charge for the Kittredge Honors Program.

Detailed information concerning the Honors Program may be obtained in the honors office in Norlin Library. Qualified students may register for courses in the Honors Program at the honors office.

Freshmen are invited to join the Honors Program based on their high school GPA and test scores. Transfer students must have a 3.30 GPA from their previous school. Students currently enrolled are accepted on the basis of academic achievement at CU-Boulder. While honors students are expected to have a GPA of at least 3.30, it should be emphasized that no student who shows ability and promise is excluded from consideration. This is a program of excellence and commitment in which the best teaching faculty is committed to serve the most highly motivated students for the benefit of those students and the larger society.

RESIDENTIAL ACADEMIC PROGRAMS

Baker Residential Academic Program

The Baker Hall Residential Academic Program is designed primarily for 250 freshmen and sophomore students who are interested in the natural sciences and environmental studies. The program provides an array of courses that satisfy various core curriculum requirements in the College of Arts and Sciences and in majors such as environmental, population and organismic biology, geography, geology, chemistry, and the interdisciplinary major in environmental studies. Courses are typically limited to 25 students and are taught in classrooms located in Baker Hall. Baker RAP offers access to academic advising, career counseling, student internships, guest speakers, field trips, and close faculty contact. The combination of small classes, a group of students who take many of the same classes together, and frequent field trips and special lectures creates a small college atmosphere while offering the advantages of studying at a major research university.

Baker RAP provides introductory courses in biology, geology, chemistry, geography, mathematics, economics, history, political science, philosophy, anthropology, and expository writing. The curriculum is designed to maximize the opportunities for students to satisfy core curriculum requirements in the College of Arts and Sciences. Upper-division courses are presented in ecology, geography, environmental economics, environmental policy, and environmental ethics. Upper-division credit is also available through independent study and research. Students usually take one of the above courses each semester. Baker RAP also reserves seats for its students in certain high-demand courses taught outside the program, including introductory biology and chemistry laboratories.

Some of the geology and geography courses offered by Baker RAP emphasize research techniques and are affiliated with the Summer Undergraduate Research Experiences (SURE) program and the Undergraduate Research opportunities Program (UROP). These courses offer students access to research opportunities during the summer and academic year.

Baker RAP cocurricular activities offer social and educational opportunities for students in the program. These activities include an overnight trip to the University of Colorado Mountain Research Station at the beginning of the school year, local hikes, a day of cross-country skiing, and a spring-semester activity emphasizing environmental conservation. Guest lecturers are invited to speak about scientific or environmental themes.

There is a fee for participation in Baker RAP in addition to regular tuition, fees, and room and board. A limited number of merit-based scholarships are available. Students eligible for financial aid may request that their budget be adjusted to include the program fee. Their eligibility for aid will then be increased by an amount equal to the Baker RAP fee. Students interested in the program should write to the Baker Hall Residential Academic Program, Campus Box 176, Boulder, CO 80309-0176, or call 303-492-3188.

Farrand Residential Academic Program

The Farrand program combines the advantages of a small liberal arts college with the benefits of a major research university for its 400 first-year and sophomore residents. Small classes offered in the residence hall, informal contact with award-winning faculty, extensive academic advising and personal counseling services, participation in community service, and special programs generated from student interests make Farrand as intellectual as well as a residential community.

Each semester, every Farrand student takes a core Farrand course that provides a shared academic experience. Because helping others contributes to the learning experience as well as to the whole community, Farrand offers several service-learning classes each semester. Service-learning gives students the chance to apply what they study in their classes to real-life situations, such as a homeless shelter, a humane society, or a tutoring program. These classes include Gandhi: Philosophy; Nutrition, Health, and Performance; Feminities and Masculinities; and Biology: A Human Approach.

The Farrand curriculum also offers a wide range of popular core curriculum classes taught by faculty known for their teaching skills. A few examples are Introduction to the Humanities, an integrated survey of
Western art and culture; Physical Anthropology; American Political System; Calculus; and Film and the American Dream.

Farrand also provides the chance to participate in many student-sponsored activities, such as an active student governing board, the Farrand Improv nights (amateur talent shows), diversity dinners, dramas put on by the Farrand Players, and special film and lecture series. One-credit-hour courses, such as Readings on Racism, provide a context for small-group discussion of contemporary issues as well.

Farrand courses constitute about one-third of a student’s course work during the first two years. The remaining two-thirds is comprised of courses selected from regular on-campus offerings.

The program is sponsored jointly by the College of Arts and Sciences and the Department of Housing and is designed primarily for students in the College of Arts and Sciences. It is administered by academic directors selected from the faculty and a hall director experienced in the operation of a large residence hall. There is a charge for the program in addition to regular tuition, fees, and room and board.

Inquiries concerning any aspect of the academic program may be directed to the University of Colorado at Boulder, Farrand Residential Academic Program, Campus Box 180, Boulder, CO 80309-0180, 303-492-8848.

Kittredge Honors Program

The Kittredge community is home to the Kittredge Honors Program (KHP). This residential academic honors program brings 125 high-ability students as integral members of the Kittredge complex. Members of KHP live in Buckingham and Arnett, two adjacent buildings in the Kittredge Complex.

The Kittredge Honors Program seeks to build a program based both on academics and community. Each semester KHP offers a selection of honors courses in the residence hall that satisfy arts and sciences core curriculum requirements. Students are required to take at least one of these courses each semester. Honors courses are limited to 15 students and faculty pursue a discussion and writing based approach to teaching.

KHP strives to combine the academic and social aspects of the college experience. KHP sponsors evening activities once a week to meet this goal. A monthly lecture series provides students with an opportunity to gain exposure to some of the great teachers and researchers in the university community. Social events are sponsored in order to create community.

The program is sponsored by the College of Arts and Sciences, the Honors Program, and the Department of Housing. Students in KHP may draw on the resources of the Honors Program for advising and information. The director of KHP is available in the KHP office in Buckingham Hall for academic advising and as a liaison to the rest of the campus.

Students who are invited into the Arts and Sciences Honors Program may choose this residential component on a space-available basis. The Honors Program invites students to participate in honors based on high school GPA and test scores. To remain eligible for honors courses (including those in KHP) students must maintain a University of Colorado GPA of 3.30 or above.

Initial invitations are issued beginning in mid-February. Students who have questions about the program should address them to the University of Colorado at Boulder, KHP Director, Honors Program, Campus Box 184, Boulder, CO 80309-0184, 303-492-3695.

Sewall Residential Academic Program

The Sewall Residential Academic Program in American Culture and Society provides freshmen and sophomores with the opportunity to participate in a unique residential community experience at the University of Colorado at Boulder. Limited to 330 students, this coeducational program combines many of the advantages of a small liberal arts college with the vast resources of the university.

Students who live in Sewall Hall are required to take one class in the hall each semester. Freshmen are required to take either AMST 2000 or 2010 (Themes in American Culture). As part of these courses, students are automatically enrolled in a section of Conversations on America. This one-credit course provides students with an opportunity to interact with well-known intellectuals from on and off campus.

All American Studies courses are interdisciplinary in nature and focus on the diverse groups—African Americans, Asian Americans, European Americans, Latinos, Native Americans, and others—whose experiences have shaped the political, social, and cultural landscape of the United States.

The program also offers a wide range of courses that satisfy core curriculum requirements in the College of Arts and Sciences as well as general education requirements in the colleges of business and engineering. Classes are usually limited to 20 students, carry 3 credit hours, and count toward a degree. In addition to the seminars, many of the large lecture classes at the university offer special laboratory or recitation sections for Sewall students.

The director and associate director of the Sewall Residential Academic Program, who are members of the university faculty, provide academic assistance to students in planning individual programs, choosing courses, and making contact with major departments. The director and associate director each offer personal counseling and guide students to find the proper university resources.

Participants in Sewall are fully involved in regular campus life, take the majority of their classes with the rest of the university, and are encouraged to join in all university activities. The major emphasis is on participation—in classes, in student government, and in special programs and performances. Faculty, administrators, and staff enjoy close working relationships with the Sewall residents.

Interested freshmen and sophomores should indicate Sewall Hall as their first choice on the housing application form and return it to the Housing Reservation Center as early as possible. Students are admitted on a first-come, first-served basis, determined by date of receipt of the housing application form. Students with a serious interest in American culture and society and who want a liberal arts education are encouraged to apply. There is an extra charge for participating in the program in addition to regular tuition, fees, and room and board. Some scholarships are available to students enrolled in the College of Arts and Sciences.

Students who have questions about the program should address them to the University of Colorado at Boulder, Academic Director, Sewall Residential Academic Program, Campus Box 353, Boulder, CO 80309-0353, 303-492-6004.

Smith Hall International Program

The Smith Hall International Program (SHIP) promotes the recognition of global interdependence, exposes first-year students to the many cultures of the world, encourages the study of foreign languages and international affairs, and emphasizes the value of international education.

Each semester, students in the program are expected to take a minimum of two courses with an international focus. A diverse group of students who have similar interests and educational goals participate in programs designed to promote understanding of the global community. SHIP takes advantage of many internationally focused events on and off campus, such as the International Film Series, the Conference on World Affairs, and exhibits at the Denver
Art Museum and the Denver Museum of Natural History. Throughout the year, faculty and staff guide and advise the students on academic and career options, course selection and college requirements, and study abroad opportunities.

SHIP is open to all entering first-year students. Participants live together in one wing of Smith Hall in the Kittredge Complex—a collection of residence halls providing a unique community experience.

In addition to benefiting students interested in studying abroad or those whose majors have an international component, SHIP actually enhances many of the majors offered at CU Boulder.

A fee is charged for participation in SHIP. For more information, contact the Office of International Education, Campus Box 123, University of Colorado at Boulder, Boulder, CO 80309-0123 or call 303-492-6016.

ACADEMIC EXCELLENCE

Dean's List
Students in the College of Arts and Sciences who have completed at least 12 credit hours of CU-Boulder work in any single semester, with a GPA of 3.50 or better, are included on the dean’s list, which is posted each semester in Old Main, and receive a notation on their transcript.

Graduation with Honors
The award of honors at graduation—cum laude, magna cum laude, or summa cum laude—is determined by the Honors Program of the college and is based on several criteria, including the quality of original scholarly work. Honors are not conferred on a graduate simply by virtue of high grades. Interested students should consult the Honors Program listing in this catalog or contact the Honors Program in Norlin Library.

Graduation with Distinction
Students will graduate "With Distinction" if they have at least 30 credit hours completed at the University of Colorado at Boulder, have a grade point average of 3.75 or higher for all course work completed at the University of Colorado, and have a cumulative grade point average of 3.75 or higher for all collegiate course work completed. The average includes all grades except P.

Phi Beta Kappa
Phi Beta Kappa is the nation’s oldest and most prestigious honor society. The CU-Boulder chapter was established in 1904. Upper-division students whose undergradu-

ate academic records fulfill certain requirements are eligible for election to membership in recognition of outstanding scholastic achievement in the liberal arts and sciences. Students are notified by mail of their nomination; students do not apply for Phi Beta Kappa membership.

ACADEMIC STANDARDS

Good Academic Standing
Good academic standing in the college requires a grade point average of 2.00 (C) in all University of Colorado work. Grades earned at another institution are not used in calculating the grade point average at the University of Colorado (this includes courses taken at Metropolitan State College on the Denver campus). However, grades earned in another school or college within the University of Colorado system are used in determining a student’s scholastic standing and progress toward the degree in the College of Arts and Sciences.

Probation
Students whose cumulative grade point average falls below 2.00 are placed on probation. Those students who enroll in any term in the calendar year, excluding summers, after being placed on probation are expected to raise their grade point to a 2.00 overall at the end of that term. Neither CU-Boulder’s summer session nor enrollment through Boulder evening courses counts as a probationary semester. Students are not dismissed at the end of the summer term.

If students who have been placed on probation elect to remain out of school for a full calendar year, they may return to the university in good standing, but are placed on probation again at the end of the semester in which they return if their cumulative grade point average remains below 2.00.

Scholastic Dismissal
Students who still have a cumulative average below 2.00 after their semester of probation will be dismissed and will not be registered for University of Colorado daytime courses on any campus during any academic year, August to May. Students dismissed from the college are eligible for readmission when they have achieved a cumulative 2.00 average by virtue of work done during the University of Colorado’s summer term (any of the three campuses) and/or through the Division of Continuing Education (Boulder evening or correspondence courses). They may also return as transfer students when they have overcome their deficiencies by enrolling at another institution (i.e., by achieving an overall 2.00 average in the University of Colorado work plus all work taken elsewhere since dismissal. These transfer grades are used only for the purpose of readmission and do not remain in the University of Colorado grade point average). Dismissed students pursuing this latter option have two semesters after readmission to bring their University of Colorado grade point average up to 2.00 or they are dismissed again.

Students who have made up their grades and desire to be readmitted must reapply to the university through the Office of Admissions. Readmission is subject to enrollment limitations.

Academic Ethics
A university's intellectual reputation depends on the maintenance of the highest standards of intellectual honesty. Commitment to these standards is a responsibility of every student and faculty member at the University of Colorado. Cheating, plagiarism, illegal possession and distribution of examinations or answers to specific questions; alterations, forgery, or falsification of official records; presenting someone else's work as one's own; or performing work or taking an examination for another student are examples of acts that may lead to suspension or expulsion. Reported acts of academic dishonesty must be referred to the Academic Advising Center and may be referred to the Arts and Sciences Academic Ethics Committee. The policy document describing this committee's procedures is available in the Academic Advising Center.

Appeals and Petitions
Students have the right to appeal accusations of academic dishonesty. These appeals should be directed to the Committee on Academic Ethics.

Petitions for exceptions to the academic policies stated in this catalog should be submitted to the Appeals Committee on Academic Rules and Policies. Both committees are located in the Academic Advising Center.

GENERAL CREDIT AND ENROLLMENT POLICIES

Students are required to follow the graduation requirements listed in the catalog at the time of their initial entry into the College of Arts and Sciences. Students who attended a Colorado community college must follow the requirements in the transfer guide in effect during the time of their enrollment in the community college.

Attendance
Successful work in the College of Arts and Sciences is dependent upon regular attendance in all classes. Students who are
unavoidably absent should make arrangements with instructors to make up the work missed. Failure to attend regularly may result in receipt of an F in a course. Students who, for illness or other legitimate reason, miss a final examination must notify the instructor or the Office of the Dean no later than the end of the day on which the examination is given. Failure to do so may result in receipt of an F in the course.

Credit Policies

Advanced Placement Program
See Undergraduate Admission in the General Information chapter of this catalog.

College-Level Examination Program (CLEP)
The College of Arts and Sciences accepts a limited number of hours of CLEP credit from subject (not general) examinations toward its bachelor's degree programs (see Undergraduate Admission for subjects accepted). In addition, certain CLEP examinations may be used to meet the minimum academic preparation standards (MAPS) for admission to the university. No more than 30 total credit hours of CLEP will apply, nor may CLEP credit be used in the final 30 credit hours presented for a degree.

CLEP tests are administered through Career Services, 303-492-5854.

Cooperative Education/Internships
Students in the College of Arts and Sciences may receive up to 6 credit hours of credit for a department-sponsored cooperative education program or internship. Each internship project must be approved by the assistant dean of the college before the student enrolls in the course in order for the student to receive credit. Students are encouraged to contact their major department office or Career Services for information regarding the possibility of enrolling in a cooperative education program in their major. Many internships are graded on a pass/fail basis only. Participation in an internship with mandatory pass/fail grading does not affect the total credit hours of pass/fail a student may apply toward a degree. Some departments further restrict the use of internship credit toward meeting major requirements.

Credit Taken as a Nondegree Student
Once a student has been admitted to a degree program, credits from the Division of Continuing Education such as ACCESS, Boulder evening credit courses, and CU-Boulder correspondence classes are eligible to be applied toward the degree. Students will receive initial advising during orientation once they have been accepted to a degree program in the College of Arts and Sciences.

Credit Taken Outside the College of Arts and Sciences
Students may count a total of 30 credit hours from the other colleges and schools at CU-Boulder as well as specified ROTC and President's Leadership Class courses toward the fulfillment of requirements for the B.A. and B.F.A. degrees. Within these 30 total hours, up to 8 credit hours in activities courses (applied music and ensembles) may be used. Transferred courses that were taught by departments considered to be outside the College of Arts and Sciences are counted as part of the allowed 30 hours. If a course has been approved to meet a core curriculum requirement and the course is taught outside the College of Arts and Sciences, the credit for this course will not be included as part of the 30 semester hour limitation.

Cross-Listed Courses
Courses that are cross-listed in two or more departments are credited in the department in which the student has the most semester hours, irrespective of the department in which the student formally enrolled for the course.

Foreign Language Courses
Once a student passes a college-level foreign language course, that student cannot receive credit toward the degree for a course at a lower level in the same language.

Independent Study
With departmental approval, students may register for independent study during the normal registration periods for each semester. Students may not register for more than 6 credit hours of independent study credit during any term. No more than 8 credit hours of independent study taken in a single department or program can be applied toward the total hours needed for graduation. A maximum of 16 hours of independent study may count toward the degree. The minimum expectation for each semester is 25 hours of work.

A student may not use independent study projects to fulfill the college's general education requirements. Some departments further restrict the use of independent study hours toward meeting major requirements.

Maximum Allowed Hours from any One Department
Normally, no student may apply more than 45 hours in one department toward graduation. Exceptions are:

- a. Students may exceed the 45-hour limitation in the major by 6 hours (for a total of 51 hours), provided that all of the excess hours are taken in designated departmental honors courses and/or in honors thesis credit.
- b. The limitation for the bachelor of fine arts degree is 67 hours in the major.

Pass/Fail
Students in the College of Arts and Sciences may not use the pass/fail option for courses taken to fulfill general education requirements, courses used to satisfy the foreign language requirement, courses used to fulfill the Minimum Academic Preparation Standards (MAPS), or courses used to complete the minimum requirements for the major.

Students may take elective courses pass/fail, to a maximum of 6 credit hours. Courses offered only on a mandatory pass/fail basis are not counted toward the maximum allowed. The pass/fail option may be used only for elective credit.

Repetition of Courses
If a student takes a course for credit more than once, all grades are calculated into the grade point average. However, the course is only counted toward graduation once, unless a course description specifically states that it can be taken more than once for credit.

ROTC Credit
The ROTC courses listed below have been certified as acceptable college-level course work by the faculty of the College of Arts and Sciences or by other colleges and schools on the Boulder campus. These courses are counted as elective credit in the college, subject to the 30-semester-hour limitation on course work taken outside the college for students in the B.A. and B.F.A. programs.

Courses not included on this list do not count toward any degree requirements. Transfer ROTC course work must be evaluated as equivalent to course work on this list to count toward degree requirements.

AIRR 3010 and 3020
AIRR 4010 and 4020
MILR 1011 and 1021
MILR 2031 and 2041 (students may not receive credit for either course if they have credit in OPMG 3000)
MILR 4072 and 4082
NAVR 2020
Transfer Credit

Work from another accredited institution of higher education that has been completed with a grade of C- (1.70) or better may be transferred to the University of Colorado. Remedial or vocational course work does not transfer.

Courses taken at a junior or community college are not credited toward graduation at the University of Colorado until after the students have completed a total of 60 credit hours (or 90 quarter hours) of course work at all institutions. This limitation, however, is currently under review.

Note: Course work transferred from Colorado junior or community colleges is subject to the articulation agreement specified in the appropriate transfer guide between each institution and the University of Colorado at Boulder. A transfer plan is also in place for the University of Colorado and Colorado public four-year institutions.

All courses transferred from junior and community colleges carry lower-division credit. Courses transferred from four-year institutions carry credit at the level they were taught at the previous institution.

Withdrawal

See the first chapter of this book for specific withdrawal procedures and universitywide policies.

Students in the College of Arts and Sciences who withdraw two semesters in a row will have a dean's stop placed on their registration. Summer session is not counted as a regular semester. They will not be permitted to return to CU-Boulder before one full academic year has elapsed (not including their semester of withdrawal). Students may never withdraw after the last day of classes.

These policies also apply to arts and sciences students who are enrolled in continuing education courses.

UNDERGRADUATE DEGREE REQUIREMENTS

Students are subject to the general degree requirements in effect at the time they first enter the College of Arts and Sciences and are subject to the major requirements in force at the time they declare a major. Arts and sciences students have 10 years to complete the requirements for a declared major. If the 10-year limit is exceeded, the student may be required to satisfy current major requirements. The requirements, rules, and policies stated in this catalog apply to all students first entering the College of Arts and Sciences during the 1999-2000 academic year.

Academic Advising and Orientation

Students in the college are expected to assume responsibility for planning their academic program in conjunction with their academic advisor and in accordance with college rules and policies and with departmental major requirements. Any questions concerning these provisions are to be directed to the student's academic advisor or to the Academic Advising Center in Old Main 1885.

The college cannot assume responsibility for problems resulting from students failing to follow the policies stated in the catalog or from incorrect advice given by someone other than an appropriate staff member of the college.

All new students are required to attend a special orientation, advising, and registration program on campus before enrolling. Academic advisors are assigned at that time.

Advising

Academic advising is an integral part of undergraduate education. The goal of all academic advising is to help students make responsible decisions as they develop educational plans compatible with their potential and with their career and life goals. Advising is more than the sharing of information about academic courses and programs; it includes encouraging students to formulate important questions about the nature and direction of their education and working with them to find answers to those questions. Advisors confer with students about alternative course schedules and other educational experiences, but students themselves are responsible for selecting the content of their academic program and making progress toward an academic degree.

As students progress through their academic program, their questions and concerns change. CU-Boulder offers a system of faculty and professional academic advisors to address these ongoing and multifaceted concerns.

Academic advisors assist students in clarifying their interests, values, and goals and help students relate these to academic programs and educational opportunities. As students work with their advisors, the advisors help students develop a coherent and balanced program of study that fulfills graduation requirements and assists students in identifying and integrating into their programs educational experiences outside the classroom that enhance their personal, intellectual, and professional development. Academic advisors also assist students in understanding academic policies, requirements, procedures, and deadlines.

The Academic Advising Center provides comprehensive advising services to students who are undecided about their major or are thinking of changing their major to another CU-Boulder college or school. Open option majors are assigned primary advisors in the Advising Center who are familiar with the courses and degree requirements for all majors offered at CU-Boulder and who assist students in exploring all of the degree programs related to the students' interests. While students are exploring majors, open option advisors assist students in designing programs of study that meet graduation requirements while providing them with the academic flexibility to pursue whichever degree program they ultimately choose. Open option students with general advising questions may call the Academic Advising Center at 303-492-7885.

The Advising Center also provides pre-professional advising for all students who are preparing to pursue the study of medicine, law, or other professional fields. Students should refer to college, school, and departmental advising materials for specific details on their advising programs.

Within the advising system on the Boulder campus, both students and advisors have responsibilities.

Students are responsible for:

knowing the requirements of their particular academic program, selecting courses that meet those requirements in an appropriate time frame, and monitoring their progress toward graduation;

consulting with their academic advisors several times every term;

scheduling and keeping academic advising appointments in a timely manner throughout their academic career, so as to avoid seeking advising only during busy registration periods; and

being prepared for advising sessions (for example, by bringing a list of questions or concerns, having a tentative schedule in mind, and/or being prepared to discuss interests and goals with their advisor).

Advisors are responsible for:

helping students clarify their values, goals, and abilities;

helping students understand the nature and purpose of a college education;

providing accurate information about educational options, requirements, policies, and procedures;

helping students plan educational programs consistent with the requirements of
their degree program and with their goals, interests, and abilities;

assisting students in the continual monitoring and evaluation of their educational progress; and

helping students locate and integrate the many resources of the university to meet their unique educational needs and aspirations.

Four-Year Graduation

The College of Arts and Sciences has adopted a set of guidelines to define the conditions under which a student should expect to graduate in four years. Further information is available through the Office of the Dean and major program and departmental offices.

The University of Colorado at Boulder guarantees that if the scheduling of essential courses is found to have prevented a student in the College of Arts and Sciences from completing all course work necessary for a B.A. or B.F.A. degree from the university by the end of his or her eighth consecutive fall and spring semester, the college will provide tuition plus any course fees for all courses required for completion of the degree requirements. Students must satisfy all the conditions described in the section titled Four-Year Guarantee Requirements to be eligible for this guarantee.

This guarantee extends to all students who enrolled the summer of 1994 or after into the College of Arts and Sciences as first-semester freshmen without MAPS deficiencies and who satisfy all the requirements described below. This guarantee cannot be extended to include completion of a second major, a double degree, a minor, or a certificate program. Some CU-Boulder study abroad programs may not provide a sufficient range of courses to allow students to meet the requirements and thus students who participate in study abroad are not included in this guarantee.

Four-Year Guarantee Requirements

1. Students should enroll in University of Colorado at Boulder course work for eight consecutive fall and spring semesters.

2. No fewer than 60 credit hours of applicable course work should be completed with passing grades by the end of the second year (24 calendar months), 90 hours by the end of the third year (36 calendar months), and 120 hours by the end of the fourth year. Students should enroll in and pass an average of 15 credit hours each semester.

3. A minimum of 30 credit hours of college core-curriculum courses should be completed by the end of the second year, including college core-curriculum courses that also meet major requirements. All remaining college core-curriculum requirements must be fulfilled by the end of the eighth semester.

4. Students should complete 45 upper-division hours by the end of the eighth semester of study.

5. A GPA of at least 2.00 must be earned each semester.

6. Grades of C- or better in all course work required for the major should be earned, and students should have a cumulative GPA of 2.00 in all major course work attempted.

7. A recommended plan of study must be started toward the major no later than the start of the second semester of study (see note below for exceptions) and thereafter students must make adequate progress toward completing the major (defined by each major). A statement of adequate progress is available from the major or departmental office at the time the major is declared.

8. The major must be declared no later than the start of the second semester of study (see note below for exceptions), and students must remain in that major until graduation.

9. Students should meet with both a college staff advisor and an advisor for the major during the fifth and seventh semesters of study.

10. Students must register each semester within one week of the assigned registration time.

11. Students should avoid taking courses that are in conflict with the written advice of a college or faculty advisor.

12. Students should adhere to the General Credit and Enrollment Policies and Minimum Major Requirements listed in this chapter.

13. Courses in conflict with major or college core curriculum requirements should be avoided.

14. The college should be notified in writing of the student's intent to graduate no later than the beginning of the seventh semester of study, and a graduation packet should be filed no later than the deadline for the appropriate graduation date (see Graduation Deadlines section).

15. Documentation should be kept proving that these requirements were satisfied (e.g., records of advising meetings attended, advising records and instructions, etc.).

Note: The recommended plan of study for the following majors must be started in the first semester of study to be eligible for this guarantee: B.A. in biochemistry; chemistry; environmental, population, and organismic biology; Japanese; kinesiology; molecular, cellular and developmental biology; geology; physics and all B.F.A. degree programs, and all majors that require foreign language course work when student proficiency falls below the entry-level language course of that major. If a student changes majors, the College of Arts and Sciences advisors, in consultation with the new major advisor, will review the courses taken to date to determine whether the college will continue to extend the four-year guarantee.

General Requirements

Arts and sciences students must fulfill the following requirements for graduation:

1. Pass a total of 120 hours.

2. Maintain a 2.00 (C) grade point average in all University of Colorado work and a 2.00 (C) in all major course work attempted. (Some majors may require a higher minimum grade point average.)

3. Pass 45 credit hours of upper-division work (courses numbered in the 3000s and 4000s).

4. Complete the last 30 credit hours in University of Colorado courses on the Boulder campus as a degree student in the College of Arts and Sciences. This requirement, however, is currently under review. Courses taken at the Colorado Springs campus or at the Denver campus (excluding Metropolitan State College and Community College of Denver courses) in the summer only count toward resident credit. Courses taken while on CU-Boulder study abroad programs, through CU-Boulder continuing education, or CU-Boulder correspondence courses are considered to be in residence.

5. For the bachelor of arts degree, students may take a maximum of 45 hours from one department. Students may exceed the 45-hour limitation by 6 credit hours (for a total of 51 credit hours), provided that all of the excess hours are taken in designated departmental honors courses and/or in honors thesis credit.

6. For the bachelor of fine arts degree, students may take a maximum of 67 credit hours in their major department.

7. Complete a major. Students are subject to the major requirements in force when they declare the major. See the sections Majors and Other Areas of Interest and Minimum Major Requirements in this chapter.

8. Complete the general education (college core curriculum) and MAPS requirements with the following limitations:

a. Although a single course may be listed in more than one core area, a student may use it to meet only one area requirement.

b. Neither independent study nor pass/fail courses may be used to meet MAPS deficiencies, core requirements, or the minimum major requirements.

c. A single course may be used to meet both MAPS and core requirements as long
as the course is applicable to both requirements. For example, a student admitted with a MAPS deficiency in English composition may take UWRP 1150, Introductory Composition: Expository Writing, to satisfy both the MAPS requirement and the core curriculum lower-division written communication requirement.

This policy only applies to college level course work (University of Colorado or accepted transfer credit). If a student is exempt from a given core area, this does not exempt the student from fulfilling a MAPS deficiency in that area.

Note: A description of the College of Arts and Sciences MAPS requirements can be found in the General Information section of this catalog.

Core Curriculum

The mainstream of the general education requirements is the College of Arts and Sciences core curriculum. The core curriculum requirements are divided into two parts: skills acquisition and content areas of study. The following sections provide descriptions of the individual requirement areas, their underlying educational philosophies and goals, and the list of approved courses. The updated list of approved core courses are printed in each semester’s Registration Handbook and Schedule of Courses.

Exemptions

Selected majors and minors are exempt from portions of the core curriculum, as core course work is considered equivalent to course work in the major. Students who graduate with more than one exempt major may apply their exemptions cumulatively.

Skills Acquisition

These requirements are designed to assure that each student has attained a minimum level of competency in each of the areas listed: foreign language, quantitative reasoning and mathematical skills, written communication, and critical thinking.

1. Foreign Language. All students are required to demonstrate, while in high school, third-level proficiency in a single modern or classical foreign language. Students who have not met this requirement at the time of matriculation will have a MAPS deficiency. They may make up the deficiency only by completing an appropriate third-semester college course or by passing a CU-Boulder approved proficiency examination.

Students who are under the core curriculum, but not subject to MAPS, must complete the foreign language requirement to meet degree requirements.

Questions about placement should be referred to the appropriate foreign language department.

The goal of the language requirement is to encourage students to confront the structure, form, and semantic, of another language, significant and difficult works in that language, and one or more aspects of the culture lived in that language. This enables students to understand their own language and culture better, analyze texts more clearly and effectively, and appreciate more vividly the dangers and limitations of using a translated document. The language requirement is a general education requirement and so concentrates on reading. In some languages other abilities may be emphasized as well. Understanding what it means to read a significant text in its original language is essential for general education according to the standards of this university.

Courses offered at CU-Boulder that satisfy this requirement include the following:

CHIN 2110-5 Intermediate Chinese 1
CLAS 2114-4 Intermediate Latin 1
CLAS 3113-3 Intermediate Classical Greek 1
FREN 2110-3 Second-Year French Grammar Review and Reading 1
GRMN 2010-4 Intermediate German 1
ITAL 2110-3 Second-Year Italian Reading.

Grammar and Composition 1
JPN 2110-5 Intermediate Japanese 1
JPN 2110-5 Intermediate Japanese 1
NORW 2110-4 Second-Year Norwegian Reading and Conversation 1
PORT 2110-3 Second-Year Portuguese 1
PORT 2150-5 Intensive Second-Year Portuguese

RUS 2010-3 Second-Year Russian Grammar and Composition 1
SLHS 2324-4 American Sign Language 3
SPAN 2110-3 Second-Year Spanish 1
SPAN 2150-5 Intensive Second-Year Spanish
SWED 2110-4 Second-Year Swedish Reading and Conversation 1

2. Quantitative Reasoning and Mathematical Skills (QRMS) (3-6 semester hours). Liberally educated people should be able to think at a certain level of abstraction and to manipulate symbols. This requirement has two principal objectives. The first is to provide students with the analytical tools used in core curriculum courses and in their major areas of study. The second is to help students acquire the reasoning skills necessary to assess adequately the data which will confront them in their daily lives. Students completing this requirement should be able to: construct a logical argument based on the rules of inference; analyze, present, and interpret numerical data; estimate orders of magnitude as well as obtain exact results when appropriate; and apply mathematical methods to solve problems in their university work and in their daily lives.

Students can fulfill the requirement by passing one of the courses or sequence of courses listed below or by passing the CU-Boulder QRMS proficiency exam.

ECEN 1200-3 Telecommunications 1
ECON 1078-3 Mathematical Tools for Economists 1
GEOL/PHYS 1600-4 Order, Chaos, and Complexity
HONR 2810-3 Practical Statistics for the Social and Natural Sciences
MATH 1012/QRMS 1010-3 Quantitative Reasoning and Mathematical Skills
MATH 1110-3 and 1120-3 The Spirit and Uses of Mathematics 1 and 2
MATH 1150-4 Precalculus Mathematics
MATH/QRMS 2380-3 Mathematics for the Environment

PHYS 1010-3 Physical Science for Nonscientists 1
PHYS 1020-4 Physical Science for Nonscientists 2

Any three 1-credit math modules: MATH 1000, 1010, 1020, 1030, 1040, 1050, 1060, 1070, 1080, 1090, or 1100. It is recommended that students register for clusters of three modules, for example, MATH 1000-1020, 1020-1040, 1050-1070, or 1080-1100.

Any 3 credits of mathematics courses numbered MATH 1300 and above or applied mathematics courses numbered APPM 1350 and above.

3. Written Communication (3 lower-division and 3 upper-division semester hours). Writing is a skill fundamental to all intellectual endeavors. While some college courses require more writing than others, good writing is recognized as a necessary means of communication in every scholarly discipline. The core curriculum promotes the principle that ideas do not exist apart from language, and thus content cannot be isolated from style. For ideas to flourish, they must be expressed clearly and gracefully, so that readers take pleasure while taking instruction. Students may meet the lower-division component of this requirement by first passing one of the approved lower-division courses or by receiving a score of 3, 4, or 5 on the English Language and Composition Advanced Placement exam. The lower-division requirement may be waived if a student scores appropriately on the SAT verbal or ACT English examinations. Students may then complete the upper-division component of this requirement by passing one of the approved upper-division courses or by passing the written communication proficiency exam.

Lower-Division Courses
ARSC 1080-4 College Writing and Research
ARSC 1100 (3-4) Advanced Expository Writing
ARSC 1150-3 Writing in Arts and Sciences
ENGL 1001-3 Freshman Writing Seminar
A Critical Thinking (3 upper-division semester hours). Courses in this area encourage the active practice of critical reasoning, evaluation, and discussion. They do so by providing opportunities for student participation beyond those offered in ordinary lecture courses, labs, or seminars. Critical thinking courses address matters of controversy within a given field of study or in the society at large. Students learn how to construct, defend, and criticize arguments; identify and assess tacit assumptions; and gather and evaluate evidence. Critical thinking courses emphasize some combination of the methodology of acquiring knowledge in a specific discipline, key arguments in the discipline, and problems of interpreting original literature and data. In addition, they may subject arguments within the discipline to scrutiny from competing cultural, social, or methodological perspectives. Students must pass 3 credit hours of specified course work at the upper-division level that requires them to practice sustained critical thinking and to demonstrate such thinking in both written form and oral discussion. Some of the listed courses are intended for specific majors. Others are open to all students with a general background in the field. Note the prerequisites before registering.

Courses offered at CU-Boulder that satisfy this requirement include the following:

- AAST 3670-3 Japanese American Experience: Critical Thinking in Sociocultural Diversity
- AMST 3670-3 Japanese American Experience: Critical Thinking in Socio-Cultural Diversity
- AMST 3950-3 Critical Thinking in American Studies
- ANTH 4180-3 Andropological Perspectives, Contemporary Issues
- ANTH 4520-3 Symbolic Anthropology
- ANTH 4530-3 Urban Anthropology
- ANTH 4740-3 Peoples and Cultures of Brazil
- ASTR 4800-3 Space Science: Practice and Policy
- ASTR 4810-3 Science and Pseudoscience in Astronomy
- ATOC 4800-3 Policy Implications of Climate Controversies
- BLST 4670-3 The Sixties: Critical Black Views
- CHEM 4181-4 Instrumental Analysis
- CHEM 4761-4 Biochemistry Lab
- COMM 3100-3 Current Issues in Communication and Society
- ECON 3400-3 Economics Honors Seminar
- ENGL 4999-3 Economics in Action: A Capstone Course
- ENVS 4800-3 Critical Thinking in Environmental Studies
- EWSY 4800-3 Critical Thinking in Environmental Studies
- EWSY 4800-3 Ecological Perspectives on Global Change
- EWSY 4210-3 Arguments in Evolutionary Biology
- EWSY 4240-3 Advances in Animal Behavior
- EWSY 4270-3 Population Genetics and Evolution
- EWSY 4380-3 Respiratory Adaptations to the Environment
- EWSY 4420-3 Environmental Animal Physiology
- EWSY 4450-3 Advanced Plant Physiology
- EWSY 4550-3 Plants and Human Affairs
- EWSY 4800-3 Critical Thinking in Biology
- FILM/HUMN 4004-3 Film Theory
- FINE 3000-3 Critical Thinking in Art History
- FINE 3109-3 Critical Thinking in Art: Society
- FINE 3227-3 Critical Thinking: Women's Art-Issues and Controversies
- FINE 3409-3 Critical Thinking: Contemporary Painting, Sculpture, and Intermedia
- FINE 4487-3 Selected Topics in Contemporary Art
- FINE 4729-3 Readings/Issues in Photography
- FINE 4739-3 Intellectual Roots of Italian Renaissance Art
- FREN 3100-3 Introduction to Critical Reading and Writing in French Literature
- FREN 3280-3 Introduction to Literary Theory and Advanced Critical Analysis
- GEOG 3002-3 Introduction to Research in Human Geography
- GEOG 4173-3 Research Seminar
- GEOG 4430-3 Seminar: Conservation Trends
- GEOG 4622-3 City Life
- GEOG 4742-3 Environment and Peoples
- GEOG 4812-3 Environment and Development in South America
- GEOG 4822-3 Geography and Modernity in China
- GEOG 4892-3 Geography of Western Europe
- GEOG 4890-3 Geologic Controversies in Planetary Geology
- GEOG 4930-3 Great Geologic Controversies
- GEOG 4980-3 Societal Problems and Earth Sciences
- GEOG 4500-3 Critical Thinking in Earth Sciences
- GRMN 4550-3 The Role of Academics in German Culture
- HIST 3000-3 Seminar in History (nonmajors)
- HIST 3010-3 Communist Societies in Historical Perspective
- HIST 3011-3 Seminar in Ancient History
- HIST 3012-3 Seminar in Modern European History
- HIST 3016-3 Seminar in History of Science and Society
- HIST 3018-3 Seminar in Latin American History
- HIST 3019-3 Seminar in Asian and African History
- HIST 3110-3 Honor Seminar
- HIST 3112-3 Seminar in Renaissance and Reformation
- HIST 3113-3 Seminar in Medieval and Early Modern English History
- HIST 3115-3 Seminar in Early American History
- HIST 3161-3 Seminar in American Diplomatic History
- HIST 3133-3 Seminar in Britain since 1688
- HIST 3212-3 Seminar in Early Modern Europe
- HIST 3317-3 Seminar in the American West
- HIST 3328-3 Seminar in Middle Eastern History
- HIST 3414-3 Seminar in European Intellectual Thought
- HIST 3415-3 Seminar in Recent American History
- HIST 3416-3 Seminar in American Society and Thought
- HIST 3456-3 Seminar in American Economic History
- HIST 3511-3 Seminar in Medieval History
- HIST 3616-3 Seminar in Women's History
- HIST 3628-3 Seminar in Recent Chinese History
- HIST 3717-3 Seminar in Japanese History
- HONR 3270-4 Journey to the Sublime
- HUNM 4155-3 Philosophy, Art, and the Sublime
- HUNM 4555-3 The Arts of Interpretation
- IAFS 4900-3 The Post-Cold War World
- IAFS 4900-3 Honors in International Affairs
- IS/PSCI 4732-3 Critical Thinking in Development
- KINE 4600-3 Topics in Exercise Physiology
- KINE 4760-3 Critical Thinking in Motor Behavior
- LING 4100-3 Perspectives on Language
- MATH 3000-3 Introduction to Abstract Mathematics
- MATH 3200-3 Introduction to Topology
- MCBDB 3330-3 Evolution, Creationism, and the Origin of Life
- MCBDB 4000-3 Searching the Biomedical Literature: (Topic)
- MCBDB 4140-3 Plant Molecular Biology and Biotechnology
- MCBDB 4410-3 Human Molecular Genetics
6. Cultural and Gender Diversity (3 semester hours). Courses fulfilling this requirement increase the student’s understanding of the world’s diversity and pluralism through the study of two broad and interrelated areas: (A) the nature and meaning of the categories of women, race, ethnicity, and gender; (B) cultures other than those of Europe and the United States. This requirement explicitly identifies an awareness and understanding of pluralism as essential to a liberal education.

Gender and Ethnic Diversity: Courses in this area are designed to expand the range of each student’s understanding of the origin, definition, and experience of the categories of women, gender, ethnicity, and race. They apply new approaches to knowledge and scholarly inquiry and explore the ways in which nonsexist and nonracist language expand understanding of social groups. They are concerned with recovery of knowledge about individuals and groups excluded from traditional studies of societies and share the fundamental goal of identifying the way these social categories define and therefore shape human thought and experience.

Non-Western Cultures: These courses are designed to expand the range of the student’s understanding of cultures that are not derived principally from the Western experience. A comparative perspective introduces students to the commonality and diversity of cultural responses to universal human problems. Each course seeks to cultivate insight into and respect for diversity by requiring students to explore a cultural world quite different from their own. Courses satisfying this requirement are intended to portray culture in the most integrated sense, including aspects of material adaptation, social pattern, ideas and values, and aesthetic achievement.

Students are required to pass 3 hours of course work from any course listed below. Students who graduate with a major in ethnic studies are exempt from completing the cultural and gender diversity requirement.

AAST 1015-3 Introduction to Asian American Studies
AIST 1125-3/ANTH 1120-3 Exploring a Non-Western Culture: Hopi and Navajo
AIST 2000-3 Introduction to American Indian Studies: Precontact Native America
AIST 2015-3 Topical Issues in Native North America
AIST/RLST 2700-3 American Indian Religious Traditions
AIST 3023-3 Native Americans and Environmental Ethics
AIST 4565-3/ANTH 4560-3 North American Indian Acculturation
ANTH 1100-3 Exploring a Non-Western Culture: The Tamils

Content Areas of Study

5. Historical Context (3 semester hours). Courses that fulfill this requirement enable students to study historical problems or issues and to develop an understanding of earlier ideas, institutions, and cultures. Courses explore the times and circumstances in which social, intellectual, artistic or other developments occurred. The purpose of this exploration is to analyze subjects in their context, that is, to investigate both the processes and the meanings of change. Among the educational aims of these courses are the following: to contribute to historical perspectives that may help to clarify issues that arise today or will arise tomorrow, to arouse the curiosity of students concerning historical conditions that may be relevant to subjects studied in other courses, and to expand the imagination by generating an awareness of the diverse ways in which our common humanity has expressed itself.

Students may choose to meet this 3-hour requirement by passing any course listed below.

ANTH 1180-3 Maritime People: Fishers and Seafarers
CEES 1000/HIST 1002-3 Introduction to Central and Eastern European Studies
CLAS/HIST 1051-3 The World of Ancient Greeks
CLAS/HIST 1061-3 The Rise and Fall of Ancient Rome
CLAS 1140-3 Roman Civilization
ECON 2514-3 Economic History of Europe
ENGL/HIST 3163-3 History and Literature of Georgian England
ENGL/HIST 4113-3 History and Culture of Medieval England
HIST 1010-3 Western Civilization I: Antiquity to the 16th Century
HIST 1020-3 Western Civilization 2: 16th Century to the Present
HIST 1038-3 Introduction to Latin American History
HIST 1040-3 Honors: Western Civilization 2
HIST 1113-3 History of England to 1660
HIST 1123-3 History of England 1660 to Present
HIST 1180-3 History of Christianity: From the Reformation
HIST 1208-3 Sub-Saharan Africa to 1800
HIST 1308-3 Introduction to Middle Eastern History
HIST 1608-3 Introduction to Chinese History
HIST 1720-3 Introduction to Japanese History
HIST 2100-3 Revolution in History
HIST 2113-3 Early Modern England (1450-1700)
HIST 2222-3 War and Society in the Modern World
HIST 2543-3 Medieval Nations
HUMN 1010-6 Introduction to Humanities 1
HUMN 1020-6 Introduction to Humanities 2
PHIL 1010-3 Introduction to Western Philosophy: Ancient
PHIL 1020-3 Introduction to Western Philosophy: Modern
PHIL 3000-3 History of Ancient Philosophy
PHIL 3010-3 History of Modern Philosophy
PHIL 3410-3 History of Science: Ancients to Newton
PHIL 3430-3 History of Science: Newton to Einstein
RLST 3000-3 The Christian Tradition
RLST 3100-3 Judaism
RUSS 2211-3 Introduction to Russian Culture
SCAN 2202-3 The Vikings
ITAL 4730-3 Italian Feminisms: Culture, Theory, and Narratives of Difference
LAMS 1000-3 Introduction to Latin American Studies
LING 2400-3 Language and Gender
LING 3220-3 American Indian Languages in Social-Cultural Context
PHIL/WMST 2290-3 Philosophy and Women
PSCI/WMST 4271-3 Sex Discrimination: Constitutional Issues
PSCI/WMST 4291-3 Sex Discrimination: Federal and State Law
PSYC/WMST 2700-3 Psychology of Contemporary American Women
RLST/WMST 2890-3 Women and Religion
RLST 3510-3 Australian Religions
RUSS/WMST 4471-3 Women in 20th-Century Russian Culture
SOCY/WMST 1006-3 The Social Construction of Sexuality
SOCY/WMST 1016-3 Sex, Gender, and Society
SOCY/WMST 3012-3 Women, Development, and Fertility
WMST 2000-3 Introduction to Feminist Studies
WMST 2020-3 Social Construction of Femininities and Masculinities
WMST 2050-3 Women and Society

7. United States Context (3 semester hours). Courses fulfilling the United States Context requirement explore important aspects of American culture and society. They stimulate critical thinking and an awareness of the place of the United States in the world by promoting an understanding of the particular world views which the diversity, environment, culture, history, values, and expression of the United States have fostered. Courses familiarize students with the United States and enable them to evaluate it critically.

These courses teach an appreciation of American culture while inviting students to ask probing questions about American values and ideals. How have Americans derived a sense of identity from geography, language, politics, and the arts? How do Americans view and influence the world beyond their borders? How have the rights and responsibilities of citizenship changed over time? How have Americans dealt with opposing values in their culture? Completing this requirement, students will develop both a better understanding of the American present and past, and a considerable interest in the American future.

This 3-hour requirement may be fulfilled by passing any course listed below.

AAST/HIST 1717-3 Asian American History
AAST 3013-3 Asian Pacific American Communities
AIST 2015-3 Topical Issues in Native North America
AMST 3023-3 Native Americans and Environmental Ethics
AMST 2000-3 Themes in American Culture 1
AMST 2010-3 Themes in American Culture 2

AMST 4500-3 American Autobiography
ANTH 3170-3 America: An Anthropological Perspective
BLST 2015-3 History of the Black Experience 1
BLST 2016-3 History of the Black Experience 2
BLST/SOCY 3023-3 African American Family in U.S. Society
CHST/HIST 2537-3 Chicano History
ECON 1524-3 Economic History of the U.S.
ECON 4524-3 Economic History of the U.S.
ECON 4607-3 Industrial Organization and Regulation
EMUS 2752-3 History of the United States: Folk/Popular Music
ETHN/SOCY 1015-3 U.S. Race and Ethnic Relations
FINE 3509-3 American Art
HIST 1013-3 History of the United States to 1865
HIST 1025-3 History of the United States since 1865
HIST 1023-3 Honors: History of the United States to 1865
HIST 1045-3 Honors: History of the United States since 1865
HIST 2015-3 The History of Early America
HIST 2117-3 History of Colorado
HIST 2126-3 Modern U.S. Politics and Diplomacy
HIST 2166-3 The Vietnam War
HIST 2215-3 The Era of the American Revolution
HIST 2227-3 History of the American Southwest
HIST 2316-3 History of American Popular Culture
HIST 2326-3 Issues in American Thought and Culture
HIST 2437-3 Afro-American History
HIST 2746-3 Christianity in American History
HIST 2837-3 Topics in American Working Class History
HIST 2886-3 American History and Film
HIST 4315-3 Civil War and Reconstruction
HIST 4326-3 Health and Disease in the United States
HIST 4516-3 U.S. Society in the 19th Century
HIST 4526-3 U.S. Society in the 20th Century
HUMN 3145-3 African America in the Arts
LING 1000-3 Language in U.S. Society
PHIL 1200-3 Philosophy and Society
PHIL 2220-3 The Nature of Law
PSCI 1101-3 American Political System
PSCI 3011-3 The American Presidency
PSCI 3054-3 American Political Thought
PSCI 3061-3 State Government and Politics
PSCI 3071-3 Urban Politics
PSCI 3163-3 American Foreign Policy
PSCI 3171-3 Government and Capitalism in the U.S.
PSCI 4021-3 Legislatures and Legislation
RLST 2500-3 Religion in the United States
RLST 3050-3 Religion and Literature in America
SOCY 1012-3 Population Issues in the United States
SOCY/WMST 3016-3 Marriage and the Family in U.S. Society
SOCY 3153-3 Self in Modern Society
WMST 2400-3 History of Women and Social Activism
WMST 2500-3 History of the U.S. Feminist Movement
8. Literature and the Arts (6 semester hours, 3 of which must be upper division). These courses promote a better understanding of the fundamental aesthetic and cultural issues. They sharpen critical and analytical abilities so that students may develop a deeper appreciation of works of art. The goal of this requirement is to enhance the student’s ability to read critically, to understand the elements of art, and to grasp something of the complex relations between artistic and public, and between art work and cultural matrix. The emphasis in courses which fulfill this requirement is on works that are generally recognized as central to and significant for one’s cultural literacy and thereby enhance the student’s understanding of our literary and artistic heritage.

Courses stress literary works as well as the history and criticism of literature and the arts. They may utilize creative projects as a means of arriving at a better understanding of the art form, but students may not use studio or performance classes to satisfy this requirement.

Students are required to pass 6 hours of course work in literature and the arts, of which at least 3 hours must be upper division, unless either Humanities 1010 or Humanities 1020 is completed.

If students graduate with a major dealing in depth with literature and the arts (Chinese, classics, dance, English, film studies, fine arts, French, Germanic studies, humanities, Italian, Japanese, Portuguese, Russian, Spanish, or theatre), they are exempt from this requirement.

Courses offered at CU-Boulder that satisfy this requirement include the following:

**Lower-Division Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 1051-3</td>
<td>Masterpieces of Chinese Literature in Translation</td>
</tr>
<tr>
<td>CLAS/FINE 1009-3</td>
<td>Introduction to Greek Art and Archaeology</td>
</tr>
<tr>
<td>CLAS/FINE 1019-3</td>
<td>Introduction to Roman Art and Architecture</td>
</tr>
<tr>
<td>CLAS 1100-3</td>
<td>Greek Mythology</td>
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<tr>
<td>CLAS 1110-3</td>
<td>Masterpieces of Greek Literature in Translation</td>
</tr>
<tr>
<td>CLAS 1120-3</td>
<td>Masterpieces of Roman Literature in Translation</td>
</tr>
<tr>
<td>DNCE 1029-3</td>
<td>Dance as a Universal Language</td>
</tr>
<tr>
<td>EMUS 1832-3</td>
<td>Appreciation of Music</td>
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<tr>
<td>EMUS 2762-3</td>
<td>Music and Drama</td>
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<tr>
<td>EMUS 2862-3</td>
<td>American Film Musical, 1926-1954</td>
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<tr>
<td>ENGL 1500-3</td>
<td>Masterpieces of British Literature</td>
</tr>
<tr>
<td>ENGL 1600-3</td>
<td>Masterpieces of American Literature</td>
</tr>
<tr>
<td>FINE 1109-3</td>
<td>Introduction to Western Art 1</td>
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<tr>
<td>FINE 1209-3</td>
<td>Introduction to Western Art 2</td>
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<tr>
<td>FINE 1309-3</td>
<td>History of World Art 1</td>
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<tr>
<td>FINE 1409-3</td>
<td>History of World Art 2</td>
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<tr>
<td>FINE 1709-3</td>
<td>Experiencing Art-Image, Artist, and Idea</td>
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<tr>
<td>FINE 2409-3</td>
<td>Introduction to Asian Arts</td>
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<tr>
<td>FREN 1200-3</td>
<td>Medieval Epic and Romance</td>
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<tr>
<td>FREN 1800-3</td>
<td>Contemporary French Literature in Translation</td>
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<tr>
<td>GRMN 1602-3</td>
<td>Metropolis and Modernity</td>
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<tr>
<td>GRMN 2501-3</td>
<td>20th-Century German Short Story</td>
</tr>
<tr>
<td>HUMN 1010-6</td>
<td>Introduction to Humanities 1</td>
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<tr>
<td>HUMN 1020-6</td>
<td>Introduction to Humanities 2</td>
</tr>
<tr>
<td>IPNS 1051-3</td>
<td>Masterpieces of Japanese Literature in Translation</td>
</tr>
<tr>
<td>RUST 2200-3</td>
<td>Religion and Dance</td>
</tr>
<tr>
<td>RUSS 2231-3</td>
<td>Fairy Tales of Russia</td>
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<tr>
<td>SPAN 1000-3</td>
<td>Cultural Difference through Hispanic Literature</td>
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<tr>
<td>THTR 1009-3</td>
<td>Introduction to Theatre</td>
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<tr>
<td>THTR 1111-3</td>
<td>Development of Theatre 1: Classical Theatre and Drama</td>
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</tbody>
</table>

**Upper-Division Courses**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLAS 4110-3</td>
<td>Greek and Roman Epic</td>
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<tr>
<td>CLAS 4120-3</td>
<td>Greek and Roman Tragedy</td>
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<tr>
<td>CLAS 4130-3</td>
<td>Greek and Roman Comedy</td>
</tr>
<tr>
<td>DNCE 3029-3</td>
<td>Looking at Dance</td>
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<tr>
<td>DNCE 4017-3</td>
<td>History and Philosophy of Dance</td>
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<tr>
<td>EMUS 3822-3</td>
<td>Music Literature 1</td>
</tr>
<tr>
<td>EMUS 3832-3</td>
<td>Music Literature 2</td>
</tr>
<tr>
<td>ENGL 3000-3</td>
<td>Shakespeare for Nonmajors</td>
</tr>
<tr>
<td>ENGL 3060-3</td>
<td>Modern and Contemporary Literature</td>
</tr>
<tr>
<td>FINE 4329-3</td>
<td>Modern Art 1</td>
</tr>
<tr>
<td>FINE 4619-3</td>
<td>Quattrocento Art of Florence and Central Italy</td>
</tr>
<tr>
<td>FINE 4659-3</td>
<td>The Roman Baroque</td>
</tr>
<tr>
<td>FINE 4759-3</td>
<td>17th-Century Art and the Concept of the Baroque</td>
</tr>
<tr>
<td>FREN 3110-3</td>
<td>Main Currents of French Literature 1</td>
</tr>
<tr>
<td>FREN 3120-3</td>
<td>Main Currents of French Literature 2</td>
</tr>
<tr>
<td>FREN 3200-3</td>
<td>Introduction to Literary Theory and Advanced Critical Analysis</td>
</tr>
<tr>
<td>FREN 4300-3</td>
<td>Theatre and Modernity in 17th-Century France</td>
</tr>
<tr>
<td>FREN/HUMN 4500-3</td>
<td>Reading the Orient: French Literature and Eroticism</td>
</tr>
<tr>
<td>GRMN 3502-3</td>
<td>Literature in the Age of Goethe</td>
</tr>
<tr>
<td>GRMN/HUMN 4503-3</td>
<td>Goethe’s Faust</td>
</tr>
<tr>
<td>HUMN 3065-3</td>
<td>Feminism Theory/Women’s Art</td>
</tr>
<tr>
<td>HUMN 3440-3</td>
<td>Literature and Medicine</td>
</tr>
<tr>
<td>HUMN 4064-3</td>
<td>&quot;Primitivism&quot; in Art and Literature</td>
</tr>
<tr>
<td>HUMN/RUS 4821-3</td>
<td>20th-Century Russian Literature and Art</td>
</tr>
<tr>
<td>ITAL 4140-3</td>
<td>The Age of Dante: Readings from the Divine Comedy</td>
</tr>
<tr>
<td>ITAL 4150-3</td>
<td>The Decameron and the Age of Reality</td>
</tr>
<tr>
<td>ITAL 4730-3</td>
<td>Italian Feminisms: Culture, Theory, and Narratives of Difference</td>
</tr>
<tr>
<td>RUSS 4111-3</td>
<td>19th-Century Russian Literature in Translation</td>
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<tr>
<td>SCAN 3202-3</td>
<td>Old Norse Mythology</td>
</tr>
<tr>
<td>SCAN 3203-3</td>
<td>Masterpieces of Modern Scandinavian Literature</td>
</tr>
<tr>
<td>SPAN 3700-3</td>
<td>Selected Readings: Spanish Literature in Translation</td>
</tr>
<tr>
<td>SPAN 3800-3</td>
<td>Selected Readings: Modern Latin American Literature in Translation</td>
</tr>
<tr>
<td>THTR 3009-3</td>
<td>American Musical Theatre</td>
</tr>
</tbody>
</table>

9. Natural Science (13 semester hours, including a two-course sequence and a laboratory or field experience). These courses study the nature of matter, life, and the universe. They enhance literacy and knowledge of one or more scientific disciplines, and enhance those reasoning and observing skills that are necessary to evaluate issues with scientific content. Courses are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge. This process is one of subtle interplay between observation, experimentation, and theory, enabling students to develop a critical view toward the conclusions and interpretations obtained through the scientific process.

Through a combination of lecture courses and laboratory or field experiences, students gain hands-on experience with scientific research. They develop observational skills of measurement and data interpretation and learn the relevance of these skills to the formation and testing of scientific hypotheses.

The goal of this requirement is to enable students to understand the current state of knowledge in at least one scientific discipline, with specific reference to important past discoveries and the directions of current development; to gain experience in scientific observation and measurement, in organizing and quantifying results, in drawing conclusions from data, and in understanding the uncertainties and limitations of the results; and to acquire sufficient general scientific vocabulary and methodology to find additional information about scientific issues, to evaluate it critically, and to make informed decisions.

The natural science requirement, which consists of passing 13 hours of approved natural science course work, includes one two-semester sequence of courses and at least 1 credit hour of an associated lab or field experience. No more than two lower-division courses may be taken from any single department (1-credit-hour lab/field experience courses are excepted).

Students who graduate with a major in the natural sciences (biochemistry, chemistry; EPO biology, geology, kinesiology; MCD biology, or physics) or students who graduate with a minor in EPO biology are exempt from completing the natural science requirement.

Courses offered at CU-Boulder that satisfy this requirement include the following:

**Two-Semester Sequences**

(Nota: Although not recommended, the first semester of a sequence may be taken as a single course. Also, some sequences have included or optional laboratories.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1010-3</td>
<td>Introduction to Physical Anthropology 1</td>
</tr>
<tr>
<td>ANTH 2030-2</td>
<td>Introduction to Physical Anthropology 2 (optional labs)</td>
</tr>
<tr>
<td>ANTH 2040-2</td>
<td>Introduction to Physical Anthropology 3 (optional labs)</td>
</tr>
</tbody>
</table>
ANTH 2050-4 and 2060-4 Honors: Human Origins 1 and 2 (optional labs ANTH 2030, 2040)
ASTR 1010-4 and 1020-3 Introductory Astronomy 1 and 2 (lab included) (previously APAS 1010 and 1020)
ASTR 1030-4 and 1040-4 Accelerated Introductory Astronomy 1 and 2 (lab included in ASTR 1030) (previously APAS 1030 and 1040)
ASTR 1110-3 General Astronomy: The Solar System and 1020-3 Introductory Astronomy 2
ASTR 1050-3 Weather and Atmosphere (APAS 1150 may be used in place of ASTR 1050) and ASTR 1060-3 Our Changing Environment: El Nino, Ozone, and Climate
CHEM 1011-3 and 1031-4 Environmental Chemistry 1 and 2 (lab included)
CHEM 1015-4 and 1071-4 Introduction to Chemistry and Introduction to Organic and Biochemistry (lab included)
CHEM 1111-5 and 1131-5 General Chemistry 1 and 2 (lab included)
CHEM 1111-5 and 1071-4 General Chemistry 1 and Introduction to Organic Biochemistry (lab included)
CHEM 1151-6 and 1171-6 Honors General Chemistry 1 and 2 (lab included)
EPGB 1030-3 and 1040-3 Biology: A Human Approach 1 and 2
EPGB 1210-3 and 1220-3 General Biology 1 and 2 (optional labs EPGB 1230, 1240)
EPGB 1610-4 and 1620-3 Honors General Biology 1 and 2 (optional lab EPGB 1230, 1240)
FEOG 1001-4 and 1011-4 Environmental Systems 1 and 2: Climate and Vegetation, Landforms and Water (lab included)
FEOG 1010-3 and 1020-3 Introduction to Geology 1 and 2 (optional labs FEOG 1080, 1090)
FEOG 1060-4 and 1070-3 Global Change 1 and 2: An Earth Science Perspective (optional lab FEOG 1110)
FEOG 1130-3 and 1140-3 Dynamic Earth 1 and 2: Introduction and the Solid Earth FEOG 1410-4 and 1420-4: The Earth 1 and 2 (optional lab FEOG 1430)
MCDB 1150-3 and 2150-3 Introduction to Molecular Biology and Principles of Genetics (optional labs MCDB 1151, 2151)
PHYS 1010-3 and 1020-4 Physical Science for Non-Scientists 1 and 2 (lab included)
PHYS 1110-4 and 1120-4 General Physics 1 and 2 (optional lab PHYS 1140)
PHYS 2010-5 and 2020-5 General Physics 1 and 2 (lab included)
PSYC 2012-3 and 2022-3 Biological Psychology 1 and 2
Non-Sequence Courses
ANTH 3000-3 Primate Behavior
ANTH 3010-3 The Human Animal
ANTH 1110-3 General Astronomy: The Solar System
ASTR 1120-3 General Astronomy: Stars and Galaxies
ASTR 2000-3 Ancient Astronomies of the World
ASTR 2010-3 Modern Cosmology: Origin and Structure of the Universe
ASTR 2020-3 Introduction to Space Astronomy
ASTR 2030-3 Black Holes
ASTR/ASMN 3060-3 Introduction to Space Experimentation
ASTR 3210-3 Intermediate Astronomy: Solar System
ASTR 3220-3 Intermediate Astronomy: Stars and Galaxies
ATOC 3180-3 Aviation Meteorology
ATOC 3500-3 EOG 3301-3 Analysis of Climate and Weather Observations
ATOC 3550-3 Air Chemistry and Pollution
ATOC 3600-3 EOG 3601-3 Principles of Climate
CHEN 1000-3 Creative Technology
CLAS 2020-3 Science in the Ancient World
EPOB 3150-3 Introduction to Tropical Conservation Biology
EPOB 3180-3 Global Ecology
EPOB 3190-3 Tropical Marine Ecology
GEOG 3511-4 Introduction to Hydrology
GEOG/GEOL 4241-4 Principles of Geomorphology (lab included)
GEOL/PHYS 1600-3 Order, Chaos, and Complexity
GEOL 2100-3 Environmental Geology
GEOL 3040-3 Global Change: The Geological Record
GEOL 3070-3 Introduction to Oceanography
GEOL 3500-3 Mineral Resources, World Affairs, and the Environment
GEOL 3520-3 Environmental Issues in Geosciences
GEOL 3720-3 Evolution of Life: The Geological Record
GEOL 4950-3 Natural Catastrophes and Geologic Hazards
HIST 4314-3 History of Science from the Ancients to Newton
KINE 3420-3 Nutrition, Health, and Performance
MCDB 1030-3 Plagues, People, and Microorganisms
MCDB 1041-3 Fundamentals of Human Genetics
MCDB 3150-3 Biology of the Cancer Cell
MCDB 3330-3 Evolution, Creationism, and Origins of Life
PHIL 1400-3 Philosophy and the Sciences
PHIL 3410-3 History of Science: Ancients to Newton
PHIL 3430-3 History of Science: Newton to Einstein
PHYS 1230-3 Light and Color
PHYS 1240-3 Sound and Music
PHYS 2900-4 Science, Computer Images, and the Internet
PHYS 3670-3 Energy in a Technical Society
PHYS 3080-3 Physics of Contemporary Social Problems
SULS 2100-3 Science of Human Communication

1-Credit-Hour Lab/Field Courses
(Note: Each course below has a prerequisite or corequisite.)
ANTH 2030-1 Lab in Physical Anthropology
ANTH 2040-1 Lab in Physical Anthropology
ASTR 1070-1 Weather and the Atmosphere Laboratory
EPOB 1050-1 Biology: A Human Approach Lab
EPOB 1230-1 General Biology Lab 1
EPOB 1240-1 General Biology Lab 2
GEOL 1080-1 Introduction to Geology Lab 1
GEOL 1090-1 Introduction to Geology Lab 2
GEOL 1110-1 Global Change Lab
GEOL 1430-1 The Earth Lab
MCDB 1151-1 Introduction to Molecular Biology Lab
MCDB 2151-1 Principles of Genetics Lab
PHYS 1140-1 Experimental Physics 1

10. Contemporary Societies (3 semester hours). All individuals function within social frameworks. Courses in contemporary societies introduce students to the study of social groups, including social institutions and processes, the values and beliefs shared by their members, and the forces that mold and shape social groups. They prepare students to approach social phenomena of all kinds in an informed and critical way, and to describe, analyze, compare, and contrast them. Such study also provides students with new vantage points from which to view their own socio-cultural assumptions and traditions.

These courses, which treat societies of the 20th century, study an individual society or compare several societies. All explicitly attempt to deepen the students' understanding of the cultural, political, economic, or social contexts that shape people's lives. Their scope may be global or specific, but all courses that fulfill this requirement address social processes, institutions, values, forces, and beliefs.

Students who graduate with a major in anthropology, economics, international affairs, political science, psychology, or sociology are exempt from the contemporary societies requirement. Students may satisfy this 3-hour requirement by passing any course listed below.

AAST 1015-3 Introduction to Asian American Studies
AAST 3013-3 Asian Pacific American Communities
AIST 4565-3/ANTH 4560-3 North American Indian Acculturation
BLST 2200-3 Contemporary Black Proest Movements
BLST 2210-3 Black Social and Political Thought
BLST/FSCI 3101-3 Black Politics
BLST/RFLST 3125-3 Black Religious Life in America
COMM 2210-3 Perspectives on Human Communication
COMM 2400-3 Communication and Society
ECON 1000-4 Introduction to Economics
ECON 1001-3 Introduction to Economics: Kittredge Honors
ECON 2010 (3-4) Principles of Microeconomics
ECON 2020 (3-4) Principles of Macroeconomics
ECON 3403-3 International Economics and Policy
ECON 3535-3 Natural Resource Economics
ECON 3545-3 Environmental Economics
FARR 2400-3 Understanding Privilege and Oppression in Contemporary Society
FARR 2500-3 Communities in Crisis: Making a Difference
GEOG 3742-3 Place, Power, and Contemporary Culture
GRMN 1601-3 Introduction to Modern German Culture and Civilization
HIST 2126-3 Modern U.S. Politics and Diplomacy
HIST 2166-3 The Vietnam Wars
HONR 1820-3 Critical Issues: Late 20th Century
HUMN 4835-3 Literature and Social Violence
IAFS 1000-4 Global Issues and International Affairs
INVS/PSCI 4732-3 Critical Thinking in Development
LING 1000-3 Language in U.S. Society
PHIL 2230-3 Law and Morality
PSCI 1101-3 American Political System
PSCI 2122-3 Introduction to Comparative Politics
PSCI 2223-3 Introduction to International Relations
PSCI 3032-3 Latin American Political Systems
PSCI 3082-3 Political System of Sub-Saharan Africa
PSCI 3143-3 International Relations
PSCI 4002-3 Western European Politics
PSCI 4012-3 Global Development
PSCI 4062-3 Emerging Democracies of Central and East Europe
PSCI 4223-3 Soviet and Russian Diplomacy
PSCI 4272-3 Political Economy of Industrial States
PSYC 2606-3 Social Psychology
RLST 2400-3 Religion and Contemporary Society
RUSS 2221-3 Introduction to Modern Russian Culture
SCAN 2201-3 Introduction to Modern Scandinavian Culture and Society
SLHS 1010-3 Disabilities in Contemporary American Society
SOCY 1001-3 Analyzing Society
SOCY 1005-3 Social Conflict and Social Values
SOCY 4024-3 Juvenile Delinquency
WMST 2600-3 Gender, Race, and Class in Contemporary U.S. Society

11. Ideals and Values

Ideals and values have usually been determined by long-standing traditions and fixed social practices. In our modern world, the interaction of different cultures, movement from place to place, electronic media, and the rapidity of change, even within a given society, have combined to generate new constellations of ideals and hard choices among values.

Courses meeting the ideals and values requirement inure into some specific sphere of human value (e.g., moral, religious, intellectual, aesthetic, environmental, etc.). In these courses students are encouraged to reflect upon fundamental ideals and values, their own and others, and the sources from which those value orientations derive. Such inquiry demands the development of the critical skills which help students identify

ing the assumptions and ramifications of value structures. It also requires consideration of approaches by which value systems are constructed, justified, and applied, especially in regard to the personal, societal, and in some cases cross-cultural contexts.

Students may complete this 3-hour requirement by passing any course listed below.

AIST/RRLST 2700-3 American Indian Religious Traditions
ARSC 1700-3 The Meaning of the University
BLST/RRLST 3125-3 Black Religious Life in America
CLAS/HIL 2610-3 Pagansim to Christianity
FARR 2200-3 Foundations in 21st-Century Leadership
FARR 2660-3/HONR 2250-3 The Ethics of Ambition
FARR 2820-3/HONR 2850-3 The Future of Spaceship Earth
FILM 2013-3 Film and the Quest for Truth
GRMN 2504-3 Representing the Holocaust
HUMN 3505-3 The Enlightenment: Tolerance and Emancipation
HUMN 4502-3 Nietzsche: Literature and Values
HONR 4155-3 Problems of Ancient and Modern Democracy
HUMN 3480-3 Literature and Medicine
HUMN 4155-3 Philosophy, Art, and the Sublime
INVS 1000-4 Responding to Social Problems: An Introduction to Service Learning
PHIL 1000-3 Introduction to Philosophy
PHIL 1100-3 Ethics
PHIL 1200-3 Philosophy and Society
PHIL 1600-3 Philosophy and Religion
PHIL 2200-3 Major Social Theories
PHIL 3100-3 Ethical Theory
PHIL/WMST 3110-3 Feminist Practical Ethics
PHIL 3140-3 Environmental Ethics
PHIL 3160-3 Ethics
PHIL 3190-3 War and Morality
PHIL 3200-3 Social and Political Philosophy
PHIL 3260-3 International Human Rights
PHIL 3600-3 Philosophy of Religion
PSCI 2004-3 Survey of Western Political Thought
PSCI 3054-3 American Political Thought
RLST 1620-3 The Religious Dimension in Human Experience
RLST 2200-3 Religion and Dance
RLST 2300-3 Religions of Traditional Peoples
RLST 2500-3 Religion in the United States
RLST 2600-3 World Religions: West
RLST 2610-3 World Religions: India
RLST 2620-3 World Religions: China and Japan
RLST 3250-3 Gandhii: Life and Teaching
RUSS 3502-3 Ideas and Values in Modern Russia
SLHS 1010-3 Disabilities in Contemporary American Society
SOCY 1003-3 Ethics and Social Issues in U.S. Health and Medicine
SOCY 1004-3 Deviance in U.S. Society
SOCY 1005-3 Social Conflict and Social Values
SOCY 2013-3 U.S. Values, Social Problems, and Change
SOCY 3151-3 Self in Modern Society

Majors and Other Areas of Interest

To be eligible for the four-year guarantee, a student must begin the program of study and declare the major by the start of the second semester or earlier for some select majors. For complete information, see the Four Year Graduation Requirements in this chapter.

All arts and sciences students pursuing a bachelor's degree must declare a major by the end of their sophomore year (i.e., the semester in which they will complete 60 semester hours of work, including transfer work).

Departments are responsible for advising their majors and also for certifying the completion of those students' major programs for graduation. The college can assume no responsibility for difficulties arising out of a student's failure to establish and maintain contact with the major department or program.

Minimum Major Requirements

The following minimum requirements are specified by the college. In many cases departmental requirements may be higher than the minimums listed here.

1. A minimum of 30 credit hours in the major area (for the B.F.A., a minimum of 50 hours).
2. Forty semester hours in the major area, all with grades of C- (1.70) or higher.
3. Eighteen credit hours of upper-division courses in the major, all with grades of C- (1.70) or higher.
4. Twelve hours of upper-division coursework for the major on the CU-Boulder campus.
5. A 2.00 (C) overall grade point average in all major work attempted.
6. Special requirements as stipulated by the major department.
7. No more than 8 credit hours of independent study.

Students are subject to those major requirements in effect at the time they formally declare the major. All College of Arts and Sciences students have 10 years to complete the requirements for a declared major. If this 10-year limit is exceeded, students may be required to satisfy the current major requirements. Students with further questions should consult a major advisor.

Open Option

The "open option" category accommodates students who are not ready to choose a major when they enter the university. The selection of open option allows students
who are undecided about a major the freedom to sample from the extensive range of offerings in the college. With proper program planning, much of the course work taken during the freshman and sophomore years can be applied toward the general education requirements of the college.

Open option students must declare a major by the end of their sophomore year. The major must be declared by the start of the second semester of study or earlier for certain majors to maintain eligibility for the four-year guarantee.

Double Majors

Students pursuing either the B.A. or B.F.A. degree may graduate with more than one major within the degree (e.g., economics and French) by completing all requirements for both majors. A minimum of 120 total credit hours is required for double majors.

Minors

A number of departments and programs in the College of Arts and Sciences offer minor programs. Participation in a minor program is optional for students pursuing a bachelor's degree. Course work applied to a minor also may be applied toward general education (core curriculum or college list) and major requirements. Students may not earn a major and a minor in the same program of study.

Departments and programs with approved minor programs currently include applied mathematics; atmospheric and planetary sciences; chemistry and biochemistry; classics; dance; economics; environmental, population, and organismic biology; ethnic studies; French; geography; German; history; Italian; Japanese; kinesiology; linguistics; mathematics; philosophy; physics; political science; religious studies; Russian; theatre; and women's studies. Minors are also available in business offered by the College of Business and Administration and in computer science offered by the College of Engineering and Applied Science. Interested students should contact the college, department, or program office for further information.

Although the structure of specific minor programs may differ, all minors offered in the College of Arts and Sciences must have the following restrictions or minimum requirements:

1. A minimum of 18 credit hours must be taken in the minor area, including a minimum of 9 upper-division hours.

2. All course work applied to the minor must be completed with a grade of C or better (no pass/fail work may be applied). The grade point average for all minor degree course work must be equal to 2.00 (C) or higher.

3. Students pursuing an individually structured major, or a major in distributed studies, are not eligible to earn a minor.

4. Students are allowed to apply no more than 9 credit hours, including 6 upper-division credit hours, of transfer work toward a minor.

5. Students may earn no more than one minor.

Areas of Interest and Certificate Programs

The college also sponsors programs—but not undergraduate majors—in the following areas of interest. Successful completion of specified course work in some of these areas (noted below) entitles students to a certificate issued by the dean of the college. Students interested in these programs should contact the Office of the Dean. Course work in these general areas is open to all interested students:

- Actuarial Studies (certificate)
- American Indian Studies
- Asian American Studies
- Astrophysical and Planetary Sciences (APS) Bibliography
- British Studies (certificate)
- Chicano Studies
- Cognitive Sciences (certificate)
- History and Philosophy of Science
- Honors
- International and National Voluntary Service Training (certificate)
- Lesbian, Gay, Bisexual, and Transgender Studies (certificate)
- Medieval Studies
- Museum
- Neurosciences and Behavior (certificate)
- Peace and Conflict Studies (certificate)
- Western American Studies (certificate)

Multiple Degrees

Double Degrees

Two different degrees (i.e., a B.A. and B.F.A. from the College of Arts and Sciences, or two degrees from different schools or colleges) may be earned from CU-Boulder if the following conditions are fulfilled:

1. The student meets the residency requirements of, and is enrolled in, both arts and sciences and the college or school granting the second degree.

2. The student presents a total of at least 150 credit hours passed.

3. For the B.A. and B.F.A. degrees, 90 credit hours of liberal arts course work are required.

4. The student has completed at least 30 credit hours of liberal arts course work at the University of Colorado.

5. The student has completed all general education and major requirements of the College of Arts and Sciences.

6. Both degrees must be awarded at the same time.

Second Baccalaureate Degrees

A student who has been awarded a baccalaureate degree, either from this college or elsewhere, may be granted a second baccalaureate degree provided the following conditions have been fulfilled:

1. All general requirements for the degree to be awarded by the College of Arts and Sciences have been met. (Students are subject to the general degree requirements in the semester they enter the second baccalaureate degree program.)

2. The major in the B.A. or B.F.A. is different from the major in the first degree earned.

3. At least 30 credit hours of passing work in the new major or subject field, including 18 credit hours of upper-division work, are taken in this college after admission to a second degree program. Courses taken as a nondegree student do not count in these minimum requirements.

Graduation Deadlines

Arts and sciences seniors must meet appropriate application deadlines in order to graduate. To apply for graduation, students must attend an advising workshop and complete the graduation packet. Workshop schedules are available in the handout racks in the basement of Old Main. Students must submit graduation packets to Old Main 1B-85 by the deadlines listed below.

Commencement Date | Date Due
---|---
May | November 15
August | April 15
December | July 15

GRADUATE STUDY

Curricula leading to advanced degrees are offered by most of the departments in the College of Arts and Sciences. Students should consult the Graduate School chapter of this catalog for admission and degree requirements of the Graduate School. Curricula for graduate programs are listed alphabetically in this section.

For information about enrollment in graduate course work while still an undergraduate, see Seniors at the University of Colorado in the Graduate School chapter of this catalog.
ACTUARIAL STUDIES

The actuarial studies certificate program is designed to help students obtain the mathematical, economical, and financial expertise necessary to become actuaries—the mathematical planners of the insurance and pension industries.

The program is an interdisciplinary effort of the departments of Mathematics, Applied Mathematics, Economics, and the College of Business and Administration.

Students in the program can be of any major or college, or can be nondegree candidates. The entrance requirements are three semesters of calculus completed with grades of B+ or better. There are a number of courses in mathematics, economics, and business required to earn the certificate. The certificate is awarded by the Dean of the College of Arts and Sciences.

Besides taking courses, students are encouraged to take the professional exams offered by the various actuarial societies. The entrance requirements can be waived for students who receive a score of eight out of 10 on the first actuarial examination.

Students interested in the program should contact one of the co-directors, Kent Goodrich at 303-492-6687 or David Grant at 303-492-7208, who will provide advice on actuarial studies to students who are not in the program. For more information, see the web page at www.colorado.edu/ActuarialStudies/.

AMERICAN STUDIES

Degree........................................... B.A.

American Studies offers a broad interdisciplinary program of courses relating to American thought and culture.

The undergraduate degree in American studies emphasizes knowledge and awareness of:

- the main topics in the cultural history of the United States, from its origins to the present;
- at least three disciplinary approaches to the cultural study of the United States; and
- at least one non-American culture.

In addition, students completing the degree in American studies are expected to acquire the ability and skills to:

- research and determine the boundaries of an investigation by consulting appropriate works and developing a bibliography of primary and secondary sources, including documents, periodical articles, and monographs;
- analyze and read primary sources closely, base an exposition of general patterns in particular pieces of evidence, analyze arguments and interpretations presented in scholarly sources, and recognize and analyze conflicts of interpretation; and
- write an essay that is coherent, cogent, and grammatically correct.

Students interested in American Studies may want to consider the Sewell Residential Academic Program. See Residential Academic Programs in this section of the catalog for more information.

Bachelor’s Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the following required courses.

Required Courses Semester Hours
Two semesters of introductory American Studies courses (or equivalent): AMST 2000 3
Themes in American Culture 1 and AMST 2010 Themes in American Culture 2 3
Completion of one of the tracks in American Studies listed in this section, consisting of five upper-division courses and representing at least two different departments (see departmental advisor for course approval) 15
One upper-division course focusing on “Diversity” (see departmental advisor for course approval) 3
One upper-division course focusing on either American democracy or representation (see departmental advisor for course approval) 3
Two senior seminars in American Studies (AMST 4950 and 4960, or AMST 4500, or equivalent) 6
One upper-division course in the language, culture, or history of a non-North American civilization (a course that fits the theme of the track the student has chosen) 3

Total hours for major ........................................... 36
(30 hours of the required 36 must be upper-division)

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of “adequate progress” as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in American studies, students should meet the following requirements:

Declare an American Studies major by the beginning of the second semester.
Complete AMST 2000 and 2 additional credit hours of major requirements in American studies by the end of the fourth semester.
Complete 30 additional credit hours of major requirements by the end of the sixth semester.
Complete AMST 4500 and one additional 3-credit major requirement by the end of the eighth semester.

Tracks in American Studies

American Political Cultures and Institutions
Addresses how governmental, economic, and civic institutions are embedded within cultural frameworks, and how they mediate relationships and contending claims among groups and individuals in the United States

American Identities
Examines how the United States’ historic experience as a nation of people of diverse ethnic, racial, sexual, and other identities shaped the varied processes by which Americans forge individual and group identities and claim rights to citizenship, and in turn transform the nation’s collective identity.

American Cultures and Societies
Highlights the production, distribution, and consumption of expressive practices and forms—including novels, comic books, paintings, ideas, movies, television programs, songs, and other artifacts from both elite and popular culture—in terms of how they reflect the diversity of American experience.

ANTHROPOLOGY

Degrees ........................................... B.A., M.A., Ph.D.

Anthropology is the study of people, both ancient and modern, in their cultural context. The field involves a global look at human cultures from prehistoric times to the present, integrating findings from the social sciences, natural sciences, and humanities. Students of anthropology learn to appreciate the variety of cultures throughout human history and to understand the meaning of human biological and cultural development as well as diversity.

The undergraduate degree in anthropology emphasizes knowledge and awareness of:

- basic methods, concepts, alternative theories and approaches, and modes of explanation appropriate to each of the three main subfields of the discipline (archaeology, biological anthropology, and cultural anthropology);
- basic archaeological techniques, including stratigraphy, dating, and inference of human behavior from archaeological data, as well as human history from its beginning through the emergence of complex societies;
- variation, patterning, and creativity in human social behavior and symbolic systems, including ecological, social, cultural, and psychological factors, and the kinds of ethnographic data relevant to each (this includes the distribution and diversity of contemporary and recent human societies in terms of social, political, religious, and economic organization, and the effects of global interactions and cultural movements); and
- primate evolution, including theories of human evolution and the basic data of the hominin fossil record, as well as biological variation in contemporary human populations.

In addition, students completing the degree in anthropology are expected to acquire the ability and skills to:
• identify trends or patterns in anthropological data from different cultures or periods, identify an appropriate context of explanation or interpretation, and formulate a testable explanation or reasonable interpretation, including the ability to identify data that constitute credible evidence for an explanation or interpretation; and

• identify and define a significant problem or topic in anthropology and analyze and interpret data in a systematic manner.

**Bachelor’s Degree Program**

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below. (A minimum of 30 credit hours in anthropology, 18 of which must be upper division, is required for the degree.)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2100 Introduction to Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2100 Frontiers of Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2200 Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>One upper-division topical course in cultural anthropology</td>
<td>3</td>
</tr>
<tr>
<td>One upper-division ethnographic area course in cultural anthropology</td>
<td>3</td>
</tr>
<tr>
<td>One upper-division course in archaeology</td>
<td>3</td>
</tr>
<tr>
<td>One upper-division course in physical anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

(Students planning to pursue graduate work in anthropology are advised to take ANTH 4000 and 4530)

**Graduating in Four Years**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of “adequate progress” as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in anthropology, students should meet the following requirements:

- Declare a major in anthropology by the beginning of the second semester.
- Complete ANTH 2100, 2100, and 2200 by the end of the fourth semester.
- Complete 12 credits of upper-division anthropology courses by the end of the sixth semester, including fulfilling at least two of the four upper-division requirements.
- Complete 6 additional anthropology credits by the end of the seventh semester, including the two remaining upper-division requirements.
- Complete one 3-credit anthropology course during the eighth semester.

**Graduate Degree Programs**

Prerequisites. To be considered for admission as a regular degree student, applicants should have a minimum undergraduate grade point average of 3.00 (4.00=4) or a master of arts degree in anthropology. Graduate Record Examination scores for verbal and quantitative aptitude tests are required. Letters of recommendation and evidence of previous anthropologically oriented experience and work are carefully considered. Students with fewer than 18 credit hours of previous course work in anthropology are considered deficient and may be asked to present a greater number of hours for a degree.

Application. Inquiries concerning applications should be directed to the graduate secretary. Completed applications are reviewed each year, and are due by January 5. Students with no previous graduate work should apply for entrance into the M.A. program which, if successfully completed, will prepare them for the Ph.D. program. Students who have or will have completed an M.A. degree in anthropology by the time of their admission may apply for direct admission into the Ph.D. program, but they may be required to complete specific remedial requirements in some cases.

**Course Requirements.** All entering graduate students must have had the equivalent of ANTH 4000 or 5000 (Quantitative Methods in Anthropology) or take the course during their first year in residence.

As partial fulfillment towards a graduate degree, all students must complete three graduate core courses, one from each of the three subdisciplines of anthropology (cultural, physical, and archaeology). Core courses must be taken during the first two semesters in residence.

Other specific course requirements are established through a qualifying interview and consultation with an academic advisor.

M.A. students are normally expected to write a thesis (plan 1).

Students may have a primary specialization in any of the major subfields of anthropology: archaeology, cultural, or physical anthropology. Further specialization in applied anthropology, human ecology, ethnography, and cultural theory or other areas is possible as students progress through the program.

In general, no matter what the student’s special interests, the department expects graduate students to maintain breadth of competence in general anthropology through the master’s degree with specialization intensifying with progress toward the Ph.D. degree.

Additional information about other specific areas of specialization and other requirements for the degree may be obtained by writing directly to the graduate secretary, Department of Anthropology.

**APPLIED MATHEMATICS**

Degree: M.S., Ph.D.

The Department of Applied Mathematics in the College of Arts and Sciences offers courses and degree programs for undergraduate and graduate students. Course offerings at the undergraduate level focus on providing students with the mathematical tools and problem-solving strategies that are useful in science and engineering. The undergraduate bachelor of science degree is offered through the College of Engineering and Applied Science. A minor degree in applied mathematics is available to arts and sciences as well as engineering students.

The department offers a range of courses and research opportunities in many areas, including computational mathematics, probability and statistics, nonlinear phenomena, and physical applied mathematics. Each of these areas is described below.

**Computational Mathematics**

The study of computational mathematics has grown rapidly over the past 15 years and has allowed mathematicians to answer questions and develop insights not possible only 20 to 30 years ago. Modern computational methods require in-depth knowledge of a variety of mathematical subjects including linear algebra, analysis, ordinary and partial differential equations, asymptotic analysis, elements of harmonic analysis, and nonlinear equations. Since computers are invaluable tools for an applied mathematician, students are expected to attain a highly professional level of computer literacy and gain a substantial knowledge of operating systems and hardware. Computational mathematics courses include the study of computational linear algebra, optimization, numerical solution of ordinary and partial differential equations, solution of nonlinear equations, and advanced seminars in wavelet and multi-resolution analysis.

**Probability and Statistics**

Almost all natural phenomena in the technological, biological, physical, and social sciences have random components. Applied probability is the application of probabilistic methods to understand the random elements in real-life problems. Statistics is the science of using data that typically arise from the randomness inherent in nature to gain new knowledge. Research areas of the applied math and affiliated faculty exhibit this interplay between mathematics and real-life problems. Areas of current interest include optimization of stochastic networks; the study of stochastic processes and stochastic differential equations in hydrology and
telecommunications; probabilistic models, and statistical tests based on these models, in genetics and DNA sequencing; and extreme value theory in estimation of maximal wind speeds. Appropriate coursework includes analysis, probability and statistics, as well as background courses in one of the sciences or engineering fields in which one intends to do research.

**Nonlinear Phenomena**

In recent years there has been an explosion of interest in the study of nonlinear waves and dynamical systems with analytical results, often motivated by the use of computers. The faculty in the Department of Applied Mathematics is actively and intensively involved in this growing field. Research areas include integral systems, conservative and dissipative chaos, numerical computation, wavelets and multi-resolution analysis, solitons, integral systems, cellular automata, pattern formation, qualitative structure and bifurcation theory, onset of chaos and turbulence, analytic dynamics, and transport phenomena. Program courses in this field include dynamical systems, nonlinear wave motion, and many advanced seminars. Suitable background courses are analysis, computation, and methods in applied mathematics. Valuable supplemental courses include mechanics and fluid dynamics.

**Physical Applied Mathematics**

Physical applied mathematics is a term that generally refers to the study of mathematical problems with direct physical application. This area of research is intrinsically interdisciplinary. In addition to mathematical analysis, it requires an in-depth understanding of the underlying applications area, and usually requires knowledge and experience in numerical computation. The program has approximately 30 affiliated faculty who can direct thesis research in areas such as atmospheric and fluid dynamics, theoretical physics, plasma physics, genetic structure, parallel computation, etc. The program's course requirements are designed to provide students with a foundation for their study (analysis and computation). The program also requires supplemental courses in one of the sciences or engineering fields necessary for thesis research in physical applied mathematics.

**Bachelor's Degree Programs**

A bachelor of science degree in applied mathematics is currently offered by the College of Engineering and Applied Science.

The undergraduate curriculum in applied mathematics trains students in the applications of mathematics in engineering and science. The use of computational methods and implementation of algorithms on computers is central. Technical electives may be selected from mathematics, engineering, physics, chemistry, computer science, biology, astrophysics, and geology.

In general, nontechnical electives should be broadening and have multicultural value. Students interested in research also are encouraged to take a foreign language as early as possible. French, German, or Russian are recommended.

Interested students should contact the applied mathematics office in the College of Arts and Sciences for information on specific major and degree requirements.

**Minor Program**

The department also offers a minor in applied mathematics that is available to engineering and arts and sciences students. A minor in applied mathematics indicates that a student has received in-depth training in mathematical techniques and computational methods well beyond the training usually received by science and engineering majors.

**Graduate Studies**

Prerequisites for graduate study in applied mathematics include three semesters of calculus and a course in differential equations and linear algebra. Other strongly recommended courses are Methods in Applied Mathematics (APPM 4350 and 4360); Intermediate Numerical Analysis (APPM 4650 and 4660, or MATH 4650 and 4660); either Matrix Methods (APPM 3310) or Linear Algebra (APPM 3260, MATH 3150, or MATH 5150); and Advanced Calculus 2 (MATH 4320 or MATH 4380). The overall grade point average for mathematics and applied mathematics must be B or better.

**M.S. Degree**

The Department of Applied Mathematics offers the M.S. degree jointly with the Department of Mathematics.

The program requires a candidate to complete an approved program of study consisting of at least 30 semester hours. At least 18 of these 30 hours must be in applied mathematics courses at the 5000 level or above. This must include the numerical sequence APPM 5600-5610, or the numerical preliminary exam must be taken. Also required is a year-long, graduate-level sequence in an area where mathematics has significant application (advisor approval required). Either a preliminary exam must be taken or a thesis has to be written and successfully defended.

**Ph.D. Degree**

The Department of Applied Mathematics on the Boulder campus offers course work and research leading to the Ph.D. degree in applied mathematics (in partial collaboration with the Department of Mathematics at the University of Colorado at Denver under the auspices of the systemwide Graduate School).

A minimum of 60 credit hours is required for the degree, including 30 in courses numbered 5000 or above and 30 hours of dissertation credit. A grade of B- or higher must be attained in each course.

No specific courses are mandatory (apart from two semesters of seminars—APPM 8000, 8100, or 8200), but the selection ought to include some of the department’s core sequences, such as applied analysis (APPM 5440/5450) and numerical analysis (APPM 5600/5610). Other recommended sequences are methods (APPM 5470/5480) and statistics (APPM 5520/5560). Finally, each student must take a year-long graduate sequence outside of applied mathematics in an area where mathematics has significant application. Faculty advisor approval of the sequence is required. Of the four prelims offered, numerics and analysis must be successfully taken, as well as one of the PDEs and statistics.

Further information on the program and degree requirements is available from the Supplement to the Catalog in the Applied Mathematics office in the Graduate School.

**ASIAN STUDIES**

**Degree ...................... B.A.**

The Asian Studies Committee offers a broad interdisciplinary undergraduate major in Asian Studies. In addition, a number of departments offer graduate training with an emphasis on Asia.

Students planning to major in Asian Studies may participate in study abroad programs with prior approval from the Asian Studies Program and the Office of International Education.

**Bachelor's Degree Program**

Approved Asian Studies Courses

Most classes are offered for 3 credit hours. Not all classes are taught every semester or every year.

ANTH 1100 Exploring a Non-Western Culture: The Tamils

ANTH 1110 Exploring a Non-Western Culture: Japan

ASIA 1000 South and South-East Asian Civilizations

ASIA 1840 Independent Study

ASIA 2840 Independent Study

ASIA 3840 Independent Study

ASIA 4830 Senior Thesis in Asian Studies (required of all majors; only offered to seniors in the spring)

ASIA 4840 Independent Study
ASTROPHYSICAL AND PLANETARY SCIENCES

Degrees: M.S., Ph.D.

Although an undergraduate major is not offered, a minor degree is available that may be satisfied by taking various combinations of courses among the diverse possibilities offered by the department. A total of 18 credit hours is required for the minor. For guidance, see an Astrophysical and Planetary Sciences (APS) faculty advisor or request written information from the departmental office. APS courses also may be used in undergraduate distributed studies programs. Lists of courses recommended for these majors may be obtained in the departmental office.

Graduate Degree Programs

The curriculum and research in the department emphasizes three major areas: astrophysics, planetary sciences, and atmospheric and oceanic sciences. The third area of emphasis is offered by the Program in Atmospheric and Oceanic Sciences (PAOS). See the PAOS listing below for further information and course descriptions.

The department offers both M.S. and Ph.D. degrees. During the first year of graduate study students generally obtain a broad background in courses regarded as basic to all three areas in addition to more specialized studies. Many students take graduate-level courses in other departments (e.g., Departments of Physics, Chemistry, Applied Mathematics, or Aerospace Engineering), depending upon their particular interests or participation in interdisciplinary programs (see below). Examples of basic first-year courses in the three areas include:

- ASTR 5110 Internal Processes 1
- ASTR 5120 Internal Processes 2
- ASTR 5400 Introduction to Fluid Dynamics
- ASTR 5540 Mathematical Methods

Descriptions of more specialized courses follow. Students interested in applying to this department are invited to write to the University of Colorado at Boulder, Chair, Department of Astrophysical and Planetary Sciences, Campus Box 391, Boulder, CO 80309-0391.

Astrophysics (Including Solar Physics)

The department offers a broad range of courses and research in this area, leading to the Ph.D. degree. Graduate-level courses are offered in the following subjects:

- RLS 4250/5250 Topics in Buddhism
- RLS 4700/5700 Confucianism
- RLS 4750/5750 Taoism
system studies are available in programs leading to the M.S. and Ph.D. degrees. Courses related to the physics and dynamics of the Earth's atmosphere are offered through PAOS under the ATOC acronym. Graduate-level courses in these areas are:

- ASTR 5110 Internal Processes
- ASTR 5250 Planetary Acoustics
- ASTR 5300 Introduction to Magnetosphere
- ASTR 5410 Fluid Instabilities and Waves
- ASTR 5560 Radiative Processes in Planetary Atmospheres
- ASTR 5800 Planetary Surfaces and Interiors
- ASTR 5810 Planetary Atmospheres
- ASTR 5820 Origin and Evolution of Planetary Systems
- ASTR 5930 Topics in Planetary Science
- ASTR 5935 Seminar in Planetary Science
- ATOC 5050 Physical Processes of the Atmosphere and Ocean
- ATOC 5960 Theories of Climate and Climate Variability

Research in theoretical, observational, and laboratory atmospheric and planetary science is conducted in the following areas:

- Dynamics and chemistry of planetary atmospheres, planetary clouds, and planetary climates; evolution of planetary atmospheres; and comparison of planetary and terrestrial atmospheres
- Planetary aeronomy, airglow and aurora, UV and IR spectroscopy, auroral clouds, structure and composition of planetary atmospheres (Venus, Mars, Jupiter, Saturn, Uranus, and Neptune), planetary magnetospheres, and cometary physics
- Satellite monitoring of the Earth's atmosphere and environment, including remote sensing of stratospheric ozone, stratospheric trace species, convection, outgoing radiation, and magnetospheric dynamics
- Planetary geology, planetary interiors, and planetary geophysics

Graduate research opportunities exist with individual faculty members, as well as jointly with academic and research units such as the Departments of Geological Sciences, Physics, and Aerospace Engineering, as well as the Program in Atmospheric and Oceanic Sciences (PAOS), the National Center for Atmospheric Research (NCAR), the National Oceanic and Atmospheric Administration (NOAA), and the Laboratory for Atmospheric and Space Physics (LASP). The latter is involved in space investigations of the Earth and planets. Financial support is available in connection with all of the above research activities.

**Atmospheric and Oceanic Sciences**

This interdisciplinary program provides an educational and research environment to examine the dynamical, physical, and chemical structures of the atmosphere and the ocean and the manner in which they interact. APS is an active departmental participant in this program. For further information, see the PAOS listing below.

**Geophysics**

The department participates in the interdisciplinary Ph.D. program in geophysics. For further information, refer to the discussion of the geophysics program under the Graduate School chapter of this catalog.

**Departmental Requirements**

Those wishing to pursue graduate work in APS leading to candidacy for an advanced degree should carefully read requirements for advanced degrees in the Graduate School chapter of this catalog. The following are special departmental requirements.

**Master's Degree**

Prerequisites: A thorough undergraduate preparation in physics and mathematics is necessary for graduate study. Courses should include thermodynamics, mechanics, electricity and magnetism, quantum mechanics, atomic physics, and mathematics at least through complex variables and differential equations.

**Qualifying Examination.** The Graduate Record Examination aptitude tests and advanced test in physics are used in place of a qualifying examination, and this examination should be taken before the time of application to the department.

**Preliminary Interview.** Students in the Department of Atmospheric and Geophysical Sciences are given an oral interview prior to the beginning of the fall semester of their first year. This oral interview examines fundamental knowledge in undergraduate physics and mathematics. Students are required to overcome any academic deficiencies within a year in order to remain in the program.

**Course Requirements.** Under Plan I, a student must present a thesis and 24 credit hours of course work, at least 12 of which must be APS courses numbered 5000 or above. Under Plan II, additional hours of approved graduate courses must be presented for a total of 30 credit hours, of which at least 16 must be APS courses numbered 5000 or above. The master's examination under Plan I covers the thesis and related topics. The examination under Plan II is more comprehensive and may be either written or oral or both. Master's examinations are given after other degree requirements have been completed, but may be given during the last semester of residence if the student is making satisfactory progress on required courses. Students are encouraged to follow Plan I except under special circumstances.

**Doctoral Degree**

In addition to the master's degree requirements above, Ph.D. students must complete the following:

**Course Requirements.** A minimum of 36 semester hours of work (including 4 hours of graduate seminars) in courses numbered 5000 or above is required; however, the overall emphasis is on independent study and research.

**Language Requirement.** None.

**Examinations.** Students in the Ph.D. program are required to remove any deficiencies identified at the preliminary examination, to pass a two-part comprehensive examination composed of a written test on graduate course material and an oral exam on a research paper, and satisfactorily defend the thesis before a faculty committee.

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**ATMOSPHERIC AND OCEANIC SCIENCES**

**Degrees: M.S., Ph.D.**

The Program in Atmospheric and Oceanic Sciences (PAOS) is an interdisciplinary program that provides an educational and research environment to examine the dynamical, physical, and chemical processes in the atmosphere and ocean and the manner in which they interact. A major theme is the establishment of a physical basis for understanding climate and global change.

Although an undergraduate degree program is not yet offered, a minor is available that may be satisfied by taking various courses offered by the program. A total of 18 credit hours is required for the minor. A full list of approved courses for the minor is available in the program office.

Each graduate student must be admitted to the Graduate School and either to PAOS or to one of these major departments: aerospace engineering, physics and biochemistry, electrical and computer engineering, geography, or geological sciences. Students admitted directly to PAOS will be eligible for the degree "Atmospheric, Planetary, and Atmospheric Sciences."

For more information about the program or application procedure, please contact the PAOS office at 503-492-6633.

**Graduate Degree Program**

PAOS offers a comprehensive graduate program with a core course structure that emphasizes the fluid dynamical, chemical, and physical processes in the atmosphere and ocean.

The PAOS graduate core courses comprise the following:

- ATOC 5050 Physical Processes in Atmospheres and Oceans
ATOC 5060 Dynamics of the Atmosphere
ATOC 5061 Dynamics of Oceans
ATOC 5151 Atmospheric Chemistry
ATOC 5225 Thermodynamics of Atmospheres and Oceans
ATOC 5235 Remote Sensing of Atmospheres and Oceans
ATOC 5400 Introduction to Fluid Dynamics
ATOC 5560 Radiative Processes in Planetary Atmospheres

PAOS offers many graduate elective courses, and students are encouraged to take related electives offered by other departments.

Prerequisites. Entering graduate students must have a baccalaureate degree in mathematics, physics, engineering, chemistry, or another physical science. Mathematics, including differential equations, and experience in computer programming are required.

Master's Degree
Course Requirements. All students are required to take five of the PAOS core courses. A total of 30 credit hours is required for both Plan I (thesis) and Plan II (non thesis) options.

Examinations. For the Plan I option, the final examination consists of an oral exam on the thesis. For the Plan II option, the final examination requirement is satisfied by passing the five PAOS core courses with a grade B or better.

Doctoral Degree
Course Requirements. All students are required to take five of the PAOS core courses, and also a graduate-level course in applied or computational mathematics. A total of 36 credit hours is required for the doctoral degree.

Examinations. Students must pass a two part comprehensive examination before admission into candidacy. Part I of the comprehensive examination is a written exam based on course material and is normally taken in the second year. Part II of the comprehensive examination is normally given in the third year and is an oral examination based on an original research paper prepared by the student. After the Ph.D. dissertation has been submitted, a final examination of the dissertation and related topics will be conducted.

BIBLIOGRAPHY
Several courses in bibliography and library research methods are offered to students who wish to explore the structure, organization, retrieval, and evaluation of information for their study and career needs. See the course descriptions for further information.

BIOLOGICAL SCIENCES
Course work and degree programs in the biological sciences are offered through the Department of Environmental, Population, and Organismic Biology (EPOB); the Department of Molecular, Cellular, and Developmental Biology (MCDDB); and the Department of Kinesiology and Applied Physiology (KINE). Students should refer to program and course descriptions listed for each department.

BRITISH STUDIES
The Center for British Studies encourages students to develop programs that include a focus on British culture, history, and contemporary life from a variety of disciplinary perspectives. At the undergraduate level, the center offers a certificate in British studies for students who have taken 24 credit hours in British literature, history, and/or other fields. The center also assists undergraduates who want to study or do research in Britain.

For graduate students, it offers a series of interdisciplinary seminars, designed and planned by students, with a different focus each semester. These offer exposure to methods and sources outside the students' own departments and provide professional training in presenting research. The center has funds for acquiring microfilm collections for dissertation research, offers travel fellowships for graduate students, and awards writing prizes for both undergraduate and graduate papers.

CENTRAL AND EAST EUROPEAN STUDIES

Degree ............................................. B.A.

Central and East European Studies is an interdisciplinary program involving courses in the social sciences, history, and languages and literatures of Russia and Central and Eastern Europe. The B.A. degree prepares students for graduate work in the field, or for careers in business, government, or private agencies involved in the region.

Students are required to structure their curriculum in close consultation with the program director, or a faculty advisor from one of the related disciplines.

The undergraduate degree in Central and East European studies emphasizes knowledge and awareness of:

• historical developments prior to 1918, including the evolution of the sovereign states of Central and Eastern Europe, social and cultural developments, the emergence of nationalism, and problems of national minorities;

• the political and social institutions of the region, and their evolution in the 20th century;

• the literature of the region;

• the economic and political relations between the former Soviet Union and the states of Central and Eastern Europe;

• the recent changes in Central and Eastern Europe and of the chief factors that gave rise to them.

In addition, students completing the degree in Central and East European studies are expected to acquire the ability and skills to:

• analyze historical and contemporary social, economic, and political developments in Central and Eastern Europe;

• communicate their findings orally and in grammatically correct writing; and

• read and speak with competence in Russian, German, or another language of the region.

Bachelor's Degree Program
In addition to the general requirements of the College of Arts and Sciences, students must complete a minimum of 30 credit hours of coursework with a grade of C or better. This work must include CEES 1000 Introduction to Eastern Europe, and either the sixth semester of one appropriate Central or East European language, or the fourth semester of one such language and the second semester of another.

Required Courses

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<tr>
<th>Semester Hours</th>
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<tr>
<td>Course</td>
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<tr>
<td>GEOG 4882 Russian Commonwealth .......... 3</td>
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<td>GRMN 1601 Introduction to Modern German Culture and Civilization .......... 3</td>
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<tr>
<td>GRMN 3140 Current Issues in German Literature .......... 3</td>
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<td>GRMN 3520 Open Topics- The Cultural Context .......... 3</td>
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<td>GRMN 3501 German-Jewish Writers From the Enlightenment to the Present .......... 3</td>
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<td>GRMN 4503 Issues in German Thought .......... 3</td>
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<td>HIST 3713 Seminar in Russian History .......... 3</td>
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<td>HIST 4413 German History to 1849 .......... 3</td>
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<td>HIST 4423 German History since 1849 .......... 3</td>
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<td>HIST 4433 Nazi Germany .......... 3</td>
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<td>HIST 4613 History of Eastern Europe to 1914 .......... 3</td>
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<td>HIST 4623 History of Eastern Europe since 1914 .......... 3</td>
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<td>HIST 4713 History of Russia through the 17th Century .......... 3</td>
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<td>HIST 4723 Imperial Russia .......... 3</td>
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<td>HIST 4733 Russian Revolution and Soviet Regime .......... 3</td>
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<td>JOUR 4201 International Mass Communication .......... 3</td>
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<td>PSCI 4062 Emerging Democracies of Central and East Europe .......... 3</td>
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<tr>
<td>PSCI 4223 Soviet and Russian Diplomacy .......... 3</td>
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<tr>
<td>PSCI 4752 Seminar in Central and East European Studies .......... 3</td>
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<tr>
<td>RUSS 2211 Introduction to Russian Culture .......... 3</td>
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<td>RUSS 2221 Introduction to Modern Russian Culture .......... 3</td>
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</table>
RUSS 3301 Contemporary Issues in Russian Film ......................... 3
RUSS 4210 Open Topics: Russian Literature and Culture .............. 1-3
RUSS 4421 Gogol ........................................... 3
RUSS 4431 Dostoevsky .................................... 3
RUSS 4441 Tolstoy .......................................... 3
RUSS 4441 Chekhov ........................................ 3
RUSS 4811 19th-Century Russian Literature ......................... 3
RUSS 4821 20th-Century Russian Literature and Art ............... 3

Electives
Students must complete no more than 6 credit hours from the following courses:
ANTH 4580 Power: The Anthropology of Politics .................... 3
ECON 4514 Economic History of Europe .......................... 3
GRMN 2501 20th-Century German Short Story .................... 3
GRMN 3110 German Literature 1 ................................ 3
GRMN 3120 Modern German Literature 2 ......................... 3
GRMN 3520 Open Topics in Cultural Context ...................... 3
GRMN 4330 Seminar: Age of Goethe ................................ 3
GRMN 4370 Introduction to German Literary History ............ 3
GRMN 4380 Introduction to German Literary History 2 ............... 3
GRMN 4550 Senior Seminar: The Role of Intellectuals and Academicians in German Culture .................. 3
HIST 4222 War and the European State, 1618-1793 ................. 3
HIST 4312 19th-Century Europe ................................ 3
HIST 4412 20th-Century Europe ................................ 3
PSCI 3143 International Relations ................................ 3
PSCI 4012 Global Development .................................. 3
PSCI 4703 Alternative World Futures ............................ 3

CHEM 3361 and 3381 Laboratory in Organic Chemistry 1 and 2 for Chemistry Majors ......................... 4
CHEM 4011 Inorganic Chemistry ................................ 3
CHEM 4181 Instrumental Analysis ................................ 4
CHEM 4511 and 4531 Physical Chemistry 1 and 2 or CHEM 4411 and 4431 Physical Chemistry with Biochemistry Applications 1 and 2 .................... 2-6
CHEM 4561 Experimental Physical Chemistry ............... 6

Electives
Students must complete no more than 6 credit hours from the following: 
ANTH 4580 Power: The Anthropology of Politics .................... 3
ECON 4514 Economic History of Europe .......................... 3
GRMN 2501 20th-Century German Short Story .................... 3
GRMN 3110 German Literature 1 ................................ 3
GRMN 3120 Modern German Literature 2 ......................... 3
GRMN 3520 Open Topics in Cultural Context ...................... 3
GRMN 4330 Seminar: Age of Goethe ................................ 3
GRMN 4370 Introduction to German Literary History ............ 3
GRMN 4380 Introduction to German Literary History 2 ............... 3
GRMN 4550 Senior Seminar: The Role of Intellectuals and Academicians in German Culture .................. 3
HIST 4222 War and the European State, 1618-1793 ................. 3
HIST 4312 19th-Century Europe ................................ 3
HIST 4412 20th-Century Europe ................................ 3
PSCI 3143 International Relations ................................ 3
PSCI 4012 Global Development .................................. 3
PSCI 4703 Alternative World Futures ............................ 3

In addition to these courses, each department may offer "special topics" courses which may be acceptable as elective courses. A CEES faculty member may grant written permission for these additions.

Graduating in Four Years
Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in Central and East European studies, students should meet the following requirements:

Declare the Central and East European studies major by the beginning of the second semester. Complete 12 credit hours of a Central and East European language by the end of the fourth semester. Complete CEES 1000 by the end of the fourth semester. Complete 12 credit hours of CEES courses by the end of the sixth semester, including at least 9 credit hours from the list of required courses.

Complete 15 credit hours of CEES courses during the final two semesters, including at least 9 credit hours from the list of required courses.

CHEMISTRY AND BIOCHEMISTRY

Degrees B.A., M.S., Ph.D.

The undergraduate degree in chemistry and biochemistry emphasizes knowledge and awareness of:

- the basic principles of chemistry—atomic and molecular theory, reactivities and properties of chemical substances, and the states of matter;
- the basic subfields of chemistry—organic, physical, analytical, and inorganic chemistry (and biochemistry for biochemistry majors);
- mathematics sufficient to facilitate the understanding and derivation of fundamental relationships and to analyze and manipulate experimental data;
- the basic principles of physics (and for biochemistry majors, knowledge of biology); and
- safe chemical practices, including waste handling and safety equipment.

In addition, students completing the degree in chemistry or biochemistry are expected to acquire the ability and skills to:

- read, evaluate, and interpret information on a numerical, chemical, and general scientific level;
- assemble experimental chemical apparatus, design experiments, and use appropriate apparatus to measure chemical composition and properties (for biochemistry students, this includes properties of proteins, nucleic acids, and other biochemical intermediates); and
- communicate results of scientific inquiries verbally and in writing.

Bachelor's Degree Program

A student can earn a bachelor's degree in either chemistry or biochemistry. For either option, students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Required Courses Semester Hour Chemistry

CHEM 1111 and 1131 General Chemistry 1 and 2 or CHEM 1151 and 1171 Honors General Chemistry 1 and 2 (Honors CHEM 1151 and 1171 are recommended for the student with advanced high school training in mathematics and physics) ............. 10-12
CHEM 3351 and 3351 Organic Chemistry for Chemistry and Biochemistry Majors 1 and 2 or CHEM 3311 and 3331 Organic Chemistry 1 and 2 ......................... 6-8
CHEM 3361 and 3381 Laboratory in Organic Chemistry 1 and 2 for Chemistry Majors ......................... 4
CHEM 4011 Inorganic Chemistry ................................ 3
CHEM 4181 Instrumental Analysis ................................ 4
CHEM 4511 and 4531 Physical Chemistry 1 and 2 or CHEM 4411 and 4431 Physical Chemistry with Biochemistry Applications 1 and 2 .................... 2-6
CHEM 4561 Experimental Physical Chemistry ............... 6

All students, and especially those intending to go on to graduate school in biochemistry, will benefit from additional advanced courses. Recommended electives include the following:
CHEM 4011, 4181, 4191, 4901, graduate courses in various fields of chemistry, or advanced courses in biology or mathematics.
Graduating in Four Years
Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in chemistry and biochemistry, students should meet the following requirements:

Declare chemistry or biochemistry as the major in the first semester.
Students must consult with a major advisor to determine adequate progress toward completion of the major.

Minor Program
The Department of Chemistry and Biochemistry offers minors in both chemistry and biochemistry. A list of the requirements for each is available in the undergraduate office.

American Chemical Society Certification
The American Chemical Society maintains a certification program in which a student graduating with a specified minimum program is certified to the society upon graduation. To be certified, a graduate must satisfy requirements in addition to the minimum for graduation. A list of these requirements may be obtained from the undergraduate Chemistry and Biochemistry office.

Chemistry Honors Program
Opportunity is provided for qualified chemistry and biochemistry majors to participate in the departmental honors program and graduate with honors (cum laude, magna cum laude, or summa cum laude) in chemistry or biochemistry. Students interested in the honors program should contact the departmental honors advisor during their junior year.

Transfer students who plan to take a chemistry or biochemistry major must complete at the Boulder campus a minimum of 12 credit hours of upper-division work covering at least two of the subdisciplines: organic, physical, analytical, inorganic, and biochemistry.

A more detailed listing of the bachelor's degree program, together with advising information and alternate course options, is available at the undergraduate office in the Department of Chemistry and Biochemistry.

Graduate Degree Programs
Students wishing to pursue graduate work in chemistry or biochemistry leading to candidacy for an advanced degree should read carefully requirements for advanced degrees in the Graduate School chapter. For information on the doctoral program in chemical physics offered jointly with the Department of Physics, see Chemical Physics under Interdepartmental Programs in the Graduate School chapter of this catalog. Following are some of the special departmental requirements. Copies of more detailed rules are distributed to graduate students.

Prerequisites. An undergraduate major in chemistry, biochemistry, or a related field is desirable since entering graduate students are required to take examinations and complete selected course work covering the major fields of chemistry and biochemistry. The GRE general test and advanced subject test (in either chemistry or in biochemistry, cell, and molecular biology) is required for admission and for fellowship competition. Some or all of these tests may be waived under special circumstances.

Master's Degree
Language. The department does not require foreign language proficiency for the master's degree.
Examinations. Administration of preliminary examinations varies, depending on students' entering field. Candidates must pass a master's final oral examination at the time they complete their work.

Course Requirements. There are two methods of obtaining a master's degree from the Department of Chemistry and Biochemistry. Plan I requires 24 credit hours, including 15 credit hours of formal course work, 9 credit hours in research courses, the completion of a research investigation, and the presentation of a thesis. Plan II requires 30 credit hours including, 21 credit hours of formal course work plus 9 credit hours of research, and presentation of a research report, but no thesis; plan II is available only with departmental approval.

Doctoral Degree
Language. The department does not require foreign language proficiency for the Ph.D. degree.
Examinations. Administration of preliminary examinations varies, depending on students' entering field. These examinations are used in an advisory capacity. Course requirements are determined by level of preparation for graduate school, as assessed by departmental graduate advisors. Ph.D. students must pass a comprehensive examination consisting of a series of written cumulative exams and an oral examination. Students entering with a master's degree start the comprehensive examinations in their second semester; others start them in their third semester. Candidates must write a research proposal during their studies, complete a research investigation and present a thesis, and pass a Ph.D. final oral examination at the time they complete their work.

CLASSICS

Degrees B.A., M.A., Ph.D.
Through consultation with the undergraduate advisor, the bachelor's degree in classics is tailored to the student's interests in the field. Major and minor programs can be arranged with a concentration in either Latin or Greek or a combination of the two, or a broadly based program in classical antiquities (mythology, literature, philosophy, religion, art, archaeology, and history). Prospective majors and minors should consult with the undergraduate advisor and review the departmental list.

The undergraduate degree in classics emphasizes knowledge and awareness of:
- the fundamental outlines of the history of Greek and Roman literature, from Homer to the end of classical antiquity;
- the historical and cultural contexts of particular works; and
- the art, religion, and philosophy of ancient Greece and Rome and their role in world cultural history.

In addition, students completing the degree in classics are expected to acquire the ability and skills to:
- read, understand, and interpret written documents and works of literature in ancient Greek or Latin where relevant, as well as in translation;
- communicate in spoken and written form with adequate clarity and complexity for the relevant audience; and
- read and think critically.

Bachelor's Degree Program
Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below, including at least 18 credit hours of upper-division courses.

Required Courses  Semester Hours
Track I Greek and/or Latin
Greek and/or Latin 30

Note: The major is offered in Greek, Latin, or Greek and Latin. Students must designate one language as the primary field of study. The first year of this language does not count toward the major.

Electives (general classics courses dealing with the ancient world, ancient history, classical archaeology, classical tradition, or ancient philosophy) 6

Track II: Classical Studies
General classics (CLAS 1010, 1100, 1105, 1110, 1115, 1120, 4110, 4120, 4130, or 4820) 12
Ancient history, philosophy, and/or classical archaeology (CLAS 1009, 1051, 1061, 1140, 2020, 2100, 2110, 2610, 3330, 4021, 4031,
M.A. plan II (30 credit hours without thesis) must have departmental approval and pass an oral comprehensive examination covering their course work.

Candidates for the M.A. degree with emphasis on the teaching of Latin must pass a written examination in both Latin translation and Latin literature and an oral comprehensive examination on teaching methods. Thirty hours of course work, including one Latin workshop and a special project, are required. Plan I is not offered for the M.A. degree with emphasis on teaching.

Doctoral Degree
Candidates for the Ph.D. in classics must meet the following requirements:
1. A reading knowledge of two modern foreign languages; one must be German and the other must be approved by the department.
2. Successful completion of at least four graduate seminars.
3. One course each in Greek prose composition, Latin prose composition, and a special field such as epigraphy, paleography, literary theory, linguistics, or religion.
4. Two courses in ancient history or classical archaeology.
5. The candidate is tested in Greek and Latin languages (translation tests) and must pass an examination on one Greek and one Roman author. There is an oral comprehensive examination in which the student is expected to demonstrate overall factual knowledge of Greek and Latin literature.
6. The candidate must write a Ph.D. dissertation and complete a final oral examination in defense of the dissertation.

COGNITIVE SCIENCE STUDIES
The cognitive science certificate program is an interdisciplinary program for undergraduate majors in the Departments of Psychology, Philosophy, Linguistics, and Computer Science. Cognitive science is the study of human knowledge, of which one aspect is the study of how knowledge is acquired, stored, and represented in the mind, including the mind's underlying biological mechanisms. Another aspect of cognitive science concerns how knowledge is understood, remembered, communicated, and used in the performance of activities, including the acquisition and application of skills and information. This latter aspect provides the practical applications of cognitive science, and thereby ensures a demand for graduates in both academic and industrial markets. Training in cognitive science prepares students admirably well for many of the fields that are targeted as the major growth fields of the 21st century: telecommunications, information processing, medical analysis, data retrieval, education, and multimedia.

The program requirements include core courses in all of the four departments, basic courses providing mathematical, computational, natural science, and statistical skills, and two of four possible advanced skills sequences of courses. For more information, either visit the web site at psych-www.colorado.edu/ics/undergrad_training.html or contact the program director, Alice Healy, at 303-492-5032.

COMMUNICATION

Degrees ............. B.A., M.A., Ph.D.
The bachelor of arts degree in communication provides analytic work from both humanistic and scientific perspectives and practical work to improve communicative performance in various kinds of situations.

The undergraduate degree in communication emphasizes knowledge and awareness of:
- the history and development of communication as an object of scholarly study, including both the humanistic and scientific traditions;
- the basic contexts in which communication is enacted (e.g., interpersonal, small group, and organizational and public contexts);
- the various processes of influence within these contexts;
- communication codes and coding;
- the basic methods of investigating questions about problems in communication;
- the ethical issues and responsibilities of communication practice, particularly the role of debate and discussion in a free society; and
- the diversity of communication styles associated with gender and cultural differences.

In addition, students completing the degree in communication are expected to acquire the ability and skills to:
- express ideas in an informed, coherent, and effective manner, particularly the ability to articulate and develop a sustained argument, both orally and in writing;
- analyze, criticize, evaluate, and reflect upon messages and interactions in a variety of practical contexts, both orally and in writing; and
- adapt messages and to negotiate interactions responsibly in diverse and changing situations.

Bachelor's Degree Program
Students majoring in communication must fulfill the following requirements in addition
communication, students should meet the following requirements:

Declare the major in communication by the beginning of the second semester of study. Students must consult with a major advisor to determine adequate progress toward completion of the major requirements within the time frame of the four-year guarantee. Majors are encouraged to register at the designated times.

**Graduate Degree Program**

The graduate program admits a few students who have high promise of completing the doctorate. Interested students should read requirements for advanced degrees in the Graduate School chapter and should call or write the department for current admission requirements and curriculum information.

**COMMUNICATION DISORDERS AND SPEECH SCIENCE (CDSS)**

Course work and degree programs in communication disorders and speech science are now offered through the Department of Speech, Language, and Hearing Sciences.

**COMPARATIVE LITERATURE AND HUMANITIES**

*Comparative Literature*

- Degrees: M.A., Ph.D.
- Humanities Degree: B.A.

**Bachelor's Degree Program**

The humanities major takes an interdisciplinary and comparative approach to the study of arts (e.g., literature, fine arts, music, and film) and cultures within their historical contexts. As currently constituted, the introductory sequence in humanities (HUMN 1010 and 1020) looks critically at that tradition whose beginning is often defined by Greece and Rome as well as our habit of still doing so. As students progress through the major, they sharpen their critical skills of analysis and interpretation as they broaden their cultural knowledge, enabling them to decode and compare multiple modes of representation and, to the extent possible, other perspectives.

The undergraduate degree in humanities emphasizes knowledge and awareness of:

- the ways cultures and traditions define both themselves and each other;
- the formal, rhetorical, and ideological properties of cultural texts in a variety of forms and media (literature, history, philosophy, film, music, visual arts, architecture, dance, theatre, performance);
- the dynamic relations between texts and their social and historical contexts;
- the genres and modes of texts and their production, transformation, and reception; and
- the theoretical and ideological underpinnings and implications of one's own and others' interpretive approaches and assumptions.

In addition, students completing the degree in humanities are expected to acquire the ability and skills to:

- analyze and interpret texts in a variety of forms and media;
- articulate such analyses and interpretations at a sophisticated level in both written and oral form;
- discern similarities and differences among individual works, artistic media, historical periods, and cultural traditions;
- reason critically; and
- explore the connections between contemporary issues and academic work.

The major consists of three parts: interdisciplinary work within the Department of Comparative Literature and Humanities; course work in the literature of a single language (English, French, German, etc.) or in related fields such as history, art history, or anthropology, and a secondary field of concentration (fine arts, music, philosophy, etc.). Since the program is tailored as much as possible to individual students' interests, majors should see their humanities advisor each semester.

Students interested in humanities may want to consider the Farrand Residential Academic Program. See Residential Academic Programs in this section of the catalog for more information.

Students must complete the required courses of the College of Arts and Sciences and the required courses listed below. Early completion of the foundation courses, HUMN 1010 and 1020, is essential.

**Required Courses**

- HUMN 1010 and 1020 Introduction to Humanities 1 and 2
- HUMN 2000 Topics in Humanities
- Upper-division humanities courses
- Area of concentration: either a single language/literature (English or a foreign language, ancient or modern; first-year courses may not be counted) or a field related to the humanities, such as history, art history, anthropology, etc.

(At least 12 of these 18 hours must be taken at the upper-division level.)

Secondary field: courses chosen from one other humanities-related discipline such as fine arts, music, dance, theatre, film, philosophy, foreign language literature, etc. (first-year courses may not be counted).
Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in humanities, students should meet the following requirements:

Because the Department of Comparative Literature and Humanities is unique in requiring courses from a number of different departments in addition to its own courses, it is imperative that students wishing to graduate in four years declare the major early and meet regularly with a departmental advisor.

Complete the lower-division sequence HUMN 1010–1020 by the end of the fourth semester.

Complete at least two lower-division courses in the secondary field and/or area of concentration by the end of the fourth semester.

Complete 15 of the remaining 42 credit hours at the upper-division level by the end of the sixth semester—at least two of these must be upper-division humanities courses.

Graduate Degree Programs

Comparative Literature

The master’s and doctoral degree programs in comparative literature are offered through the Graduate School. Students wishing to pursue graduate work in comparative literature leading to candidacy for an advanced degree should read the information provided in the Graduate School chapter of this catalog and the guidelines for the M.A. and Ph.D. degrees in this field. These guidelines contain the most recent information on program requirements and are available from the University of Colorado at Boulder, Department of Comparative Literature and Humanities, Ketchum 233, Campus Box 331, Boulder, CO 80309-0331.

All entering students must submit GRE scores, a sample course paper, and a statement describing intellectual goals and language preparation. Normally, entering students have majored in a national literature; applicants who have majored in a related field or those who have had substantial training in literature may also apply.

Master’s Degree

Prerequisites. Upon entrance to the program, students must have pursued one foreign language to the point of being able to take courses at the 4000 level and have completed a second-year college course in a second foreign language.

Requirements. Students take the Proseminar in Comparative Literature (COML 5000) and Introduction to Literary Theory (COML 5610) early in their course of study. Half the required credit hours are in courses offered by the Program in Comparative Literature. At least 9 hours are in courses numbered 4000 or above in the department of the student’s primary literature, and at least 3 hours are in the department of the secondary literature (6 hours if the primary literature is English).

Examinations and Thesis. There are two options for the M.A. degree. Students may elect to write a thesis, in which case they must take a minimum of 24 hours of course work and 6 hours of M.A. thesis credit. Students intending to enter the Ph.D. program should choose this option. Students who do not intend to proceed to the Ph.D. may elect to take 30 hours of course work. Upon completion of the course requirements for the M.A., all students must take a comprehensive exam.

Doctoral Degree

Prerequisites. Prospective candidates should have an M.A. degree in comparative literature, in a national literature (which may be English), or in a cognate discipline (e.g., philosophy). Students should be qualified to take graduate courses in two foreign languages and should have begun study of a third. One of these three should be either a classical or a modern non-European language.

Requirements. Students take the Proseminar in Comparative Literature (COML 5000) and Introduction to Literary Theory (COML 5610) early in their course of study. Students also take the Colloquium in Comparative Literature (COML 6970), normally in their second or third year. Students complete a minimum of 30 hours of graduate course work. Half the required credit hours are in courses offered by the Department of Comparative Literature and Humanities. At least 9 credit hours are in graduate courses in the department of the primary literature, and 6 credit hours are in the department of the secondary literature. Students should satisfy their language requirements by the beginning of their third semester of study.

Examinations and Thesis. All Ph.D. candidates take a comprehensive examination and a final examination. The final examination is an oral defense of the dissertation, and is conducted by the student’s advisory committee after all other requirements for the Ph.D. have been completed.

DISTRIBUTED STUDIES PROGRAM

Students working toward the B.A. degree may elect a two- or three-area major in the distributed studies program. The areas that may be used in the program are limited to those in which a departmental major for the B.A. is offered.

Students wishing to pursue a two-area major must complete 30 hours of course work in each department; 15 hours in each department must be upper-division course work. In each department, students must have a 2.00 grade point average for all work attempted in the department, and at least 30 hours of C- grade or better, including the 15 hours of upper-division course work, in each department.

In a two-area major, each department must approve the student’s program, and therefore either department may deny the student’s proposal.

Students pursuing a three-area major must designate one area as primary and the other two as secondary. In the primary area, 30 hours of work including 15 hours of upper-division work must be completed. A grade point average of 2.00 in all course work attempted in the primary area and at least 30 hours of C- grade or better, including the 15 hours of upper-division work, are required.

In the secondary area students must complete 15 hours in each of the departments, including 9 hours of upper-division work in each department. A grade point average of 2.00 is required in all course work attempted in each of the secondary areas, as well as 15 hours of C- grade or better, including the 9 hours of upper-division work, in each department.

No first-year course in a foreign language or English language (composition) may be used to fulfill the requirements of the distributed studies major.

Students applying for a second B.A. degree may not use courses from a completed major program, either from CU-Boulder or another college or university, in a distributed studies major.

For further information, please contact the College of Arts and Sciences Academic Advising Center.

EAST ASIAN LANGUAGES AND LITERATURES

Chinese or Japanese Degree .......... B.A.
East Asian Languages Degree .......... M.A.

Students may choose to major in either Chinese or Japanese. In either case they receive a thorough grounding in the modern language, an introduction to the classical language and literature, and a broad familiarity with the literary and cultural history of the selected area.

Before registering for specific courses, students should consult with a departmental
advisor concerning appropriate placement
in language classes. Also, students interested
in Chinese or Japanese are encouraged to
broaden their career options through a double
major, combining either language with
another field of interest. Recent graduates
have found positions in such fields as gov-
ernment service, international business, and
secondary-school teaching; others have gone
on to graduate study in Chinese or
Japanese.

Bachelor's Degree Programs
Chinese

The undergraduate degree in Chinese em-
phasizes knowledge and awareness of:

- the fundamental outlines of the history
  of Chinese literature, from the Shih ching
to the present;
- selected canonical or widely recognized
  works;
- the historical and cultural contexts in
  which particular works were written;
- basic critical methodologies as applicable
to different genres of literature;
- the importance of language to intel-
 lectual development and vitality; and
- the challenges, deficiencies, and possible
gains inherent in the process of trans-
lating from one language to another.

In addition, students completing the
degree in Chinese are expected to acquire
the ability and skills to:

- read modern Chinese at a level at which
critical literary analyses can be performed;
- read classical Chinese, with the aid of
  appropriate reference works, at the level at
which the text may begin to be appreciated
for its literary value;
- speak and comprehend Mandarin suffi-
cient for all situations in daily life and for a
basic level of academic conversation;
- analyze and interpret literary texts in
terms of style, structure, character, themes,
and use of allusion; and
- communicate such interpretations com-
  petently in standard written English.

Students must complete the general
requirements of the College of Arts and Sci-
cences and the required courses listed below.

**CHIN 1010, 1020, and 2110 do not
count towards the maximum of 45 credits
in the major department.**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 4210</td>
<td>Introduction to Classical Chinese</td>
</tr>
<tr>
<td>CHIN 4220</td>
<td>Readings in Classical Chinese</td>
</tr>
<tr>
<td>CHIN 3511</td>
<td>The Tao and the World in Medieval China</td>
</tr>
<tr>
<td>CHIN 3521</td>
<td>Culture and Literature of Ancient China</td>
</tr>
<tr>
<td>CHIN 3531</td>
<td>Culture and Literature of Late Imperial China</td>
</tr>
<tr>
<td>CHIN 3341</td>
<td>Modern Chinese Literature in Translation</td>
</tr>
<tr>
<td>CHIN 3351</td>
<td>Reality and Dream in Traditional Chinese Fiction</td>
</tr>
<tr>
<td>CHIN 3361</td>
<td>Women and the Supernatural in Chinese Literature</td>
</tr>
<tr>
<td>CHIN 3441</td>
<td>Language and Chinese Society</td>
</tr>
<tr>
<td>CHIN 4110</td>
<td>Readings in Modern Chinese 1.3</td>
</tr>
<tr>
<td>CHIN 4120</td>
<td>Readings in Modern Chinese 2.3</td>
</tr>
<tr>
<td>CHIN 4300</td>
<td>Open Topics</td>
</tr>
<tr>
<td>CHIN 4900</td>
<td>Independent Study 1-3</td>
</tr>
<tr>
<td>CHIN 4950</td>
<td>Honors Thesis</td>
</tr>
</tbody>
</table>

**Graduating in Four Years with a B.A. in Chinese**

Students should consult the Four-Year
Guarantee Requirements in this chapter
for further information on eligibility for
the four-year guarantee. The concept of
“adequate progress” as it is used here only
refers to maintaining eligibility for the four-
year guarantee; it is not a requirement for
the major. To maintain adequate progress
in Chinese, students should meet the follow-
ing requirements:

- Declare the major in the first semester.
- Students wishing to major in Chinese and who
  have no prior knowledge of the language
  should begin the required major courses no
  later than the sophomore year.
- Students must consult with a major advisor to
determine adequate progress toward completion
  of the major.

Japanese

The undergraduate degree in Japanese em-
phasizes knowledge and awareness of:

- the fundamental outlines of the history
  of Japanese literature, from the Nara period
to the present;
- selected canonical or widely recognized
  works;
- the historical and cultural contexts in
  which particular works were written;
- basic critical methodologies as applicable
to different genres of literature;
- the importance of language to intel-
  lectual development and vitality; and
- the challenges, deficiencies, and possible
gains inherent in the process of translating
from one language to another.

In addition, students completing the
degree in Japanese are expected to acquire
the ability and skills to:

- read modern Japanese at a level at

  which critical literary and cultural analyses
  can be performed;
- read classical Japanese, with the aid of
  appropriate reference works, at the level at
  which the text may begin to be appreciated
  for its literary value;
- speak and comprehend Japanese suffi-
cient for all situations in daily life and for a
basic level of academic conversation;
- analyze and interpret literary texts in
terms of style, structure, character, themes,
and use of allusion; and
- communicate such interpretations com-
  petently in standard written English.

Students must complete the general
requirements of the College of Arts and Sciences
and the required courses listed below.

**JPNS 1010, 1020, and 2110 do not
count towards the maximum of 45 credits
in the major department.**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPNS 2110</td>
<td>Intermediate Japanese</td>
</tr>
<tr>
<td>JPNS 3110</td>
<td>Advanced Japanese 1</td>
</tr>
<tr>
<td>JPNS 3120</td>
<td>Advanced Japanese 2</td>
</tr>
<tr>
<td>JPNS 4110</td>
<td>Readings in Modern Japanese 1</td>
</tr>
<tr>
<td>JPNS 4120</td>
<td>Readings in Modern Japanese 2</td>
</tr>
<tr>
<td>JPNS 3441</td>
<td>Language and Japanese Society</td>
</tr>
<tr>
<td>JPNS 3811</td>
<td>Classical Japanese Literature in Translation</td>
</tr>
<tr>
<td>JPNS 3821</td>
<td>Medieval Japanese Literature in Translation</td>
</tr>
<tr>
<td>JPNS 3831</td>
<td>Early Modern Japanese Literature in Translation</td>
</tr>
<tr>
<td>JPNS 3841</td>
<td>Modern Japanese Literature in Translation</td>
</tr>
<tr>
<td>JPNS 4030</td>
<td>Japanese Syntax</td>
</tr>
<tr>
<td>JPNS 4310</td>
<td>Classical Japanese 1</td>
</tr>
<tr>
<td>JPNS 4320</td>
<td>Classical Japanese 2</td>
</tr>
<tr>
<td>JPNS 4300</td>
<td>Open Topics</td>
</tr>
<tr>
<td>JPNS 4900</td>
<td>Independent Study 1-3</td>
</tr>
<tr>
<td>JPNS 4950</td>
<td>Honors Thesis</td>
</tr>
</tbody>
</table>

**Graduating in Four Years with a B.A. in Japanese**

Students should consult the Four-Year
Guarantee Requirements in this chapter
for further information on eligibility for
the four-year guarantee. The concept of
“adequate progress” as it is used here only
refers to maintaining eligibility for the four-
year guarantee; it is not a requirement for
the major. To maintain adequate progress
in Japanese, students should meet the follow-
in requirements:
Declare the major in the first semester. Students wishing to major in Japanese and who have no prior knowledge of the language should begin the required major courses no later than the sophomore year. Students must consult with a major advisor to determine adequate progress toward completion of the major.

Minor Program
The Department of East Asian Languages and Literatures offers a minor program in Japanese. Please contact the departmental office for further information.

Courses Taught in English
The department offers several courses in translation. These courses require no previous study of the language, history, or culture of the area involved and are open to all interested students, whether majors in this department or not. They provide excellent introductions to Chinese or Japanese literary and cultural history.

CHIN 1051 is a core curriculum course in the area of literature and the arts that focuses on the "Great Books" of China, both ancient and modern. CHIN 3311, 3321, 3331, and 3341 focus, respectively, on medieval, ancient, late imperial, and modern Chinese culture. CHIN 4821 and 4841 focus, respectively, on issues in fiction and on women and the supernatural.

JPNS 1051 is a core curriculum course in the area of literature and the arts focusing on both ancient and modern "Great Books" of Japan. JPNS 3811, 3821, 3831, and 3841 focus, respectively, on classical, medieval, early modern, and modern Japanese literature.

EALL 1011 is an interdisciplinary introduction to the history, literature, religion, and art of both China and Japan before major contact with the western world; it is a core curriculum course in the area of cultural and gender diversity.

Study Abroad
The department strongly recommends that all majors participate in study abroad. The University of Colorado is affiliated with study abroad programs based at Peking, Nanjing, and Fudan Universities in China; National Chengchi University in Taiwan; and Kansai Gaidai and Tsukuba Universities in Japan. Consult a departmental advisor for further information; contact the Office of International Education. Note, however, that not more than 20 transfer credit hours from universities in the U.S. or abroad may count toward the major in Chinese or Japanese.

Concurrent B.A./M.A. Program
The concurrent B.A./M.A. degree program in East Asian Languages and Literatures offers a challenging and focused academic experience for exceptional students who demonstrate the ability to express their ideas clearly, both orally and in written form, using standard English. Highly motivated students who are accepted into the program may begin graduate work no later than the senior year and earn both the B.A. and M.A. in five years. Students must have a minimum 3.25 GPA for all courses taken at CU-Boulder and must have completed most MAPS and core requirements by the end of the sophomore year. Three letters of recommendation indicating strong potential for advanced intensive study also are required. Applications will be reviewed by the graduate faculty in Chinese or Japanese. For specific requirements, please contact the department.

Master's Degree Requirements
Applicants to the graduate program in East Asian Languages (Chinese or Japanese emphasis) should have successfully completed the equivalent of the undergraduate major in Chinese or Japanese with advanced competence in modern Chinese or Japanese, an introduction to classical Chinese or Japanese, an understanding of the interrelationship of Chinese or Japanese language and society, and a familiarity with the history, major writers, and works of Chinese or Japanese literature. Foreign applicants must submit results from a TOEFL exam, with 560 being the minimum acceptable score.

The M.A. may be pursued in one of four different tracks: Chinese language and literature, Japanese language and literature, Chinese language and civilization, and Japanese language and civilization. All entering students must take either CHIN 5010 or JPNS 5010 at the earliest opportunity. Students employed as teaching assistants also must take CHIN/JPNS 5020 Methods of Teaching Asian Languages. Selection of courses beyond these is made in consultation with the graduate advisor. Minimum requirements for graduation include a total of 24 hours of course work plus a thesis of 6 credit hours, or 30 hours of course work without a thesis. If deemed appropriate by the student's graduate committee, up to three courses (9 credit hours) taken outside the department may be included in the graduate curriculum.

ECONOMICS

Degrees B.A., M.A., Ph.D.
The undergraduate degree in economics emphasizes knowledge and awareness of:
- the conditions for efficiency in free market production and exchange;
- contemporary theories concerning economic growth, inflation, unemployment, distribution of income, and international environment;
- a few of the specialized fields of economics, such as international economics and finance, natural resources and environment, the economics of gender and discrimination, and public economics;
- the descriptive statistics commonly used by economists; and
- the institutional characteristics of the U.S. economy, and how these differ from those in other economies.

In addition, students completing the degree in economics are expected to acquire the ability and skills to:
- apply the tools of microeconomic theory to reach sound conclusions for simple economic problems;
- follow arguments concerning macroeconomic theory, to distinguish between sound and fallacious reasoning, and understand how differences in policy prescription may arise;
- perform statistical analysis such as multiple regression and understand similar analyses performed by others; and
- communicate economic reasoning in writing, understand similar writing by others, and appreciate the diversity of views that may reasonably exist about economic problems.

Bachelor's Degree Program
Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1000</td>
<td>Introduction to Economics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2010</td>
<td>Principles of Microeconomics and Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1078</td>
<td>1078, 1088, or 6 credit hours of math modules</td>
<td>8</td>
</tr>
<tr>
<td>ECON 1070</td>
<td>1070 Linear Equations and Matrices</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1010</td>
<td>Linear Programming, MATH 1070 Combinatorics</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1300</td>
<td>Analytic Geometry and Calculus</td>
<td>1</td>
</tr>
</tbody>
</table>

or Mathematics at or above the level of MATH 1300 (or AP 1350) plus any one mathematics course above MATH 1300...

ECON 3070 Intermediate Microeconomic Theory and ECON 3090 Intermediate Macroeconomic Theory...

ECON 3818 Introduction to Statistics with Computer Applications...

ECON 4808 Introduction to Mathematical Economics, ECON 4818 Introduction to Econometrics, or ECON 4838 Microcomputer Applications in Economics...

Electives in upper-division ECON courses (15 credit hours of upper-division ECON courses if ECON 1000 is substituted for ECON 2010 and 2020)...

Note: Transfer students majoring in economics must complete at least 12 credit...
hours of upper-division economics courses at CU-Boulder.

**Graduating in Four Years**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in economics, students should meet the following requirements:

- Declare economics as a major by the beginning of the second semester.
- Complete ECON 2010 and 2020 or ECON 1000 and all mathematics requirements by the end of the fourth semester.
- Complete ECON 3070, 3080, and 3818, as well as 4808, 4818, or 4836 by the end of the sixth semester.
- Complete 12 or 15 credit hours (if ECON 1000 is substituted for ECON 2010 and 2020) of additional upper-division economics credit by the end of the eighth semester.

**Minor Program**

The department also offers a minor in economics. Details are available in the departmental office.

**Concurrent B.A./M.A. Program**

This program is designed for exceptional students who wish to combine their B.A. and M.A. degrees in economics. Because six hours of course work taken for the master's degree (6000 level) also count for the undergraduate degree, students are able to complete B.A. requirements in four years and the combined B.A./M.A. requirements in five years. The B.A./M.A. requirements are identical to the requirements for the two separate degrees.

In the fourth year, candidates for the B.A./M.A. degree take a number of required courses (6000-level) for the M.A. degree. Two of these courses are counted twice for both the B.A. and M.A. degrees, allowing students to satisfy elective and total hour requirements for the B.A. in economics after four years of study. Students in this program are encouraged to take two semesters of calculus (MATH 1300 and 2300) and linear algebra.

*Note:* Any economics credits above 45 will not count towards the B.A. degree except by petition to the Dean of Arts and Sciences.

All M.A. degree candidates must complete five core courses (ECON 6070, 6080, 6808, 6818, and 6209). Honors students who write an honors thesis may substitute 3 hours from the honors seminar (ECON 4309 and/or 4339) for the research methods course (ECON 6209).

In addition to the core requirements listed below, candidates who plan to write a master's thesis are required to take two 6000-level and one 8000-level field electives during their fourth and fifth years of study. These candidates also take the 4-hour thesis credit courses (ECON 6959) during their fifth year. Candidates who complete these requirements for the M.A. degree with the thesis will have completed a total of 28 graduate credit hours, including 24 course hours and 4 thesis hours.

**Required Courses**

**Semester Hours**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year</td>
<td>ECON 6070 Applied Microeconomic Theory (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6080 Applied Macroeconomic Theory (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6080 Introduction to Quantitative Economics (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6818 Econometric Methods and Application (spring)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6209 Research Methods in Economics (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6808 Field Electives (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6959 Master's Thesis (spring)</td>
<td>4</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>ECON 6209 Research Methods in Economics (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6808 Field Electives (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6818 Econometric Methods and Application (spring)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6209 Research Methods in Economics (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6808 Field Electives (fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 6818 Econometric Methods and Application (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Graduate Degree Programs**

**Master's Degree**

1. **Admission Requirements.** An applicant for admission as a regular degree student must:

   a. Hold a baccalaureate degree from a college or university of recognized standing, or have done work equivalent to that required for such a degree and equivalent to the degree given at this university. The undergraduate GPA must be at least 2.75 (2.00 = C).
   
   b. Have at least 16 credit hours in economics.

   c. Submit Graduate Record Examination scores for aptitude (verbal, quantitative, and analytical). Foreign applicants must also submit a TOEFL score.

   d. Submit four letters of recommendation.

   Graduate study in economics is quantitative and analytical. Students should be comfortable with basic calculus (derivatives and integration), linear algebra, matrix algebra, and basic statistics.

   Students who do not meet the requirements for admission as regular degree students may be recommended for provisional degree status. (See the Graduate School chapter of this catalog for more information.)

   The application deadline for foreign students is March 1 for the following fall semester. Students desiring admission beginning with other terms will be considered but may be referred to the Economics Institute, 1030 13th St., Boulder, CO 80302.

2. **Degree Requirements.** There are three options open to students for fulfilling the requirements for the master of arts degree in economics.

   a. **Plan I—Thesis:** This option requires a minimum of 24 credit hours of graduate course work plus a master's thesis (which entails registering for an additional four semester hours) plus passage of a comprehensive final examination over all work presented for the degree.

   b. **Plan II—Non-Thesis:** This option requires a minimum of 30 credit hours of graduate course work plus passage of a comprehensive final examination over all course work presented for the degree.

   c. **Plan III:** This option, open only to students enrolled in the Ph.D. program
in economics, requires a minimum of 30 credit hour of graduate course work in the Ph.D. program plus passage of all Ph.D. preliminary examinations, which shall count as the master's comprehensive examination.

3. Sequence of Study. The sequence of study for these degree options, including required and elective courses, is outlined as follows:

**Plan I and II**

**First Year**

**Fall Semester**
- ECON 6070 Applied Microeconomic Theory
- ECON 6080 Applied Macroeconomic Theory
- ECON 6818 Introduction to Quantitative Economics

**Spring Semester**
- ECON 6xxx Field Elective
- ECON 6xxx Field Elective
- ECON 6819 Econometric Methods and Application

**Second Year**

**Fall Semester**
- ECON 6209 Research Methods in Economics
- ECON 8xxx Ph.D. Field Elective

**Spring Semester**
- ECON 6599 Master's Thesis—4 hours
  (Plan I only)
- ECON 8xxx Ph.D. Field Elective (Plan II only)
- ECON 8xxx Ph.D. Field Elective (Plan II only)

All students opting for Plan I or Plan II are required to take five core courses (ECON 6070, 6080, 6808, 6818, and 6209). The last of these courses, ECON 6209, is Research Methods in Economics. This 3-credit course trains students at the masters level in scientific methodology and research in economics. This course culminates in a research project that normally leads directly to thesis work. However, this course and its research project are required even if the student opts for the nonthesis plan.

The exact timing of course work is subject to the specific requirements of individual students. For instance, in some cases all requirements for the degree might be fulfilled in three semesters. Up to 9 hours of transfer credit, including courses taken at the Economics Institute, can be substituted for required or elective courses with the approval of the Director of Graduate Studies (DGS). When transfer credit is allowed for a required course, the DGS may require the student to pass the final examinations of required courses he or she omits because of transfer credit.

Before attempting course work at the 8000 level, students in Plan I or Plan II must meet specific prerequisites. Consult the course descriptions for the exact prerequisites in each field.

**Plan III (M.A. degree for students in the Ph.D. program)**

**First Year**

**Fall Semester**
- ECON 7010 Microeconomic Theory 1
- ECON 7020 Macroeconomic Theory 1
- ECON 7818 Foundations of Statistics and Econometrics

**Spring Semester**
- ECON 7030 Microeconomic Theory 2
- ECON 7040 Macroeconomic Theory 2
- ECON 7828 Econometrics 2

**Second Year**

**Fall Semester**
- ECON 7050 Advanced Economic Theory 9 hours of elective graduate course work.

Consult the Ph.D. degree requirements for more details.

4. Comprehensive Final Examination. All students must pass a comprehensive final examination before earning the master of arts degree. Consult the Graduate School catalog for details.

A student opting for Plan I takes an oral examination covering his or her master's thesis and course work. The examining committee consists of three members including, if possible, the student's thesis advisor(s) and the student's instructor in ECON 6209. This examination takes place following the completion of the student's thesis work.

A student opting for Plan II takes a written comprehensive examination put together and graded by a committee normally consisting of faculty members who taught elective courses taken by the student. This examination follows the completion of the fall or spring term in which the student completes his or her course work:

For a student earning the master of arts degree by following Plan III, the comprehensive examination consists of passing all of the preliminary examinations required by the rules of the Ph.D. program.

The DGS has final say on the composition of the comprehensive final examination committees. The evaluation of the final exam committees is final. If a student fails an initial comprehensive examination, he or she may attempt a second examination by the same examining committee (if at all possible) after a period of time of at least three months.

5. Satisfactory Progress Toward a Degree. In order to attain satisfactory progress toward the M.A. degree, students in Plan I or Plan II must complete all courses in the core with a grade of B- or better by the end of their second fall semester. Furthermore, a final comprehensive examination must ordinarily be passed within three years of entering the program (the maximum time allowed by the Graduate School is four years). Failure to make satisfactory progress is grounds for suspension from the graduate program.

Students in Plan III must satisfy the requirements listed for satisfactory progress in the Ph.D. rules.

6. Other Requirements. Other requirements for the M.A. degree relating, for example, to transfer of credits, residence, time limitations, thesis, and admission to candidacy, are stated in this catalog.

**Doctoral Degree**

1. Admission Requirements. An applicant for admission as a regular degree student must:

   a. Hold a baccalaureate degree from a college or university of recognized standing, or have done work equivalent to that required for such a degree and equivalent to the degree given at this university. For those applicants who do not have a master's degree in economics, the undergraduate grade point average must be at least 2.75 (C average).

   b. Have completed intermediate microeconomic and macroeconomic theory courses, 6 semester hours of calculus at the university level or equivalent, and statistics.

   c. Submit Graduate Record Examination (GRE) scores (for aptitude (verbal, quantitative, and analytical). Foreign applicants must also submit a TOEFL score.

   d. Submit four letters of recommendation.

   Graduate study in economics is quantitative and analytical. Students should be comfortable with basic calculus (derivatives and integration), linear algebra, matrix algebra, and basic statistics.

   It is not necessary to have an M.A. degree to be admitted to the Ph.D. program; qualified applicants may be admitted directly to the Ph.D. program and may obtain the M.A. degree while working toward the Ph.D. See the list of M.A. requirements for more information.

   Application deadlines for foreign students are February 1 for the following fall semester. There is no deadline for U.S. applicants; however, those students who wish to be considered for financial assistance should apply by February 1. Students must begin the program in the fall semester; those requiring prior remedial work may be referred to the Economics Institute, 1030 13th Street, Boulder, CO 80302.

2. Degree Requirements. Full-time students are ordinarily expected to complete all requirements for the Ph.D. degree within four years of entering the program (the maximum time allowed by the Graduate School is six years), and the schedule of required courses below is centered on this expectation. However, it is recognized that some students may require five years to
finish the degree. Failure to make timely and satisfactory progress toward the degree, as prescribed in a supplemental document on file in the graduate secretary’s office, may result in loss of financial assistance or dismissal from the program.

3. Course Requirements.
   a. Prior to beginning the program, students must demonstrate an acceptable degree of competence in integral and differential calculus and optimization techniques. Students with extensive mathematical preparation in prior studies are judged by the DGS to have done so. Otherwise, such competence may be demonstrated in one of three ways:

   1. Take ECON 7800, an intensive, two-week preparatory course offered immediately prior to each fall semester and pass its final examination with a grade of B- or better (no credit is offered for this course).
   2. Pass the final examination in ECON 7800 without taking the course.
   3. Pass a substantially equivalent course at the Economics Institute or other accredited graduate institution.

   Students who fail the examination in ECON 7800 are given a second opportunity to pass an equivalent examination two weeks later. Students who fail the second try are required to take ECON 6808 in the fall semester and pass the course examination.

   b. There are seven core courses in the Ph.D. program (ECON 7010, 7020, 7030, 7040, 7050, 7818, and 7828). Course requirements beyond the core courses include four courses taken in the student’s two proposed fields of specialization at the 8000-level; two graduate elective courses with at least one of the courses at the 8000-level and at least one of the courses outside the two fields of specialization; 6 credit hours in a research colloquium; and at least 30 hours of dissertation credit after admittance to candidacy.

   c. At least four of the core courses must be taken on the Boulder campus. Courses transferred for credit must be approved by the DGS. After entry into the Ph.D. program, all remaining core requirements must be taken on the Boulder campus.

   d. All courses for Ph.D. credit taken on the Boulder campus must be passed with a grade of B- or better. A student who receives a grade of C+ or lower in a core course must retake that course the following academic year.

   e. No more than 12 credit hours (exclusive of dissertation credit) from a single faculty member may be counted toward Ph.D. requirements. Independent study is allowed only to satisfy elective requirements. No more than 6 credit hours of independent study may be applied to the Ph.D. degree and no more than 3 credit hours of indepen-

   dent study may be taken from a single faculty member. Students who wish to take independent study must apply to the Graduate Curriculum and Review Committee (GCRC) in order to do so. In consultation with the DGS, students may choose to take up to two graduate offerings in other departments as elective courses.

   f. Course requirements for the program include:

   **First Year**
   - Fall semester:
     - ECON 7010 Microeconomic Theory 1
     - ECON 7020 Macroeconomic Theory 1
     - ECON 7818 Seminar: Foundations of Statistics and Econometrics
   - Spring semester:
     - ECON 7030 Microeconomic Theory 2
     - ECON 7040 Macroeconomic Theory 2
     - ECON 7828 Econometrics 2

   **Second Year**
   - Fall semester:
     - ECON 7050 Advanced Economic Theory
     - Field or elective course
     - Field or elective course
   - Spring semester:
     - Field or elective course
     - Field or elective course
     - Elective course

   Ordinarily, students would be expected to complete course work in at least one field of specialization in the second year.

   g. Course requirements in the third year include ECON 8209 (fall) and ECON 8219 (spring), which constitute the third-year research colloquium; remaining elective course(s); and dissertation research, if practicable.

   h. Course requirements in the fourth year consist of relevant dissertation credit hours.

4. Preliminary Examinations. Written preliminary examinations in microeconomic theory, macroeconomic theory, and econometrics must be taken in the August examination period following the successful completion of the core courses in these areas. Under most circumstances this period would be prior to the second year. An examination attempted and failed must be taken again and passed in the next examination period. A second failure results in dismissal from the program, subject to appeal under extraordinary circumstances to the GCRC. In no case are attempts beyond the third granted.

   Students who have failed any of the core courses are ineligible to take the preliminary examination in the area of failure. These students must retake the failed course(s) in the following year and attempt the relevant preliminary examination in the first scheduled examination period thereafter.

   Students must pass all preliminary examinations within two-and-one-half years of beginning the Ph.D. program. Exceptions for part-time students may be allowed under extraordinary circumstances by the DGS.

5. Fields of Specialization. By the conclusion of the second year each student must declare to the graduate secretary his or her proposed two fields of specialization. With the approval of the DGS, one of the fields may be designated by faculty in particular areas. In lieu of one of the standard fields the student may offer a combination field when courses from different areas are complementary in meeting the specialization objectives of the student. In such a case, the student is responsible for obtaining the approval of the DGS and the written agreement of at least two faculty members who will be involved in evaluating his or her competence in the field.

6. Comprehensive Examinations. Students must pass a written comprehensive examination in two fields of specialization. The examination for each field must be taken in the examination period immediately following the successful completion of all required courses in that field. Comprehensive examinations are administered regularly in August and January.

   Students who fail a comprehensive examination in one or more fields on the first attempt must retake the unsatisfactory examination(s) in the next examination period. Students who fail such an examination a second time may appeal to the GCRC for a final third attempt under extraordinary circumstances. Subject to this appeal, students who fail a particular field’s comprehensive examination twice are required to choose a different field of specialization and complete the course requirements and comprehensive examination in the following academic year. This procedure is available only for one field; students who fail the comprehensive examination twice in two fields are dismissed from the program.

7. Third-Year Research Colloquium. By the end of October following the second academic year, students must submit to the graduate secretary a written proposal describing the topic, methodology, and objective of the third-year paper to be completed in the colloquium. The proposal must include the names and signatures of the student’s main and secondary faculty advisors. All second-year students are given a packet of lists of faculty research interests to facilitate this process.

Each third-year student is required to register for 3 credit hours per semester in the research colloquium, which meets weekly under the direction of a faculty member. The purpose of the colloquium is to provide
students the opportunity and guidance to complete the required third-year paper and to facilitate progress toward the dissertation stage. Meetings in the fall semester allow preliminary discussions of the research and lectures in research methodology, data sources, and the like. In the spring semester each student presents work in progress in the colloquium. In April or May of the third year each student must present a final version of the research paper in a departmental seminar series. Ordinarily, this seminar also constitutes the required dissertation proposal defense (see below).

Under some circumstances, students may delay taking this colloquium until the fourth year with the approval of the DGS.

8. Admission to Candidacy and Dissertation Requirements. Students are formally admitted to candidacy for the Ph.D. degree after completing all course requirements (other than the research colloquium) and all preliminary and comprehensive examinations and after earning four semesters of residency (see the front section of this catalog for details). After admission to candidacy, students must register each fall and spring semester for dissertation credit (ECON 8999) until attaining the degree; the accumulated credit for the thesis must total at least 30 semester credit hours to attain the degree. A student must prepare a written dissertation and successfully pass an oral examination before a dissertation committee and other interested persons on its content before receiving the degree. The minimum residency requirement for the Ph.D. degree is six semesters of scholarly work beyond the bachelor’s degree.

9. Administration.
   a. Examining Committees for Preliminary Examination. Examining committees for preliminary examinations consist of three members of the economics department who teach in the relevant area. Examining committees for comprehensive committees consist of at least two members of the economics department who teach in the relevant area, with a third member appointed from another department in cases where the student has structured a field including a course from that department.

b. Grading Preliminary and Comprehensive Examinations.

1. Written examinations are numbered so that insofar as possible the identity of the student is unknown. Each faculty member grades independently and writes no comments in the examination booklet. A meeting of the graders is called by the chair of the examination committee and the committee's grade is submitted to the graduate secretary. The possible grades include High Pass or Distinction (used sparingly), Pass, Fail, and Marginal Fail (used sparingly).

2. Shortly after submission of grades a general faculty meeting is held to discuss and report examination results. In cases where the committee's initial grade was marginal, if two of the members of the committee then vote affirmatively, a grade of pass will be recorded; if two of the members of the grading committee then vote negatively, a grade of fail will be recorded. If the vote of the grading committee is tied and the third member is absent (but will be available within seven days), the decision to pass or to fail is to be made by the reconvened grading committee. If fewer than two members of the grading committee are present and voting, or if the vote of the grading committee is tied and the third member is not available within seven days, the decision to pass or fail will be made by the assembled faculty; in such circumstances the grade is reported as pass if a majority votes affirmatively.

3. When examination results are reported, a student who failed should have an opportunity to discuss his performance with a member of the examining committee.


1. To facilitate progress on the dissertation, a "basic committee" consisting of a supervisor and two other members who are most interested in the proposed research is organized by the student, in consultation with the DGS, during the third year. Any subsequent changes in this committee (or of the full committee later) must be approved by the supervisor and recorded with the graduate secretary after all basic committee members have been consulted.

2. By September 1 of the academic year following the research colloquium, each student must submit a written dissertation proposal to his or her basic committee and the graduate secretary. The dissertation proposal form must be signed by each member of the basic committee and submitted to the graduate secretary as well by this date. An acceptable proposal must include a statement of purpose and a justification for the importance of the work; a full literary review and a statement of how this research will contribute to the literature; and a detailed description of the methodologies to be used and of the data bases, if appropriate.

3. By October 15 of the same academic year students must present the proposal in an open seminar. If the dissertation topic is related to the third-year paper, the proposal may be presented at the end of the paper presentation (see above). Otherwise a separate presentation must be scheduled. At the conclusion of the seminar, the basic committee and candidate must agree on necessary changes. If these are major, an additional proposal defense will be scheduled after they are made. A successful proposal defense results in a letter from the basic committee to the candidate indicating that successful completion of the planned research constitutes an acceptable dissertation. Students who fail to present a proposal in a timely fashion are denied a passing grade on dissertation credit for which they are registered.

4. Within three months of the dissertation proposal presentation, the DGS, in consultation with the dissertation supervisor, appoints remaining members of the full dissertation committee. A full dissertation committee consists of at least four faculty members from the economics department and one member from outside the department.

5. Normally students are expected to complete their dissertations by the end of their fourth academic year (or fifth in exceptional cases). The graduate secretary provides details on submission of the dissertation and arrangements for the oral defense. After the defense, minor changes are agreed upon between candidate and supervisor. If major changes arise, the candidate and supervisor will consult with the DGS on a future course of action.

d. Yearly review. Each spring the graduate faculty of the Department of Economics meets to review the progress of each student in the Ph.D. program. The regulations herein serve as a standard of minimal acceptable progress, but additional rules on this issue are specified in a document available for the graduate secretary or the DGS.

ENGLISH

Degrees: B.A., M.A., Ph.D.

The undergraduate degree in English emphasizes knowledge and awareness of:

- canonical and noncanonical works of English and American literature;
- the general outlines of the history of British and American literature;
- literary theories, including recent theoretical developments; and
- the social and historical contexts in which the traditions developed.

In addition, students completing the degree in English are expected to acquire the ability and skills to:

- analyze literary texts;
- interpret texts on the basis of such analysis;
- relate analyses and interpretations of different texts to one another; and
- communicate such interpretations competently in written form.

The undergraduate degree in creative writing emphasizes knowledge and awareness of:
• literary works, including the genres of fiction, poetry, playwriting, and screenwriting, and the major texts of contemporary writers;
• literary history, including the origins and development of genres, major writers of the past, and the role of the writer in society; and
• literary analysis, including theories of literary composition and critical theory.

In addition, students completing the degree in creative writing are expected to acquire the ability and skills to:
• write in different poetic modes and styles;
• write in various fictive styles; and
• evaluate other students' written work.

**Bachelor's Degree Programs**

The curricula listed below may be changing. Students should check with the department for the latest requirements.

Expository writing courses (except ENGL 1001 and 3151) do not apply toward the major. English courses taken on a pass/fail basis do not fulfill major requirements. Independent study credit hours cannot fulfill a major requirement unless that requirement is not being offered or available within the year that the student graduates. A minimum of 12 hours of upper-division course work for the English major must be completed on the Boulder campus. English courses taken at other colleges must be evaluated by the Department of English.

Courses taken in other departments (except approved cross-listed courses) normally do not count toward the English major.

Students must complete the general requirements of the College of Arts and Sciences and one of the two programs listed below.

**Literature**

Students are subject to the major requirements in force when they enter CU. A minimum of 36 credit hours must be earned in the Department of English, 18 of which must be upper division. Requirements may be fulfilled by taking specific courses designated by the Department of English.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2000 Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2010 Introduction to Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>One course from each: the backgrounds to</td>
<td></td>
</tr>
<tr>
<td>literature in English, British literature</td>
<td></td>
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<tr>
<td>to 1660, British literature after 1660, and</td>
<td></td>
</tr>
<tr>
<td>American literature</td>
<td>12</td>
</tr>
<tr>
<td>One course from both categories: advanced</td>
<td></td>
</tr>
<tr>
<td>theory/genre studies/popular culture and</td>
<td></td>
</tr>
<tr>
<td>multicultural/gender studies</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 4038 Critical Thinking in English</td>
<td></td>
</tr>
<tr>
<td>Studies or ENGL 4728 Seminar: Topics in</td>
<td></td>
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<tr>
<td>English</td>
<td>3</td>
</tr>
</tbody>
</table>

Three elective courses in English ..................9
In addition to the 36 hours required for the major, another 9 hours may be taken, for a maximum of 45 hours in English.

The recommended sequence of courses to be taken during the initial year of the literature program is ENGL 2000 and an English elective for the first semester, and ENGL 2010 and a 2000-level ENGL course for the second semester.

**Creative Writing**

The curriculum listed below may be changing. Students should check with the department for the latest requirements.

Students are subject to the major requirements in force when they enter the University of Colorado. A minimum of 36 credit hours must be earned in the Department of English, 18 of which must be upper division.

ENGL 2000 Literary Analysis ......................3
ENGL 2010 Introduction to Literary Theory ......3
One course from any two of the following: the background to literature in English, British literature to 1660, British literature after 1660, and American literature ..................6
One course from advanced theory/genre studies/popular culture and multicultural/gender studies ..............3
ENGL 4038 Critical Thinking in English Studies or ENGL 4728 Seminar: Topics in English ..................3
Six creative writing workshops, three of which must be upper division .................................18

In addition to the 36 hours required for the major, another 9 hours may be taken, for a maximum of 45 hours in English.

The recommended sequence of courses to be taken during the initial year of the creative writing program is ENGL 2000 and ENGL 1191 for the first semester, and ENGL 2010 and a 2000-level workshop for the second semester.

Admission to the creative writing program is not automatic. Students must have taken at least 6 hours of writing with the program before being considered (3 hours for transfer students). In addition, they must submit two copies of a manuscript (if poetry, 7 poems; if fiction, 20 pages) to the admissions committee for approval. Students should apply no later than the second semester of their junior year.

In order to take a workshop beyond the 2000-level, students must submit a manuscript to the Department of English prior to registration. Each workshop may be taken three times for credit. Students may not take two poetry or two fiction workshops in the same semester.

**Graduating in Four Years**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in English, students should meet the following requirements:

Declare the English major and begin course work in the major no later than the beginning of the second semester.

Successfully complete one-third of the hour requirements for the major by the end of the fourth semester. For literature track majors, this includes ENGL 2000, 2010, an English elective, and any 2000-level course for the major. For creative writing track majors, this includes ENGL 2000, 1191, 2010, and 2021 or 2051, as well as formal admission to the program.

Successfully complete two-thirds of the hour requirements for the major by the end of the sixth semester.

Successfully complete the remaining major requirements by the end of the eighth semester.

**Departmental Honors**

Students interested in pursuing a special program leading to graduation with departmental honors should confer with the director of undergraduate studies as soon as possible, but definitely no later than the beginning of spring term in their junior year.

**Students Who Contemplate Teaching**

Sheets listing the curriculum required for a teaching license for secondary schools may be obtained in Education 151. Since fulfilling requirements for both education and English make a very tight schedule, students should seek early advising to complete their college requirements.

**Undergraduate English Awards and Prizes**

The Katherine Lamont Scholarship. The Lamont scholarship is a variable annual award to a continuing English major in recognition of sustained excellence and exceptional scholarly performance in the major.

The Harold D. Kelling Essay Prize. The Kelling prize is a variable cash award for the best essay on literature submitted by an undergraduate currently enrolled in the university. The essay must have been written for an English class at CU-Boulder and should be submitted to the English Department before April 15.

The Jovanovich Imaginative Writing Prize. The Jovanovich prize is an annual award for excellence in poetry, fiction, playwriting, or nature writing. Information is available in the creative writing office.
Graduate Degree Programs

Admission Requirements

Master's Degree in English. The M.A. program offers theory and literary history combined with a rigorous training in critical analysis. Applicants interested in English literature should have satisfactory scores on the verbal and advanced literature parts of the GRE. In addition, at least 24 credit hours in English (exclusive of composition, creative writing, and speech) are normally required for admission. Sixteen of the 24 hours must be in upper-division courses.

Those applicants interested in creative writing must submit satisfactory scores on the verbal section of the GRE, plus at least 18 credit hours in literature. In addition, each student must submit a manuscript of at least 10 pages of poetry or a minimum of 25 pages of fiction, nonfiction prose (other than literary criticism), or a screen or stage play for evaluation.

Doctoral Degree in English. Students must present satisfactory scores on verbal and advanced literature parts of the GRE, and must have either an M.A. degree in English or at least 30 hours of postgraduate English course work beyond the B.A. degree. Entering graduate students with no degree beyond the B.A. are normally admitted to the M.A. program. They may later apply for admission to the Ph.D. program.

Degree Requirements

Students wishing to pursue graduate work in English should note requirements for advanced degrees in the Graduate School chapter of this catalog and should write the department for a more complete description of the graduate programs in English or visit the department website at www.colorado.edu/English.

ENVIRONMENTAL, POPULATION, AND ORGANISMIC BIOLOGY

Degrees: B.A., M.A., Ph.D.

The undergraduate degree in environmental, population, and organismic biology emphasizes knowledge and awareness of:
- the diversity of living organisms, cellular structures and processes, Mendelian, molecular, and population genetics, and ecological processes at the population, community, biome, and biosphere levels;
- the sources of variation within and among populations, and the mechanisms of natural selection;
- scientific methods and the relations among theory, experiment, data, data analysis, and general knowledge;
- the relevance of mathematics, chemistry, and physics to biology; and
- the development of biological thought.

In addition, students completing the degree in environmental, population, and organismic biology are expected to acquire the ability and skills to:
- read, critically evaluate, and synthesize information from biological literature;
- make observations and generate hypotheses to account for observations;
- formulate experiments to test hypotheses and reach conclusions based on biological data; and
- articulate, in oral and written form, knowledge of biology, biological methods, and biological thought.

Bachelor's Degree Program

Students interested in EPO biology may want to consider the Baker Residential Academic Program. See Residential Academic Programs in this section of the catalog for more information.

The curriculum listed below may be changing. Students should check with the department for the latest requirements.

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below. Beginning Fall 1999, EPOB majors complete a new core curriculum—a sequence of four courses, each with a laboratory or recitation.

Required Courses
- EPOB 2001 Environmental Biology
- EPOB 2002 Cellular and Integrative Physiology
- EPOB 2003 Genetics and Developmental Biology
- EPOB 2004 Evolution and Biodiversity

Note: Options for students who declare the EPOB major after having taken other introductory biology courses are available from the EPOB Undergraduate Advising Office in Ramaley N122-D.

One of the following courses:
- EPOB 3500 Plant Kingdom
- EPOB 3510 Plant Anatomy and Development
- EPOB 3520 Plant Systematics
- EPOB 3530 Essentials of Plant Physiology

One of the following courses:
- EPOB 3240 Animal Behavior
- EPOB 3400 Microbiology
- EPOB 3630 Parasitology
- EPOB 3650 Embryology and Developmental Biology Laboratory
- EPOB 3700 Comparative Animal Physiology
- EPOB 3720 Comparative Vertebrate Anatomy
- EPOB 3770 Vertebrate Zoology
- EPOB 4650 Invertebrate Zoology
- EPOB 4000 level or above; at least 6 hours

(These 6 hours must be taken in the EPOB department on the Boulder campus and may include a maximum of 3 hours of independent study or independent research, but may not include EPOB 4000 or 4010. At least 3 of these 6 hours must be regular course work.)

Additional elective course work..............6-8

Ancillary Courses

One year of college chemistry:
- CHEM 1111 and CHEM 1131 General Chemistry 1 and 2 or CHEM 1111 General Chemistry 1 and CHEM 1071 Introduction to Organic and Biochemistry, or CHEM 1151 and CHEM 1171 Honors General Chemistry 1 and 2

One year of college physics:
- PHYS 2010 and PHYS 2020 General Physics 1 and 2 or PHYS 1110 and PHYS 1120 General Physics 1 and 2 and PHYS 1140 Experimental Physics 1

One semester of college mathematics:
- MATH 1310 Calculus 1 with Computer Applications or MATH 1300 Analytic Geometry and Calculus 1 or AP/PM 1350 Calculus 1 for Engineers

Note: Up to 12 credit hours of courses taken in other departments may be counted toward the 38 hours required for the EPOB biology major. MCDB courses used to fulfill the general biology requirement are counted as part of this 12-hour limit. A listing of acceptable courses may be obtained from the EPOB Undergraduate Advising Office, Ramaley N122-D.

Transfer students must complete at least 12 upper-division hours in EPOB courses on the Boulder campus.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in environmental, population, and organismic biology, students must meet the following requirements:

Declare the EPOB biology major and begin course work in the major in the first semester. Sign up during the first semester with the department's undergraduate services coordinator as a participant in the guarantee program.

Complete additional requirements for the four-year guarantee that are described on a handout available in the departmental office.

Minor Program

The department also offers a minor program. Details are available in the departmental office.

Concurrent B.A./M.A. Program

A combined B.A. and M.A. degree with thesis is offered for the highly motivated undergraduate major who is interested in completing a bachelor's and master's degree within five years. Applications for the B.A./M.A. degree are considered on a competitive basis. Freshmen, sophomores, and
juniors are eligible. Applicants must have an overall GPA of 3.50 or higher and the support of a faculty research advisor. Completed applications are due on October 15 and March 15.

Candidates for this degree must complete all college core requirements by the end of the senior year. The degree requires 24 hours of graduate credit, including 4 hours of thesis credit. In addition to a thesis based on original research, the candidate is required to take a comprehensive examination in three subject areas by the end of the senior year. The final examination consists of a thesis defense to the thesis committee; it should be scheduled by the end of the fifth year.

Students interested in this degree are encouraged to consult with the director of the program early in their undergraduate career. The department considers this a terminal degree, and no financial support is available from the department for students enrolled in this program.

Graduate Degree Programs

The Department of Environmental, Population, and Organismic Biology offers degree programs leading to the M.A. and Ph.D. in a wide range of areas of biological inquiry. Offerings include evolution, behavior, morphology, physiology, systematics, ecology, aquatic biology, population biology, genetics, neurobiology, and microbiology. Modern laboratory facilities for graduate study are in the Ramaley biology building. In addition, the department has strong ties with the University Museum, the Institute of Arctic and Alpine Research (INSTAAR), the Institute of Behavioral Genetics (IBG), and the Cooperative Institute for Research in Environmental Sciences (CIRES). INSTAAR operates the Mountain Research Station, an alpine field laboratory 25 miles from campus. Graduate research support is available in the form of fellowships, teaching assistantships, and research assistantships.

Graduate Admission

Admission materials may be obtained from the departmental office. Completed applications are due in the departmental office by January 2 for consideration for fall semester admission. A complete application includes a statement of intent, letters of recommendation, official transcripts, and GRE scores (both the general as well as the biology subject test). Applications for spring semester admission are not accepted. Students are required to have a bachelor's degree in biology or an equivalent. Students admitted without a sufficient background in chemistry, physics, or mathematics are expected to make up those deficiencies during their first year of graduate study.

The M.A. I Program

A master's degree with thesis is offered for students interested in continuing training as professional biologists after completing the degree. For some students the M.A. I provides a basis for work on a Ph.D. at the University of Colorado or at another institution, although the M.A. is not required for admission to the Ph.D. program. Prospective students are urged to consult with faculty advisors before January 5 to see whether application for the M.A. I or Ph.D. program is appropriate. Applications for the M.A. I program are considered on a competitive basis; the department only admits students for whom financial support is available. Twenty-four hours of course work, including 4 hours of thesis credit, are required for the degree. In addition to a thesis based on original research, each M.A. I student is required to take a comprehensive examination within the first three semesters of degree work. The thesis topic is presented to the thesis committee as a written research proposal. The M.A. I final examination consists of the thesis defense; it should be scheduled within two years for full-time students.

The M.A. II Program

A non-thesis master's degree program is offered for students who are interested in obtaining a greater knowledge of biology but who are not interested in degree work beyond the M.A. This program is suitable for secondary school teachers and others whose career choices do not require a research thesis. A faculty sponsor is required before admission can be granted; applicants are encouraged to communicate with potential sponsors before January 2. Financial support is not guaranteed for M.A. II students. Thirty credit hours of course work are required for the degree, including 4 hours of independent research leading to a paper to be presented to the faculty sponsor. A M.A. II final examination should be taken by the end of the student's second year of degree work. Most requirements for the degree should be completed by this time, including the majority of course work and the paper based on independent research. The written exam is scheduled for three half days. It covers three subject areas related to the student's scientific interests, chosen by the student and the Final Examination Committee. An additional oral exam may be required by the Final Examination Committee, following the written exam.

Doctoral Program

The Ph.D. is a research degree, involving the production of a major piece of original research (the dissertation). Most recipients of the Ph.D. from EPO biology go on to teach in a university setting or to do research in private or government laboratories. Because the area of work chosen for the Ph.D. is likely to determine the student's career options, applicants should communicate directly with potential thesis advisors and visit the department before completing the application. Applications are considered on a competitive basis and financial support in the form of fellowships or assistantships usually is available. Students are expected to form an advisory committee of five faculty members (including one from outside EPO biology) soon after beginning their studies. This committee advises the student in designing a research program and in making choices concerning course work. The Ph.D. comprehensive exam is administered by the student's dissertation committee and must be taken within the first five semesters of degree work. It consists of a written research proposal on the dissertation topic, a formal presentation summarizing the student's research progress, and an oral examination centered on the student's research. Upon the student's completion of the dissertation, a final examination is administered by the dissertation committee.

The only specific courses required for the Ph.D. are four 6000-level graduate seminars. A total of 30 hours of course work must be taken, although independent study credit may be included in this total. Ph.D. students are required to teach at least one year, generally by serving as a departmental teaching assistant.

ENVIRONMENTAL STUDIES

Degree ................................................. B.A.

The environmental studies major is administered through the Office of Environmental Studies and draws from curricula in the earth and natural sciences as well as the social sciences. See the program office (Benson Earth Sciences 246A) for details of the program requirements.

The program is composed of a required common curriculum that exposes all students to the basics of physical and social environmental sciences, as well as to a choice between two tracks. The environmental science track has specializations in water, biogeochemistry, and climate, and the social science track has specializations in environmental and natural resources, environmental analysis, and decision-making, planning, and policy.

The undergraduate degree in environmental studies emphasizes knowledge and awareness of:

- the causes, scale, and relative importance
of the major environmental problems in the United States and the world:

- the complexity of factors relating to human interaction with the environment, especially the fact that environmental problems have both human and biophysical components; and
- the general principles of human-environmental interaction, global habitability and environmental change, and sustainable human societies.

Environmental studies is an interdisciplinary program, drawing on courses and expertise from over a dozen departments. Students who also wish to pursue a traditional, discipline-based education are encouraged to double major or complete a minor in one of the participating departments. An internship program is offered to provide the upper-level student with practical experience working in the field.

Students interested in environmental studies may want to consider the Baker Residential Academic Program. See Residential Academic Programs in this section of the catalog for more information.

Bachelor's Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Common Curriculum

Students are expected to complete the following common curriculum:

Required Courses  Semester Hours

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 1000 Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>Biology sequence (EPOB 1030 and 1040 Biology: A Human Approach 1 and 2, and EPOB 1050 Biology: A Human Approach Laboratory; or EPOB 1210 and 1220 General Biology 1 and 2, and EPOB 1230 and 1240 General Biology Lab 1 and 2)</td>
<td>7-8</td>
</tr>
<tr>
<td>Chemistry sequence (CHEM 1011 and 1031 Environmental Chemistry 1 and 2; or CHEM 1051 Introduction to Chemistry and 1071 Introduction to Organic and Biochemistry; or CHEM 1111 and 1131 General Chemistry 1 and 2; or CHEM 1151 and 1171 Honors General Chemistry 1 and 2)</td>
<td>7-12</td>
</tr>
<tr>
<td>Economics sequence (ECON 1000 Introduction to Economics or ECON 2010 Principles of Microeconomics and ECON 5355 Natural Resource Economics or ECON 3545 Environmental Economics)</td>
<td>7</td>
</tr>
<tr>
<td>Geography/Geology sequence (GEOS 1001 Environmental Systems 1—Climate and Vegetation and 1011 Environmental Systems 2—Lakes and Streams, or GEOL 1010 and 1020 Introduction to Geology 1 and 2 and 1090 and 1090 Introductory to Geology Lab 1 and 2; or GEOL 1060, 1070, and 1110 Global Change 1 and 2 and Lab)</td>
<td>8</td>
</tr>
<tr>
<td>Lab requirement (a total of three labs from any of the following: CHEM, EPOB, GEOL, or GEOG)</td>
<td></td>
</tr>
<tr>
<td>PHIL 3410 Environmental Ethics or GEOG 3422 Conservation Thought or ENVS/ETHN 3003 Race, Class, and Pollution Policies</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 3201 The Environment and Public Policy or PSCI 2101 Introduction to Public Policy Analysis</td>
<td>3-5</td>
</tr>
<tr>
<td>One calculus or statistics course</td>
<td></td>
</tr>
</tbody>
</table>

In addition, students are required to complete either Track A (Society and Policy), or Track B (Environmental Sciences). Each track has several choices of specializations. An internship may be used as one course in a specialized area.

Track A: Society and Policy

Students must complete the three required courses and one of the four areas of specialization.

Required Courses  Semester Hours

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 4150 Human Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 3545 Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3412 Conservation Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Track B: Environmental Sciences

Complete a minimum of 15 credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVD 4023 Environmental Impact Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ENVS/EPOB 4040 Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3551 Biogeography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3662 Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4351 Landscape Ecology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4371 Forest Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4430 Seminar: Conservation Trends</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4501 Water Resources and Water Management of Western United States</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4732 Population Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4742 Environment and Peoples</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3070 Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4417 Environmental History of North America</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3070 Energy in a Technical Society</td>
<td>3</td>
</tr>
</tbody>
</table>

International Environment and Development

Complete a minimum of 15 credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3403 International Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3672 Gender and Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3682 Geography of International Development</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3812 Mexico, Central America, and the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3862 Geography of Africa</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4712 Political Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4882 Russian Commonwealth</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2140 Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 3413 International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 3193 International Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 4012 Global Development</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 4173 International Organization</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 4183 International Law</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 4782 Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 1002 Global Human Ecology</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 3002 Population and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCY/WMST 5012 Women, Development, and Fertility</td>
<td>3</td>
</tr>
</tbody>
</table>

Decision-Making, Planning, and Public Policy

Complete a minimum of 15 credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATOC 4800 Policy Implications of Climate Controversies</td>
<td>3</td>
</tr>
<tr>
<td>ENVD 4023 Environmental Impact Assessment</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3402 Natural Hazards</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 4950 Natural Catastrophes and Geologic Hazards</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2140 Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 3070 Energy in a Technical Society</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 2101 Introduction to Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 3201 Environmental and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 4703 Alternative World Futures</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 4136 Judgment and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 3091 Environment and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Analysis

Complete a minimum of 15 credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATOC 3300 Analysis of Climate and Weather Observations</td>
<td>3</td>
</tr>
<tr>
<td>ECON 4808 Mathematical Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENVD 4023 Environmental Impact Assessment</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 2053 Maps and Mapping</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 3033 Cartography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 3093 Geographic Interpretation of Aerial Photographs</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4083 Mapping from Remotely Sensed Imagery</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4093 Remote Sensing of the Environment</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4103 Introduction to Geographic Information Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Track B: Environmental Sciences

Students must complete the required courses and one of three areas of specialization.

Required Courses  Semester Hours

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPOB 3020 Principles of Ecology or GEOG 3601/ATOC 3600 Principles of Climate</td>
<td>4.5</td>
</tr>
<tr>
<td>GEOG 3511 Introduction to Hydrology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3700 Introduction to Field Geology</td>
<td>2</td>
</tr>
<tr>
<td>Plus one other 2 credit hour geology field course or GEOG 3130 Tropical Conservation Biology or EPOB 4630 Field Biology</td>
<td></td>
</tr>
<tr>
<td>Any field course at the Mountain Research Station</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Water

Complete a minimum of 12 credit hours from the following courses:

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVEN 3545 Water Quality</td>
<td>4</td>
</tr>
<tr>
<td>EPOB 3190 Tropical Marine Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EPOB 4020 Stream Biology</td>
<td>3</td>
</tr>
<tr>
<td>EPOB 4030 Limnology</td>
<td>3</td>
</tr>
<tr>
<td>EPOB 4110 Freshwater Marine Ecology</td>
<td>2.4</td>
</tr>
<tr>
<td>GEOG 4521 Snow Hydrology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4430 Seminar: Conservation Trends</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 4591 Water Resources and Water Management of Western United States</td>
<td>3</td>
</tr>
</tbody>
</table>
GEOL 3030 Introduction to Hydrogeology
GEOL 4660 Oceanography
GEOL 4970 Environmental Fluid Mechanics
GEOL 4980 River Basin Hydrology

Biogeochemistry
Complete a minimum of 12 credit hours from the following courses:
CHEM 4191 Environmental Chemistry of the Biosphere
EPOB 4170 Ecosystem Ecology
EPOB 4360 Microbial Ecology
GEOG 4410 Soils Geography
GEOL 3040 Global Change: Recent
Geological Record
GEOL 3320 Geochemistry
GEOL 3520 Environmental Issues in Geosciences
GEOL 4060 Oceanography
GEOL/GEOG 4241 Principles of Geomorphology

Climate
Complete one physics sequence and a minimum of 12 credit hours from the following courses:
ATOC 3300/GEOG 3391 Analysis of Climate and Weather Observations
ATOC 3500 Air Chemistry and Pollution
ATOC 4100 Modeling the Environment and Climate
ATOC 4710 Atmospheric Physics
ATOC 4720 Atmospheric Dynamics
ATOC 4800 Policy Implications of Climate Controversies
GEOG 4211 Physical Climatology:
Principles
GEOL 3040 Global Change: Recent
Geological Record
GEOL 4060 Oceanography
Choose one sequence from the following:
PHYS 1110 and 1120 General Physics 1 and 2;
or PHYS 2010 and 2020 General Physics 1 and 2...
8-10

Graduating in Four Years
Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in environmental studies, students should meet the following requirements:
Begin the common curriculum in the freshman year.
Declare environmental studies as the major by the beginning of the second semester. Students must consult with a major advisor to determine adequate progress toward completion of major requirements.

ETHNIC STUDIES

Degree........................................... B.A.
The ethnic studies major was built on the strengths of the Center for Studies of Ethnicity and Race in America (now the Department of Ethnic Studies), which developed four ethnic-specific foci, with a multidisciplinary faculty. The goals for this major are to enable students to think comparatively and cross-culturally about the relationships within and across racially defined communities, and to the dominant society; allow students to gain substantive knowledge and expertise in one of the four specific racial/ethnic fields, and familiarity with at least a second racial/ethnic field; reinforce students' acquisition of a critical approach to knowledge; involve learning and thinking within interdisciplinary frameworks; encourage participation, experiential, diverse and student-centered learning; develop skills in oral and written expression; develop appropriate skills in research design, information retrieval, and use from an ethnic studies perspective; empower students of color to move beyond being objects of study toward being subjects of their own social realities, with a voice of their own; motivate majority and racial/ethnic students to examine and interrogate their inherited political/economic and social/cultural positions; and prepare all students to live and contribute to an increasingly diverse America, in an ever-interdependent world.

The Department of Ethnic Studies has a core faculty of its own, but also draws on the faculty resources of many departments in the College of Arts and Sciences, as well as the College of Architecture and Planning, the School of Education, the School of Journalism and Mass Communication, the School of Law, the College of Music, and the University Libraries.

Bachelor's Degree Program
In addition to the general requirements of the College of Arts and Sciences, students must complete at least 33 credit hours of ethnic studies requirements: students must complete 12 hours of required ethnic studies core courses, 12 hours in a primary ethnic-specific concentration, 6 hours in a secondary ethnic-specific concentration, and 3 hours in an ethnic studies course with a cross-cultural comparative focus. A comparative ethnic studies concentration option is also available upon consultation with and approval of the department chair.

A grade of C- or better must be received in all courses used to satisfy the major requirements, with an overall average of 2.00 in the major. At least 24 hours must be upper-division credit (3000 or 4000 level). No more than 6 credit hours may be taken in independent study. No pass/fail graded courses may satisfy the 33-semester-hour minimum requirement. Required ethnic studies courses may be substituted by other appropriate courses on a case by case basis, if requested by the student in advance and in writing, and with the approval of the student's faculty advisor, as well as that of the department chair.

Required Courses  Semester Hours
ETHN 2000 Introduction to Ethnic Studies..........................3
ETHN 3500 Research Methods in Ethnic Studies........................3
ETHN 4510 Research Practicum in Ethnic Studies........................3
ETHN 4950 Senior Seminar in Ethnic Studies........................3
Primary ethnic-specific concentration........................12
Secondary ethnic-specific concentration........................6
Cross-cultural comparative focus........................3

Graduating in Four Years
Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in ethnic studies, students should meet the following requirements:
Declare ethnic studies as the major no later than the beginning of the second semester of study.
Complete at least 12 credit hours toward the ethnic studies major requirements by the fourth semester.
Complete at least 24 credit hours toward the ethnic studies major requirements by the end of the sixth semester.
Complete ETHN 3500 Research Methods in Ethnic Studies no later than the sixth semester.
Complete ETHN 4510 Research Practicum in Ethnic Studies no later than the seventh semester.
Complete ETHN 4950 Senior Seminar in Ethnic Studies no later than the eighth semester.

Minor Program
The Department of Ethnic Studies also has a minor program. For details, contact the departmental office.

Ethnic Studies Faculty Involvement in Graduate Studies
Faculty actively work to recruit African-American, American Indian, Chicano/Latino, and Asian/Pacific students for graduate studies at the University of Colorado at Boulder, with special attention given to students who are interested in carrying out thesis and/or dissertations that involve substantive and theoretical work revolving around the broad topic of "ethnicity and race in America." Faculty are further committed to the intellectual mentorship of such students, which might include instruction in graduate courses, directed reading courses, service on students' M.A. or Ph.D. committees, as well as helping to prepare graduate students for their qualifying examinations. An important dimension of this commitment includes attention to the step-by-step progress of these graduate students through their academic course work and research agendas.

Ethnic studies faculty will also recruit and employ whenever possible such students as graders and teaching assistants in large undergraduate courses, with the intention of providing experience in all aspects of classroom instruction, including syllabus design, design of assignments, grading, and issues of pedagogy vis-a-vis course content.

Ethnic studies faculty will mentor such graduate students in the area of writing for publication, and seek to facilitate publication opportunities in journals focusing on "ethnicity and race." After successful completion of graduate studies, faculty will assist graduates with their employment goals.

In sum, by making an active commitment in each of these areas, ethnic studies faculty assume a responsible, proactive, role in ensuring a greater diversity in the graduate programs at the University of Colorado.

Study Abroad
The Department of Ethnic Studies encourages students to participate in the study abroad programs offered through the Office of International Education. These programs give students a deeper understanding of culture and attitudes of people of color in other parts of the world and their counterparties in the United States. CU-Boulder is a member of the Council of International Educational Exchange that offers semester and full-year exchange programs with many institutions abroad, most notably in Africa, Asia, and Latin America.

Programs of special interest include study in Mexico, Dominican Republic, Ghana, Tunisia, Spain, Taiwan, and Japan. Further information appears under International Education in the first chapter of this catalog.

FILM STUDIES

Degrees...............................................B.A., B.F.A.
The Film Studies Program educates students in the history and development of film as an art form and a contemporary medium. The curriculum installs an informed, analytic awareness of the ways in which film has been used and provides the resources for significant creative exploration of the medium.

The undergraduate degree in film studies emphasizes knowledge and awareness of:
- the major artistic contributions to the evolution of film, from the advent of the moving image to the present;
- the general outlines of world film from the silent period to the present, with emphasis on the historical contributions of major national cinemas; and
- methodological variations in film criticism and film theory, including at least one recent methodological development.

Students completing either the B.A. or the B.F.A. degree in film studies are expected to acquire the ability and skills to:
- analyze and interpret films critically;
- communicate such interpretations competently in essay form; and
- make a short 16-mm sound film (B.F.A. majors only).

Admission to the Program
Students are encouraged to consult with an advisor in the appropriate area in order to obtain advice and current information.

The B.F.A. degree is competitive. In order to graduate with a B.F.A. degree, students must submit for review a film made in FILM 2600 Intermediate Filmmaking to a judicial committee of Film Studies faculty. Admission into FILM 4500 Advanced Filmmaking and completion of the B.F.A. degree are contingent upon approval of the film by this committee. New film projects may be submitted twice for reconsideration by this committee.

Note: Admission to any class after the third meeting of the class is contingent on professor's permission. The department may drop a student from a class if the student misses the first two classes of the semester.

Bachelor's Degree Programs
Bachelor of Arts
No more than 6 hours of independent study may be credited toward the major. All course work submitted for a film studies degree must have a grade of C or better. The arts and sciences 18-hour minimum of upper-division hours must be met with film studies courses.

Students must complete all general requirements of the College of Arts and Sciences and the required courses listed below.
The Film Studies Program requires a minimum of 47 hours in support of the B.A. requirements, including film courses and courses taken in other departments.

Required Courses
Semester Hours
Arts History Requirement
One of the four options listed below
Option 1: Humanities
HUMN 1010 and 1020 Introduction to
Humanities 1 and 2........................................12
Option 2: Fine Arts History
FINE 1309 and 1409 World Art 1 and 2...............6
Two upper-division courses in fine art history........6
Option 3: Literature
Any four literature courses in the following departments: Classics, Comparative Literature, English, Humanities, or a literature course offered by a foreign language department. Six hours minimum must be upper-division................12
Option 4: Fine Arts History and Literature
FINE 1309 and 1409 World Art 1 and 2...............6
Two upper-division literature courses...................6
Creative Arts/Performance Requirements
Completion of one to three creative arts and performance courses in the following departments: Creative Writing (English), fine arts (including photography), music, theater, or dance..2-9

Required Critical Studies Courses
FILM 1502 Introduction to Film Studies (Note 1)..........................3
FILM 3051 and 3061 Film History 1 and 2 (Note 2)........8
FILM 4004 Film Theory........................................3

Required Production Course
FILM 2000/2300 Beginning Filmmaking
(Note 3)...................................................3

Production Electives (not required)
FILM 3935 Internship......................................1-3
FILM 4005 Screenwriting..................................1-3

Critical Studies Elective Requirements
B.A. students must complete 18 hours from the following courses. At least 12 must be upper division.
FILM 2002 Recent International Cinema..................3
**Bachelor of Fine Arts**

No more than 6 hours of independent study may be credited toward the major. All course work submitted for a B.F.A. degree in film must have a grade of C or better.

Students must complete the general requirements of the College of Arts and Sciences as well as the required courses listed below. The Film Studies Program requires a minimum of 50 hours in support of the B.F.A. degree requirements.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts History Requirement</td>
<td></td>
</tr>
<tr>
<td>One of the four options listed below</td>
<td></td>
</tr>
<tr>
<td><strong>Option 1: Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>HUMN 1010 and 1020 Introduction to Humanities 1 and 2</td>
<td>12</td>
</tr>
<tr>
<td><strong>Option 2: Fine Arts History</strong></td>
<td></td>
</tr>
<tr>
<td>FINE 1309 and 1409 World Art 1 and 2</td>
<td>6</td>
</tr>
<tr>
<td>Two upper-division courses in fine arts history</td>
<td></td>
</tr>
<tr>
<td><strong>Option 3: Literature</strong></td>
<td></td>
</tr>
<tr>
<td>Any four literature courses in the following departments: Classics, Comparative Literature, English, Humanities, or a literature course offered by a foreign language department. Six hours minimum must be upper-division</td>
<td>12</td>
</tr>
<tr>
<td><strong>Option 4: Fine Arts History and Literature</strong></td>
<td></td>
</tr>
<tr>
<td>FINE 1309 and 1409 World Art 1 and 2</td>
<td>6</td>
</tr>
<tr>
<td>Two upper-division literature courses</td>
<td></td>
</tr>
<tr>
<td><strong>Creative Arts/Performance Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Completion of one to three creative arts/performance courses in the following departments: creative writing (English), fine arts (including photography, music, or theatre and dance)</td>
<td>2-9</td>
</tr>
</tbody>
</table>

**Required Critical Studies Courses**

- FILM 1502 Introduction to Film Studies (Note 1)...
- FILM 3051 and 3061 Film History 1 and 2...

**Required Production Courses**

- B.F.A. students also must complete 12 credit hours of the following courses:
  - FILM 2000 or 2300 Beginning Filmmaking (Note 3)...
  - FILM 2600 Intermediate Filmmaking...
  - FILM 3600 Electronic Filmmaking...
  - FILM 4500 Advanced Filmmaking...

**Production Course Electives**

- B.F.A. students must take 3-6 hours of any combination of the following courses:
  - FILM 3010 Special Topics in Production...
  - FILM 2600 Intermediate Filmmaking

**Critical Studies Elective Requirements**

- B.F.A. students must complete 12 hours, including 6 hours of upper-division courses.
In addition, students completing a degree in studio art are expected to acquire the ability and skills to:

- analyze their own works of art in terms of form and content;
- interpret the work of others;
- execute ideas in one or more artistic media;
- demonstrate artistic ability and technical proficiency in one chosen medium; and
- communicate in verbal and written form the particular conceptual and perceptual attitudes and stances of their own artistic production.

**Bachelor’s Degree Programs**

The curricula listed below may be changing. Students should check with the department for the latest requirements.

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

**Bachelor of Arts (Art History)**

(40-45 credit hours in the major)

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINE 1002 or 1012 Basic Drawing</td>
<td>2-3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>FINE 1003 Basic Printmaking</td>
<td>2</td>
</tr>
<tr>
<td>FINE 1202 or 1212 Basic Painting</td>
<td>2-3</td>
</tr>
<tr>
<td>FINE 1504 or 1514 Basic Sculpture</td>
<td>2-3</td>
</tr>
<tr>
<td>FINE 1161 or 1171 Basic Photography</td>
<td>2-3</td>
</tr>
<tr>
<td>Any two of the following lower-division art history courses:</td>
<td></td>
</tr>
<tr>
<td>FINE 1309 World Art 1</td>
<td>3</td>
</tr>
<tr>
<td>FINE 1409 World Art 2</td>
<td>3</td>
</tr>
<tr>
<td>FINE 2409 Introduction to Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>Any five to six upper-division art history courses</td>
<td>15-18</td>
</tr>
</tbody>
</table>

**Graduating in Four Years with a B.A. in Art History**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress toward a B.A. in art history, students should meet the following requirements:

Declare major by the beginning of the second semester.
Complete lower-division studio courses and lower-division art history courses by the end of the third semester.
Complete up to 32 credit hours in the major by the end of the sixth semester.
Final semesters not to exceed 45 credits in the major.

**Bachelor of Fine Arts (Studio Arts)**

(65-67 credits toward the major)

It is recommended that majors complete the 3-credit-hour basics (FINE 1012, 1212, and 1514) rather than the 2-credit-hour basics (FINE 1002, 1202, and 1504).

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINE 1002 or 1012 Basic Drawing</td>
<td>2-3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
</tr>
<tr>
<td>FINE 1003 Basic Printmaking</td>
<td>2</td>
</tr>
<tr>
<td>FINE 1202 or 1212 Basic Painting</td>
<td>2-3</td>
</tr>
<tr>
<td>FINE 1504 or 1514 Basic Sculpture</td>
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<tr>
<td>FINE 1161 or 1171 Basic Photography</td>
<td>2-3</td>
</tr>
<tr>
<td>FINE 1309 World Art 1</td>
<td>3</td>
</tr>
<tr>
<td>FINE 1409 World Art 2</td>
<td>3</td>
</tr>
<tr>
<td>FINE 2409 Introduction to Asian Art</td>
<td>3</td>
</tr>
</tbody>
</table>
The lower- and upper-division art history requirement is the same as for the B.A. degree.

Students must take any six upper-division studio courses that represent their interests in one or two major studio areas.

Students must complete a minimum of 11 credit hours of studio courses outside their major studio concentration. Students also must complete FINE 4117 B.F.A. Seminar, a 3-credit hour course.

The remaining 9 credits, required to reach the minimum of 65 for the degree, can be either lower- or upper-division fine arts electives.

Note: B.A./B.F.A. candidates must complete a minimum of 9 out of 15 credits in the major on the Boulder campus.

Graduating in Four Years with a B.F.A. in Studio Arts

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress toward a B.F.A. in studio arts or divisional studio arts, students should meet the following requirements:

Declare the major by the beginning of the first semester, freshman year.

Complete 9 credit hours of lower-division studio courses, 9 credit hours of lower-division art history courses, and three additional courses that are lower-division or upper-division studio or art history courses by the end of the third semester (27 credit hours).

Complete up to 46 credit hours in the major by the end of the sixth semester.

Final semesters not to exceed 67 credits toward the major.

Honors

Students may graduate with departmental honors. Those interested in pursuing this program should contact the Honors Department and/or the Department of Fine Arts honors representative as early as possible.

The minimum GPA requirement is 3.30.

Special Programs

Art History in Italy. Art history faculty annually conduct this program, which offers 6 credit hours of upper-division or graduate-level credit during a five-week summer term. Course offerings may vary, covering the late Medieval, Renaissance, and Baroque periods. The course divides its time between Florence and Rome, with up to a week spent in Venice.

Inquiries regarding this and other foreign studies programs should be directed to the Study Abroad Office in the Office of International Education.

Colorado Collection. The Colorado Collection is a wide-ranging teaching collection comprised primarily of works on paper ranging from expert old master prints and drawings to innovative contemporary art that speaks to the issues of our times. The collection includes a modest selection of 19th- and 20th-century photographs, as well as ceramics, sculptures, and paintings. The collection is housed in the Department of Fine Arts, under the auspices of the CU Art Galleries. It is used for instruction, research, and special study sessions, and is exhibited periodically in the CU Art Galleries.

Exhibitions Program. The CU Art Galleries, located in the Sibell Wolfe Fine Arts Building, present an active program of exhibitions and related activities that reflect the interests, constituencies, and resources of the university community and of the greater metropolitan area. The galleries focus on contemporary art by artists of international, national, and regional significance, and address current concerns and developments in the visual arts. Bachelor of Fine Arts shows and Master of Fine Arts thesis shows also are held in the galleries, which have a total of 5000 square feet of space. The galleries sponsor a number of related educational programs and a graduate curatorial internship program; graduate assistants and student guards help staff the galleries and receive practical training in the field.

Visiting Artist Program. Artists of national and international reputation interact with graduate and advanced undergraduate students and discuss their studio work at seminar meetings. Artists present a public lecture during their visit, providing continuous input of significant developments and a comprehensive view of contemporary issues in the arts.

Slide Collection. An extensive collection of slides representing art from prehistoric to modern times is maintained by the Department of Fine Arts. This collection is especially strong in the areas of African, Asian, European, Islamic, Medieval, North American, Oceanic, and Pre-Columbian art.

Thesis Collection. A collection of work donated by M.F.A. candidates from the thesis exhibition is also owned by the department.

Special Note: Students should be aware that work left in studios and/or exhibited in the Sibell Wolfe Fine Arts building is left at their own risk. The department will not be held responsible for loss or damage.

Graduate Degree Programs

The master of arts degree is offered in art history, and a master of fine arts degree is offered in creative arts. Students are encouraged to consult with an advisor in the appropriate area in order to obtain advice and current information.

Master of Arts Degree (Art History)

Prerequisites. The following are required for admission to the graduate program:

1. A baccalaureate degree from an approved college with a cumulative grade point average of at least 3.00.
2. A score of 500 or higher on the verbal section of the Graduate Record Examination.
3. A broad general background in history, literature, and philosophy.
4. An extensive background in art history.
5. Applicants to the master's program in art history are asked to write a 750 to 1,000 word essay in Part II, number 6 on the application form.

Examinations. The comprehensive exams are given to measure graduate student knowledge of art history at the master's degree level. The exams consist of essay questions relevant to the student's chosen major and area of concentration in art history.

Plan I (With Thesis) Course Requirements.

1. Three semesters of graduate work in art history are required, in which two semesters (minimum of 30 credit hours) must be spent in residence. Summer residence alone is unacceptable.
   a. FINE 6929 Seminar, 3 credit hours: Theories of Art History must be completed during the first semester in the program. Topics vary from semester to semester.
   b. FINE 5929 Visiting Scholars Program seminar, 3 credit hours. Students must take this during their second semester.
   c. At least one course in three of the following areas of art history: Renaissance, Baroque, Modern, Asian, Tribal Arts, American, Contemporary. Each course must be a 3-credit hour, 5000-level course.
   d. Two seminars in art history, which also may fulfill the course requirements in the above listed areas of art history. Each seminar is 3 credit hours and at the 5000 level.
   e. At least one course in a department outside the Department of Fine Arts. The course must be 3 credit hours at the 4000 level or above and supplement the major areas of concentration.
f. FINE 6959 Master’s Thesis (4-6 credit hours).

2. Thesis: See thesis requirements under Master of Arts and Master of Science in the Graduate School chapter of this catalog.

3. After acceptance of the final draft of the thesis by the thesis advisor, an oral examination takes place dealing with the subject matter of the thesis and any area of weakness that may have been found in the written comprehensive.

4. Language requirements: Candidates for the master’s degree in art history are required to demonstrate an adequate reading knowledge of French, German, or another appropriate language before receiving the degree by passing an approved language exam. Minimum scores required on the GSFLT are: German, 450; Russian, 380; French, 425; and Spanish, 425. Other languages may be taken with approval from the art history faculty. Students may petition their thesis advisor to have this requirement waived.

Plan II (Non-Thesis) Course Requirements: Students must complete a minimum of 6 hours of course work beyond the requirements for plan I in place of the thesis.

A nonthesis project (3 hours) must also be completed. This major study project (FINE 5969) must be approved by the entire art history faculty.

Master of Fine Arts Degree (Creative Arts)

Prerequisites. The following are required for admission to the graduate program:

1. Bachelor’s degree from an approved college or school of art with a minimum grade point average of 2.75.

2. Minimum of 34 credit hours of acceptable work in art; 12 credits in fine arts history is preferred.

3. Submission of a slide portfolio (must include 20 examples) representing creative work.

4. Electronic media students should submit a portfolio of creative work to include slides, video and/or audio tapes, film, etc., as appropriate (especially for documentation of performance and/or installations) for screening by the electronic media committee for presentation to the full graduate faculty.

Course Requirements:

1. Minimum of four semesters (54 credit hours, of which 36 must be taken in residence on the Boulder campus) of acceptable graduate work must be completed beyond the bachelor’s degree, consisting of:

a. Thirty-three hours in studio art, of which a minimum of 12 must be completed in the area (painting, drawing, sculpture, etc.) of concentration.

b. Fifteen hours in “nonstudio” art. Six of these must be in art history (5000-level courses), or a combination of FINE 5087 (Selected Topics in Contemporary Art) plus one art history course; the remaining 9 credit hours must include the Graduate Visiting Artist Program (FINE 5118) for 3 hours, and a minimum of 6 additional hours to be taken in art history, criticism, and/or art seminars. NonStudio hours completed outside the department may be taken at the 3000 level or above with an advisor’s approval.

c. FINE 6957 (M.F.A. Creative Thesis), 6 hours.

2. Fine Arts course work must be completed at the 5000 level.

Interdisciplinary Arts (IDA) Program

Graduate students interested in the IDA program should apply through their main area of concentration. Each IDA graduate student studies in at least one discipline outside of his or her main area of concentration. The advisor assigned to each IDA student should be a faculty member from the main area of concentration. The student’s course of study is planned with the advisor and/or the IDA advisor. The IDA program encourages students to explore several disciplines, both within the fine arts department and outside of fine arts.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio</td>
<td></td>
</tr>
<tr>
<td>Fine arts courses in accepted area</td>
<td>12</td>
</tr>
<tr>
<td>Fine arts courses outside of accepted area</td>
<td>12</td>
</tr>
<tr>
<td>within fine arts (minimum)</td>
<td></td>
</tr>
<tr>
<td>Electives outside accepted area in fine arts, theatre and dance, music, film studies, or any other relevant department</td>
<td>9</td>
</tr>
<tr>
<td>Critical theory (taken as studio or nonstudio hours)</td>
<td>3</td>
</tr>
<tr>
<td>Nonstudio</td>
<td></td>
</tr>
<tr>
<td>Art history</td>
<td>6</td>
</tr>
<tr>
<td>FINE 5118 Visiting Artist Program</td>
<td>3</td>
</tr>
<tr>
<td>Hours within or outside fine arts</td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>FINE 6957 M.F.A. Creative Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Year-End Review

After completing 18 credit hours of work, students must apply for a year-end review. The mandatory review is conducted by a faculty year-end review committee during the semester when the student reaches 24 semester hours. Hours in excess of 24 accumulated before the end of the semester in which the review occurs are not counted towards the degree. No student who has accumulated more than 30 hours without a year-end review is allowed to continue in the program. The year-end review must take place at least one year prior to the thesis show.

On the basis of this review, the year-end review committee determines whether students may continue in the program and identifies specific requirements for further work in both studio and nonstudio course work.

Transfer of Credit

Procedures for transferring credit from other graduate programs are governed by the regulations of the Graduate School. Transfer credit, not to exceed 18 semester hours, must first be approved by faculty in the student’s major area.

Change in Area of Concentration

Students who wish to change their area of concentration after admission must reapply to the department.

Graduation

Before registering for FINE 6957 (M.F.A. Thesis) students must meet with their thesis committee and obtain written permission to register.

1. M.F.A. thesis work must take the form of original creative work of acceptable professional standards.

2. In conjunction with the thesis exhibition there is an oral comprehensive examination and the candidate must provide a critical written statement concerning the work.

3. Upon the successful completion of the oral examination, the candidate’s written statement and 10 to 15 slides (representing work in the exhibition) are to be filed with the Department of Fine Arts. The written statement must conform to departmental requirements. The slides become part of the slide collection housed in the Department of Fine Arts.

4. The committee may request a contribution of original work.

FRENCH AND ITALIAN

Degrees in French: B.A., M.A., Ph.D

Degree in Italian: B.A.

Bachelor’s Degree Programs

French

Beyond providing mastery of the language skills (listening, speaking, reading, writing) of modern French needed for all purposes of daily life, the major introduces students to a central tradition of western and world culture. Since the Middle Ages, French literature, thought, taste, and art have helped shape the essential experience and self-understanding of humanity at large. Survey courses and upper-division seminars offer a range of exposures to the French cultural past and the far-flung ethnic and national diversity of the French-speaking present.
Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below. Students wishing to pursue an Honors major should also consult the Honors requirements listed below.

**Note:** Students undertaking a major in French should expect to have regular conferences with the director of undergraduate studies to ensure that they are making adequate progress and that requirements are being met in a timely way. The department will not certify majors for graduation when a failure to satisfy requirements is the fault of the student.

A minimum of 30 upper-division hours in French must be completed (see below for specific courses). FREN 2120 or its equivalent is the prerequisite for admission to courses required for the major.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 3010 French Phonetics and Pronunciation</td>
<td>3</td>
</tr>
<tr>
<td>FREN 3050, 3060 French Composition 1 and 2</td>
<td>6</td>
</tr>
<tr>
<td>FREN 3100 Critical Reading and Writing in French Literature</td>
<td>6</td>
</tr>
<tr>
<td>FREN 3110, 3120 Main Currents of French Literature 1 and 2</td>
<td>6</td>
</tr>
<tr>
<td>Four or more other courses at the 3000 or 4000 level, of which 9 hours must be at the 4100 level or above</td>
<td>12</td>
</tr>
<tr>
<td>FREN 4990 Senior Seminar (including a senior essay and oral presentation, except where a student elects to present a senior honors thesis)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Honors Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 3200 Introduction to Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>One semester of independent study</td>
<td>3</td>
</tr>
</tbody>
</table>

**Graduating in Four Years with a B.A. in French**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in French, students should meet the following requirements:

- Declare French major by the beginning of the second semester of study.
• contemporary Italian culture, politics, and current events;
• a range of literary genres, their development and reception, and relevant critical methodologies; and
• the grammatical structure of modern standard Italian.

In addition, students completing the degree in Italian are expected to acquire the ability and skills to:
• speak and understand modern, spoken, standard Italian sufficient for all purposes of daily life and for intellectual discussion in academic settings;
• read and write modern standard Italian with sufficient fluency and correctness for successful literary or linguistic analysis of Italian texts;
• analyze and interpret literary texts in terms of style, plot structure, characters, themes, and the use of literary devices;
• communicate such analyses and interpretations simply in Italian or at a more sophisticated level in English, and discuss a wide range of topics concerning Italian culture, civilization, and current events; and
• follow with reasonable comprehension authentic Italian broadcasts or film.

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below. Thirty-six hours beyond the first year with a 2.00 (C) grade point average or better are required, as listed below.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 2110 and 2120 Intermediate Italian Reading, Grammar, and Composition 1 and 2</td>
<td>6</td>
</tr>
<tr>
<td>ITAL 2130 Introduction to Literary Analysis 3</td>
<td>3</td>
</tr>
<tr>
<td>ITAL 3010 and 3020 Advanced Composition and Conversation 1 and 2</td>
<td>6</td>
</tr>
<tr>
<td>ITAL 3120 and 3130 Readings in Italian Literature 1 and 2</td>
<td>6</td>
</tr>
<tr>
<td>Two 4000-level courses in the Italian department (one will be taught in Italian and another in English)</td>
<td>6</td>
</tr>
</tbody>
</table>

Nine hours in Italian studies at the upper-division level to be chosen in consultation with the major advisor from suitable courses offered by the following departments: Classics, Fine Arts, History, and Political Science. It is recommended that students select courses in diverse disciplines and time periods.

**ITAL 4990 Senior Seminar (including a senior essay and oral presentation, except where a student elects to present a senior honors thesis)...**

**Note:** The seminar runs concurrently with one of the two courses taken at the 4000 level. See department brochure for details.

**Honors Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 3200 Introduction to Literary Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** FREN 3200 is taught in English and presupposes no knowledge of French.

One semester of independent study...**

**Note:** The semester of independent study is taken concurrently with ITAL 4990, and is devoted to one-on-one work on the senior honors thesis with a faculty advisor. It does not run concurrently with required 4000-level courses. See departmental brochure for details.

**Graduating in Four Years with a B.A. in Italian**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in Italian, students should meet the following requirements:

1. Declare the Italian major by the beginning of the second semester of study.
2. Complete 12 credit hours of requirements (including ITAL 2110 and 2120) by the end of the second (sophomore) year.
3. Complete 12 of the remaining 24 credit hours by the end of the third (junior) year.
4. Complete the remainder of the major requirements in the fourth (senior) year.

**Study Abroad**

French and Italian majors are strongly encouraged to spend a semester or a year at a French- or Italian-speaking university. CU-Boulder offers French study abroad programs in Annecy, Rennes, and Paris, and Italian study abroad programs in Florence, Bologna, and Siena. Transfer credit is readily available. CU-Boulder is also affiliated with the Syracuse University Program in Florence. All credit earned in courses in this program, with the exception of studio arts courses, may be applied to the Italian major. For further information about study abroad programs, students may visit departmental advisors or the Office of International Education. CU-Boulder also supports a summer program in Italy for students of art history. Credits earned on this program may be applied to the Italian major.

The Ayer Romance Language Scholarship is available for majors who plan to study abroad; it is awarded by the Department of Italian. The LaMont Scholarship is awarded alternately to French and Italian majors (in alternate years).

For further information, see International Education in the first chapter of this catalog, or inquire at the Office of International Education.

**Minor Programs**

The department now offers minors in both French and Italian. Interested students should contact the department for further information.

**Graduate Degree Programs in French**

Students wishing to pursue graduate work in French leading to candidacy for an advanced degree should read carefully Requirements for Advanced Degrees in the Graduate School chapter of this catalog. Graduate teaching exchanges at the Universities of Bordeaux and Valenciennes are available to students who have earned a master's degree. The Lamont Scholarship is available for a graduate student in alternate years.

**Master's Degree**

**Prerequisites.** The following are prerequisites to graduate study in French: the ability to read, write, speak, and understand spoken standard French; general knowledge of French literature and civilization; and ability to read one language in addition to English and French. This last requirement may be fulfilled either by taking at least 3 credit hours of a fourth semester undergraduate course in the language with a minimum grade of B- or by passing the Graduate Student Foreign Language Test. See department guidelines for the specific requirements for the M.A. in French.

**Doctoral Degree**

**Prerequisites.** Doctoral candidates should possess excellence in reading, speaking, writing, and understanding spoken standard French; general knowledge of French literature and civilization; and knowledge of one language other than English and French (see below).

**Required Courses.** See department guidelines for Ph.D. candidates.

**Language Requirement.** A sound reading knowledge of one modern language other than English and French is required. Proficiency must be shown by taking an undergraduate course in the language at the 4000 level. In some cases, when directly related to a student's research area, a reading knowledge of a fourth language can be substituted for the 4000-level course in the third language. Such reading knowledge must be certified by the student's passing a reading examination in the language. The examination normally consists of a timed translation of a literary text or a text dealing with literature (e.g., literary criticism). A dictionary is permitted. This language may be one of the following: German, Spanish, Italian, Latin, Greek, or Russian. Other languages are considered depending on the student's area of research.
GEOGRAPHY

Degrees ...................... B.A., M.A., Ph.D.
The Department of Geography offers theoretical and practical work in physical geography, including climatology, geomorphology, and biogeography; conservation of natural resources, including environmental education; human geography, including urban, social, economic, political, cultural, and population geography; geographic information science (GIS), including spatial analysis using GIS, remote sensing, computer cartography, GIS and society, and geography education; and regional analysis, including mountains, natural hazards, and specific regional courses. To complement its curriculum, the department offers geography majors internship opportunities.

The Department of Geography offers B.A., M.A., and Ph.D. degree programs in geography.

The undergraduate degree in geography emphasizes knowledge and awareness of:
- the unique contributions of the discipline to understanding the spatial components of problems and the diverse factors relating to human interaction with the environment;
- the spatial distributions of physical and human characteristics on the Earth's surface, the general patterns these form, and the processes that have created and are changing these patterns;
- the major themes of geographical analysis, including absolute and relative location; human and physical characteristics of place; human and environmental relations; movement of people, ideas, and products; and regionalization; and
- the general geographical principles of human-environment interaction, global change, and human spatial organization.

In addition, students completing the degree in geography are expected to acquire proficiency in:
- one or more of the specific geographic skill areas of cartography, air photograph interpretation, remote sensing, and geographic information systems;
- writing, quantitative methods, computer literacy, and library and field methods of data collection; and
- identifying the geographic dimensions of a problem and analyzing, synthesizing, and evaluating relevant data, and applying geographic principles offering a geographic perspective on that problem.

Bachelor's Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below. Students must complete at least 32 and no more than 45 credit hours in geography courses with grades of C- or better (18 hours must be upper division). No pass/fail grades are allowed in the major. These requirements apply to all geography majors who declare their major June 1, 1992, and thereafter. Majors who declared before that date have the option of completing their major under either the old or new rules. Transfer students majoring in geography must complete at least 12 credit hours of upper-division geography courses at CU-Boulder.

Required Courses Semester Hours
GEOG 1001 Environmental Systems 1—Climate and Vegetation..................4
GEOG 1011 Environmental Systems 2—Landscapes and Water....................4

Two of the following:
GEOG 1982 World Regional Geography........3
GEOG 1992 Human Geographies...............3
GEOG 2002 Geographies of Global Change..3
GEOG 2412 Environment and Culture........3

One of the following:
GEOG 2053 Maps and Mapping..................4
GEOG 3053 Cartography 1......................4

One of the following:
GEOG 3002 Introduction to Research in Human Geography....................3
GEOG 3023 Statistics for Earth Sciences....4
GEOG 3093 Geographic Interpretation of Aerial Photographs.................3
GEOG 4023 Introduction to Quantitative Methods in Human Geography........3
GEOG 4043 Cartography 2—Computer Mapping........................................4
GEOG 4083 Mapping from Remotely Sensed Imagery...............................4
GEOG 4093 Remote Sensing of the Environment......................................4
GEOG 4103 Geographic Information Systems..........................................4
GEOG 4173 Research Seminar..................3
GEOG 4383 Methods of Vegetation Analysis...........................................3
GEOG 4411 Methods of Soil Analysis........3
ANTH 4000 Quantitative Methods in Anthropology.................................3
ECON 3818 Introduction to Statistics with Computer Applications...............4
MATH 2510 Introduction to Statistics..................................................3
PSCT 4074 Quantitative Research Methods..........................3
PSYC 3101 Statistics and Research Methods in Psychology.....................4
SOCY 2061 Introduction to Social Statistics..........................3
SOCY 4061 Social Statistics..........................................................3
Additional electives ........................................................................11

Students should consult the departmental office for further information and referral to departmental advisors.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in geography, students should meet the following requirements:

Declare a geography major by the beginning of the second semester.
Complete GEOG 1001, 1011, and one of the following courses: GEOG 1982, 1992, 2002, or 2412, by the end of the third semester.
Complete GEOG 1982, 1992, 2002, or 2412 (must be different than the course used to complete the previous requirement) and 9 credit hours of upper-division geography courses by the end of the sixth semester.
Complete the remaining upper-division credit hours by the eighth semester.

Minor Program

The Department of Geography also offers a minor program. For details, contact the departmental office.

MAPS (Minimum Academic Preparation Standards)

To fulfill a MAPS deficiency in geography, students may take any one of the following courses: GEOG 1982, 1992, 2002 or 2412.

Geography Honors Program

Students interested in participating in a special honors program should contact the departmental honors advisor during their junior year.

Geography Internship Program

To complement its curriculum, the department offers geography majors internship opportunities in which students earn academic credit in GEOG 3930 Internship while working in selecting positions in public agencies and firms.

Residential Academic Program

Geography students specializing in environmental issues may want to consider the Baker Residential Academic Program. Students may visit the geography department office or refer to Residential Academic Programs in this section of the catalog for more information.

Graduate Degree Programs

Students wishing to pursue graduate work in geography leading to candidacy for advanced degrees should read carefully the requirements for advanced degrees in the Graduate School chapter of this catalog. Graduate-level course work at the Boulder
campus may be combined with graduate courses offered at the Denver and Colorado Springs campuses. Additional information should be obtained from the Department of Geography. The following are departmental requirements.

**Master's Degree**

**Prerequisites.** It is recommended that students have approximately 20 credit hours of geography, including introductory courses in both human and physical geography. However, an undergraduate major in geography is not required. It is desirable that students have course work in at least two areas outside geography in cognate fields in the social sciences and/or natural sciences. Graduate students are encouraged to have some background in college mathematics, statistics, and computer skills. Without the kind of background described above, admission may be on a provisional basis, and/or students are asked to make up certain deficiencies in their first year.

**General Requirements.** The minimum requirements for an M.A. in geography may be fulfilled by completing 24 credit hours of graduate work, including a master's thesis, which carries 6 credit hours (i.e., 18 hours of course work and 6 hours of thesis work). All grades offered for a degree must average at least 3.00 (B).

**Doctoral Degree**

**Prerequisites.** The minimum requirements for admission to the Ph.D. program are normally a master's degree, significant published research, or equivalent standing. Students without a master's degree (or equivalent) are initially admitted into the M.A. program, but they may petition to change to the Ph.D. program if all of the following conditions are met: the student has the support of a three-member committee of geography faculty, which forms the core of the dissertation committee; the student produces an extensive literature review paper and proposal with research ideas for a dissertation; and the student passes an oral examination consisting of a discussion of the literature and defense of the research proposal. The oral examination must take place in or by the third semester of the student's graduate program. This procedure is only recommended if the student has had prior independent research experience.

**General Requirements.** The Ph.D. degree is not conferred merely upon the satisfactory completion of a course of study. The candidate must also demonstrate proficiency in some broad subject of learning, and be able to critically evaluate work in the field, show the ability to work independently in the chosen field, and make an original contribution of significance to the advancement of knowledge.

The minimum requirement of course work is 30 credit hours numbered 5000 or above; ordinarily the number of hours is greater than this. Dissertation credit hours may not be used to fulfill the 30-hour requirement. At least 20 of these hours must be taken at the University of Colorado; up to 10 credit hours from another institution may be transferred upon approval. A 3.00 (B) average or higher must be maintained in all course work.

Six semesters of residence are required beyond the bachelor's degree, of which four must be at the University of Colorado; this may include two semesters for the master's degree. Students with a University of Colorado master's degree in geography, with departmental approval, may apply all credit hours from 5000 or above courses (except thesis credits) to the Ph.D. requirements.

**GEOLOGICAL SCIENCES**

**Degrees.** B.A., M.S., Ph.D.

The options available in the undergraduate program in geology are trifold: geology, geophysics, or environmental geoscience. Each program leads to the B.A. degree. The environmental geoscience option offers flexibility and broad training; the geology and geophysics options offer more traditional paths of training. All options provide a strong basis for graduate study and professional employment. Students who are uncertain as to which option best suits their needs should consult a departmental advisor. The B.A. in geology is also excellent preparation for later professional work in other fields, such as law, journalism, economics, engineering, etc.

Students who do not plan a career in the geosciences, or who would like to combine a basic knowledge of geology with that of some other field, should consider using geology as one subject in a distributed studies major. Individual programs can be tailored for such students.

Students interested in geological sciences may want to consider the Baker Residential Academic Program. See that section in the beginning part of this chapter for further information.

The undergraduate program emphasizes course work in theoretical, laboratory, and field-oriented aspects of the geological sciences. The nearby Rocky Mountains provide a natural laboratory for the study of geological materials and processes.

The undergraduate degree in geology emphasizes knowledge and awareness of:

- the ways in which Earth responds to internal and external forces; the physical, chemical, and biological evolution of Earth; the nature of the materials of which Earth is made; and mineralogy and petrology of igneous, metamorphic, and/or sedimentary rocks;
- interactions of the solid Earth with the hydrosphere and atmosphere, and how these interactions affect mankind and the environment;
- the processes of sedimentation, the use of stratigraphy, paleoecology of marine environments, and the role of geophysics and tectonics in understanding the nature of Earth and its history;
- the roles of physics, chemistry, biology, and mathematics in understanding geological processes;
- the history of discoveries and ideas that have contributed to our current awareness of the Earth and the planetary system;
- appropriate techniques for measuring and recording both past and present Earth processes; and
- the methods used in the field to map and interpret the diverse variety of rock types and structures.

In addition, students completing the degree in geology are expected to acquire the ability and skills to:

- read and critically evaluate relevant geological literature;
- observe and measure, in the field and laboratory, physical, chemical, and biological aspects of rock successions and to develop models of Earth history;
- present geological information in both written and oral form; and
- use appropriate tools from mathematics, chemistry, physics, and biology, including computers, to solve geological problems.

**Bachelor's Degree Programs**

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

All majors are required to take the following courses, and also must demonstrate a basic ability to work interactively with computers. Information on how to satisfy the requirements for computer literacy is available in the departmental office.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1010 and 1020 Introduction to Geology 1 and 2 or GEOL 1060 and 1070 Global Change 1 and 2 or GEOL 1130 and 1140</td>
<td></td>
</tr>
<tr>
<td>Our Dynamic Earth 1 and 2</td>
<td>6-7</td>
</tr>
<tr>
<td>GEOL 2700 Introduction to Field Geology</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 3010 Introduction to Mineralogy</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 4960 Writing in Geosciences</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1111 and 1131 General Chemistry 1 and 2 or CHEM 1151 and 1171 Honors General Chemistry 1 and 2</td>
<td>5-6</td>
</tr>
<tr>
<td>MATH 1200 and 2300 Analytical Geometry and Calculus 1 and 2 or MATH 1310 and</td>
<td></td>
</tr>
</tbody>
</table>
1320 Calculus I and 2 with Computer Applications or APPM 1350 and 1360 Calculus for Engineers I and 2 ........................................ 8-10
PHYS 1110, 1120, and 1140 General Physics I and 2 and Experimental Physics I .......................... 9

Note: GEOL 1080 and 1090 Geology Laboratory 1 and 2 are also recommended, particularly for students taking GEOL 1010 and 1020. GEOL 1110 Global Change Laboratory is recommended for students taking GEOL 1070.

Geology Option

Students electing the geology option are required to take the following additional courses:

Required Courses Semester Hours
GEOL 3020 Petrology ........................................... 3
GEOL 3120 Structural Geology .................................. 4
GEOL 3430 Sedimentology and Stratigraphy ........ 4
Two 2-credit-hour advanced (4000-level) field geology modules .................................................. 4
And any two of the following courses:
GEOL 3320 Introduction to Geochemistry ............ 3
GEOL 3410 Paleobiology ........................................ 3
GEOL 4130 Principles of Geophysics or
GEOL 4530 Introduction to the Physics of the Solid Earth .................................................... 3

Environmental Geoscience Option

Students electing the environmental geoscience option are required to take the following additional courses:

Two 2-credit-hour advanced (4000-level) field geology modules .................................................. 4
GEOL 3030 Introduction to Hydrogeology ............ 3
GEOL 3320 Introduction to Geochemistry ............ 3
GEOL 3430 Sedimentology and Stratigraphy .......... 4
One course from Group A below, one course from
Group B below, and a third course from either A or B:

Group A
GEOL 3023 Statistics for Earth Sciences ............ 3
GEOL 4093 Remote Sensing of the Environment .... 4

Group B
GEOL 3040 Global Change: The Recent Geologic Record .................. 3
GEOL 3120 Structural Geology .................. 4
GEOL 3520 Environmental Issues in Geosciences ... 3
GEOL 4241 Principles of Geomorphology ............ 4

Geology and Geoscience Options

Students in either of these options must take additional 3000- or 4000-level courses so that the total number of upper-division hours in geological sciences is at least 28. Any upper-division course is acceptable, with the exception that only one of the following may be counted toward the 28-hour minimum in the geology option:

Required Courses Semester Hours
GEOL 3040 Global Change: The Recent Geologic Record .................. 3
GEOL 3520 Environmental Issues in Geosciences .................. 3
GEOL 3620 Controversies in Planetary Geology ................. 3
GEOL 3630 Great Geological Controversies ................. 3
GEOL 3720 Evolution of Life: The Geologic Record ................. 3
GEOL 4060 Introduction to Oceanography ................. 3
GEOL 4080 Societal Problems and Earth Sciences ................. 3
GEOL 4500 Critical Thinking in the Earth Sciences ................. 3
GEOL 4930 Natural Catastrophes and Geologic Hazards ................. 3

Geophysics Option

Students electing the geophysics option are required to take the following additional courses:

Required Courses Semester Hours
GEOL 3020 Petrology ........................................... 3
GEOL 3120 Structural Geology .................................. 4
GEOL 4530 Introduction to the Physics of the Solid Earth .................................................... 3
GEOL 4714 Field Geophysics .................................. 2
PHYS 2130 General Physics 3 .................................. 3
PHYS 2140 Methods of Theoretical Physics ................. 3
PHYS 2150 Experimental Physics Lab ................. 1
PHYS 3210 Analytical Mechanics ................. 3
PHYS 3310 Electricity and Magnetism ................. 3
MATH 2400 Analytical Geometry and Calculus 3 ................. 4
APPM 2360 Introduction to Linear Algebra and Differential Equations ................. 3

Additional information on required courses and other departmental requirements may be obtained from the department office. Students should contact the department for a list of current major requirements.

Transfer students must satisfactorily complete a minimum of 12 credit hours of advanced work (3000-level or above) in the Department of Geological Sciences in Boulder if they wish to obtain a degree in geology from CU-Boulder. Before registering for the first time, or within the first week of the semester, such students must see a member of the departmental academic progress committee to have previous course work in geology, math, and allied sciences evaluated.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in geology, students should meet all college requirements plus specific departmental requirements. These departmental requirements vary slightly between the three major options. Detailed information is available from the department office, but in general these requirements include:

- Declare a geology major and begin course work in the major during the first semester freshman year.
- Meet with a departmental advisor prior to the second and fifth semesters and during the seventh semester.
- Complete at least 33 credit hours (geology and environmental geoscience options) or 44 credit hours for geophysics option) required for the major by the end of the fourth semester.
- Complete at least 47 credit hours (geology and environmental geoscience options; 63 credit hours for geophysics option) required for the major by the end of the sixth semester.
- Complete the remaining requirements for the major by the end of the eighth semester.

Minor Program

The department also offers a minor in geology. Details are available in the department office.

Geology Honors Program

Opportunity is provided for qualified geology majors to participate in the geology honors program and graduate with honors (cum laude, magna cum laude, or summa cum laude) in geology. Students interested in the honors program should contact the departmental honors advisor during their junior year.

Geology Internship Program

This program is an academically supervised opportunity for geological science majors to work with public or private organizations. Students interested in the internship program must contact the departmental internship advisor during their junior year.

Graduate Degree Programs

Students interested in graduate work in the geological sciences should carefully read the detailed information regarding admission, registration, and degree requirements that is available from the departmental office. A brief summary follows.

All students applying for admission must take the Graduate Record Examination. Results of this examination are used both for determining admittance and for initial academic counseling.

Entering students normally have completed at least 24 semester hours of basic courses in geological science and two semesters each of chemistry, physics, and calculus. In some cases, exceptional undergraduate preparation in other fields of science, mathematics, or engineering may substitute for part of the 24 hours in geological science.

Initial counseling is provided on an individual basis by the departmental committee on academic progress. Thereafter, each stu-
dent acquires an advisory committee which provides guidance throughout the degree program.

**Master’s Degree**

Candidates for the master’s degree in geological sciences must complete at least 24 credit hours of graduate course work including a thesis (plan I), or 30 credit hours of graduate course work without a thesis (plan II). The plan II program requires at least 3 hours of GEOL 6960 (Plan II Master’s Research) under the supervision of the advisory committee. At least 12 credit hours course work (plan I) and 16 credit hours course work (plan II) must be at the 5000 level. See Graduate School specifications for further information.

**Doctoral Degree**

Candidates for the doctoral degree must complete at least 30 credit hours in course work numbered 5000 or above, of which at least 20 must be taken at CU-Boulder. In addition to course work, candidates must take a total of at least 30 hours of GEOL 8990 doctoral dissertation hours, with not more than 10 of these in any one semester and not more than 10 before the comprehensive examination is passed.

The Department of Geological Sciences participates in the interdepartmental Ph.D. program in geophysics and hydrology. For more information about this program, consult the Graduate School chapter of this catalog.

**GERMANIC AND SLAVIC LANGUAGES AND LITERATURES**

<table>
<thead>
<tr>
<th>German Studies Degree</th>
<th>B.A., B.A.M.A.</th>
<th>German Degree</th>
<th>M.A.</th>
<th>Russian Studies Degree</th>
<th>B.A.</th>
</tr>
</thead>
</table>

Students may choose to major in either: Germanic Studies or Russian Studies.

The major in Germanic Studies is an interdisciplinary program focusing on study of the German language, its manifestations in history, and its usage in the current cultural and social context; the literary, artistic, and philosophical aspects of German culture in the past and the present; the major historical events and developments in Germany and its neighboring countries, and the current political institutions and dynamics in Germany within the broader European framework.

The major in Russian Studies is an interdisciplinary program focusing on study of the current cultural and social context, and the literary, artistic, and historical aspects of Russian culture in the past and present. The aim of the language curriculum is to equip students to read, write, speak, and understand Russian on a level allowing communication with natives and other users of the language. Before registering for a course, students should consult with a departmental advisor concerning appropriate placement.

Students interested in Russian Studies should consider a double major in order to increase their career opportunities. Prospective teachers might combine Russian Studies with a major in another foreign language, while those preparing for a career in government, business, or social services should benefit from a combination of Russian Studies and a social science or business major. Students structure their curriculum according to the departmental checklist for majors, in close consultation with a departmental advisor.

The undergraduate degree in Germanic studies emphasizes knowledge and awareness of:
- the fundamental outlines of German history and culture;
- the history of modern German literature from 1750 to the present; and
- cultural developments in modern German-speaking Central Europe, such as the arts, the cinema, and architecture; and
- critical issues such as the Nazi era and the Holocaust, the roles of women, German attitudes toward non-Germans, German culture after reunification, and their reflection in German literature, arts, and media.

In addition, students completing the degree in Germanic studies are expected to acquire the ability and skills to:
- read German at a level at which critical literary and cultural analyses can be performed;
- write and speak German sufficiently to participate in critical discussions and write critical essays; and
- speak and comprehend German sufficiently for all situations in daily life, especially the business and professional sectors of German life.

The undergraduate degree in Russian studies emphasizes knowledge and awareness of:
- the fundamental outlines of the history of Russian literature and culture from the Middle Ages to the present day;
- the major Russian creative writers of the 19th and 20th centuries;
- the historical context of Russian literature and culture; and
- basic critical methodologies as they relate to the study of Russian literature.

In addition, students with a degree in Russian studies are expected to acquire the ability and skills to:
- comprehend contemporary Russian, written or spoken, to a degree permitting sophisticated analysis of cultural texts;
- analyze Russian literary texts and give a reasoned response to them in literate English; and
- write and converse in Russian at their own intellectual level.

**Bachelor’s Degree Programs**

**Germanic Studies**

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

**Required Courses**

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
</table>

As of August 1, 1997, the major requirement in Germanic Studies is 34 hours beyond GRMN 2010 (with grades of C- or above). Students who declared their major before August 1, 1997, will continue to fulfill the requirements that were in effect at the time they declared a major. Students design their own major in consultation with the undergraduate advisor and a faculty mentor. Completion of the following courses is required; only 3 of these courses may be lower level courses. Students who test out of GRMN 2010 are required to complete 33 hours.

**A. German Language Courses**

Completion of the following German language courses or demonstration of third-year proficiency. GRMN 4010 is required of all majors.

<table>
<thead>
<tr>
<th>GRMN 2010 Intermediate German</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 3010 Advanced Conversation and Grammar</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 3020 Professional German</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 4010 Advanced Composition, Conversation, and Stylistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students have the option of taking the exam Zerifikats Deutsch als Fremdsprache in GRMN 3010, the exam Deutsch für den Beruf in GRMN 3020, and the exam Zentrale Mittelstufenprüfung in GRMN 4010.

**B. German Culture, Literature, and Other Electives**

<table>
<thead>
<tr>
<th>GRMN 4550 Senior Seminar</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 3110 German Literature from 1910 to Present</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 3120 Modern German Literature from 1750 to 1910</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 3140 Current Issues in German Literature</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 3520 Open Topics in the Cultural Context</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 4930 Business German</td>
<td>3</td>
</tr>
</tbody>
</table>

(Students in GRMN 4030 have the option of taking the exam Prüfung Wirtschaftsdeutsch International.)

<table>
<thead>
<tr>
<th>GRMN 4330 The Age of Goethe</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRMN 4340 Seminar in German Literature</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 4370 Introduction to German Literary History</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 4380 Introduction to German Literary History</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Courses Taught in English

GRMN 1401 Introduction to Modern German Culture and Civilisation.

GRMN 1402 Metropolitan Modernity.

GRMN 2501 20th-Century German

Short Story.

GRMN 2502 Representing the Holocaust.

GRMN 3501 German-Jewish Writers.

GRMN 3502 Literature in the Age of Goethe.

GRMN 3503 German Film and Society 1.

GRMN 3504 Topics in German Film.

GRMN 3505 The Enlightenment: Tolerance and Emancipation.

GRMN 3513 German Films and Society 2.

GRMN 4501 Seminar: Literature in Cultural Context.

GRMN 4502 Nietzsche: Literature and Values.

GRMN 4503 Issues in German Thought.

GRMN 4504 Goethe's Faust.

C. Area Courses

If only one course is taken from Section C, another course from either Section A or B may be substituted.

ECON 4514 Economic History of Europe.

FINE 4339 Modern Art 3.

HIST 414 19th-Century Europe.

HIST 4413 German History to 1849.

HIST 4423 German History since 1849.

HIST 4433 Nazi Germany.

HIST 4613 History of Eastern Europe to 1914.

HIST 4623 History of Eastern Europe since 1914.

HIST 4414 European Intellectual History 1750-1870.

HIST 4424 European Intellectual History, 1870-Present.

HIST 4444 Topics in European Thought: 20th-Century Philosophy.

PHIL 4502 Marxism.

PSY 4002 Advanced Comparative Politics—Western Europe.

PSY 4213 Europe in the International System.

SCAN 2201 Introduction to Modern Scandinavian Culture and Society.

SCAN 2202 The Vikings.

SCAN 3202 Old Norse Mythology.

SCAN 3203 Masterpieces of Modern Scandinavian Literature.

D. Required for Students in the Secondary Teacher Certification Program

GRMN 440 Applied Linguistics.

GRMN 4450 Methods of Teaching German.

GRMN 4460 High School German Teaching.

Other requirements as stated by the School of Education.

Note: GRMN 4450 and 4460 can be taken only after full admission to the teacher education program in the School of Education.

Study Abroad

The department strongly recommends that all majors take part in study abroad. The university's programs in Regensburg, Göttingen, and Tübingen provide a full year of study abroad. Kassel provides the opportunity for language study during the summer for a shorter period of time. Please consult with the major advisor. For further information on study abroad programs, see International Education in this catalog.

Russian Studies

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Required Courses

Semester Hours

Completion of 38 hours with grades of C or better. (Note: May be taken as pass/fail. Note: RUS 1010 and 1020 will not be counted toward the 38 hours required for the bachelor's degree in Russian. Students are required to structure their curriculum according to the attached departmental checklist for majors in close consultation with a departmental advisor. Transfer credit must be approved by this department.

Note: Beginning or middle-level language course requirements may be met by transfer credit or by testing out of the course. Students who enter the program at the third-year level must complete at least 15 credit hours in residence in courses numbered 3000 or above with grades of C or better. (Note: May be taken as pass/fail.)

Track A—Russian Language and Culture

RUS 1010 Second-Year Russian 1

RUS 2020 Second-Year Russian 2

RUS 3010 Third-Year Russian 1

RUS 3020 Third-Year Russian 2

RUS 4010 Advanced Conversation and Composition 1

RUS 4020 Advanced Conversation and Composition 2

RUS 2211 Introduction to Russian Culture or RUS 2221 Introduction to Modern Russian Culture

RUS 3000 Advanced Conversation or RUS 3050 Business Russian

RUS 3301 Contemporary Issues in Russian Film or RUS 4210 Open Topics: Russian Literature and Culture

RUS 4811 19th-Century Russian Literature

RUS 4821 20th-Century Russian Literature and Art

One 3000- or 4000-level Russian course not listed above.

Track B—Russian Culture and Literature

RUS 2010 Second-Year Russian

RUS 2020 Second-Year Russian

RUS 2211 Introduction to Russian Culture

RUS 2221 Introduction to Modern Russian Culture

RUS 3301 Contemporary Issues in Russian Film

RUS 3502 Ideas and Values in Modern Russia

RUS 4811 19th-Century Russian Literature

RUS 4821 20th-Century Russian Literature and Art

RUSS 4431 Dostoevsky

RUSS 4441 Tolstoy

One 3000- or 4000-level RUSS course not listed above.

HIST 4723 Imperial Russia or HIST 4733 The Russian Revolution and the Soviet Regime

Language Placement

One year of high school Russian is usually considered equivalent to one semester of college Russian. Thus, a student with two years of high school Russian should enroll in RUSS 2010. Students who think that they should be placed at a level different from the normal one should consult the department for advice. Placement level is determined in consultation with the department and should be done before registration.

Study Abroad

The department strongly recommends that all majors take part in the university's summer language program in St. Petersburg. For further information, see the International Education section of this catalog.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in Germanic or Russian Studies, students should meet the following requirements:

Begin to study the language in the freshman year, or have received AP credit.

In consultation with the major program advisor before the end of the drop/add period in the first semester, plan a tentative schedule of courses to be taken over eight semesters.

Discuss progress toward the degree each semester with the major advisor.

Note: Although these requirements apply only in cases in which students are seeking to graduate under the terms of the four-year guarantee, they are good advice for all majors. Consult the program advisor about the major at any time.

Minor Programs

Minors in German, Russian, and Scandinavian are available. See the department for requirements.

Courses Taught in English

A number of courses are offered in translation. These courses generally require no previous study in the language, history, or culture of the area involved, and are open to all interested students, regardless of major.

Scandinavian

Courses are offered in English on Norwegian, Swedish, and Scandinavian culture.
and civilization. The language courses satisfy arts and sciences language requirements for the B.A. and B.F.A. degrees. In addition, there is an exchange program with Uppsala University in Sweden. At least two semesters of Swedish are required for application to the program. A minor is offered in Scandinavian.

Concurrent B.A./M.A. Program in Germanic Studies

Highly motivated undergraduates majoring in Germanic Studies at CU-Boulder have the opportunity to enter a B.A./M.A. program, thereby earning both the B.A. and the M.A. in five years. The concurrent degree program offers a unique academic credential designed to produce skilled graduates for a variety of occupations. Students must make written application no later than April 1 of the sophomore year. A minimum GPA of 3.25 for all courses is required, as well as three letters of recommendation indicating strong potential for advanced, intensive work in Germanics. The recommended track requires a total of 58 hours of courses, with graduate courses in the fourth and fifth years only. Students should have completed most of their MAPS/core requirements (at least 30-37 hours) by the end of the sophomore year. Only CU-Boulder students may apply. For specific requirements please contact the department.

Master’s Degree in German

Students wishing to pursue the interdisciplinary master’s in German should read carefully Requirements for Advanced Degrees in the Graduate School chapter of this catalog. The following prerequisites and requirements apply: B.A. or equivalent in German or German-level proficiency in German with a B.A. in a related field; general knowledge of the German-speaking countries’ literature, history, and culture; 24 hours of approved course work and a master’s thesis (8 hours), or 30 hours of course work without thesis; and reading knowledge of one modern foreign language in addition to German and English, to be demonstrated by approved course work or by examination. For specific requirements please contact the department.

HISTORY

Degrees ........................................B.A., M.A., Ph.D.

The undergraduate degree in history emphasizes knowledge and awareness of:

- the main topics in the political, social, cultural, and economic history of the United States, from its origins to the present;
- the main topics in the political, social, cultural, and economic history of western civilization, from its origins in antiquity to the present;
- one area of the world in more detail—the United States, Europe, or world areas acquired through upper-division study; and
- methodology in historical studies.

In addition, students completing the degree in history are expected to acquire the ability and skills to:

- research and conduct an investigation, consulting appropriate works for developing a bibliography;
- distinguish between primary and secondary sources, analyze arguments and interpretations, and recognize interpretive conflicts;
- interpret evidence found in primary sources and develop an historical argument based on and sustained by the evidence available; and
- produce historical essays that are coherent, cogent, and grammatically correct.

Bachelor’s Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Required Courses

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete either 36 or 39 hours in history courses with grades of C+ (2.7) or better (21 or 24 hours must be upper division).</td>
</tr>
<tr>
<td></td>
<td>HIST 1015 The United States since 1865 and HIST 1025 The United States since 1865 or HIST 1035 Honors: The United States since 1865.</td>
</tr>
<tr>
<td></td>
<td>HIST 1010 and 1020 Western Civilization 1 and 2, or HIST 1010 and 1040 Western Civilization 1 and Honors Western Civilization 2.</td>
</tr>
<tr>
<td>Complete one of the following:</td>
<td></td>
</tr>
<tr>
<td>HIST 1038 Introduction to Latin American History; HIST 1208 Introduction to African History; HIST 1308 Introduction to Middle Eastern History; HIST 1608 Introduction to Chinese History; HIST 1708 Introduction to Japanese History.</td>
<td></td>
</tr>
<tr>
<td>Complete a 12-hour concentration at the upper-division level (including a 3000-level seminar) in the history of one geographical area: the United States, Europe, or World Areas (Africa, Asia, Latin America, Middle East). Senior history majors may, with instructor consent, substitute a 5000-level course for the seminar.</td>
<td></td>
</tr>
<tr>
<td>Complete either two upper-division history courses outside the area of geographical concentration plus HIST 4020 Capstone: Comparative History (three courses for a total of 36 hours in the major); or two upper-division history courses in each of two regions outside the area of concentration (four courses for a total of 39 hours).</td>
<td></td>
</tr>
</tbody>
</table>

Note: All 1000- and 2000-level history courses meet College of Arts and Sciences core curriculum requirements (check individual course descriptions for the specific requirement met). All 1000- and 2000-level history courses meet College of Arts and Sciences core curriculum requirements (check individual course descriptions for the specific requirement met). HIST 1050, 1061, 1002, 1113, 1123, 1717, and all 2000-level courses do not fulfill major requirements. Most 3000-level seminars intended for history majors complete the critical thinking requirement. Courses at the 4000-level do not normally fill core requirements. (A few courses do not conform to these rules.)

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of “adequate progress” as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in history, students should meet the following requirements:

Declaring the major no later than the second semester of the freshman year.

The recommended sequence of courses follows.

Freshman year

Any two of the five required lower-division courses ................................................................. 6

Sophomore year

Two of the required lower-division courses ................................................................. 6

Optional: one upper-division course if students have completed an introductory course in that area .......................................... 3

Junior year

The one remaining required lower-division course ................................................................. 3

Two upper-division courses in area of geographical concentration ........................................ 6

One upper-division course outside area of concentration (may have been taken in sophomore year) .................................................. 3

Senior year

Two upper-division courses in area of geographical concentration, including 3000-level seminar ................................................................. 6

One upper-division course outside area of concentration ................................................................. 3

Either HIST 4020 Capstone: Comparative History, or two additional upper-division courses outside area of concentration ................................................................. 3 or 6

Note: No more than 45 credit hours in history apply to graduation requirements. Students must have a grade point average of at least 2.00 in the major in order to graduate. Students may receive credit for HIST 1020 and/or 1015 and 1025 by obtaining a score of four or better on the high school
Advanced Placement history test(s). (CLEP
tests are not accepted.) Many 1000-level
courses, most 3000-level seminars, and all
4000-level courses count toward the 36-39
credit hour major requirements. HIST
1051, 1061, 1002, 1113, 1123, 1717,
and all 2000-level courses count within the 45-
credit hour maximum in history but do not
meet requirements toward the 36-39 credit-
hour major. Transfer students majoring in
history must complete at least 12 credit
hours of upper-division history courses
taught by the University of Colorado at
Boulder faculty. In addition, 3000-level criti-
cal thinking seminars and HIST 4020 must
be taken on the CU-Boulder campus.

Minor Program
The history department offers a minor in
history requiring 21 credit hours. Informa-
tion regarding specific requirements can be
obtained from the Department of History.

Residential Academic Programs
Students interested in history may want to
consider the Smith Hall International Pro-
gram. See Residential Academic Programs
in this section of the catalog for more
information.

Graduate Degree Programs
Students wishing to pursue graduate work in
history leading to candidacy for an advanced
degree should read carefully requirements for
advanced degrees in the Graduate School
chapter of this catalog. The following are
special departmental requirements. Addi-
tional information should be obtained from
the Department of History.

Admission Requirements. For purposes of
admission to the graduate program, the verbal
portion of the Graduate Record Examination
is required and a score in the 80th percentile
or above is generally expected. Ph.D. appli-
cants who do not have an M.A. degree from
the department are encouraged to take the ad-
vanced history portion of the GRE. For these
applicants, the department expects scores in
the 80th percentile or above on the verbal por-
tion and in the 70th percentile or above in the
history portion.

Master's Degree
Prerequisites. As general preparation for
graduate work in history, a broad liberal arts
education is desired as well as a major in
history. Candidates for graduate degrees
may be required to pursue such fundamen-
tal courses in history as the department
deems necessary to provide a suitable histori-
cal background.

Residence. While it is possible to obtain the
M.A. degree in two full semesters of resi-
dence, more time is generally necessary.

Degree Requirements. A total of 24
credit hours of course work plus 6 hours of
M.A. thesis, or 30 credit hours of course
work without a thesis, is required for the de-
gree. A comprehensive examination must be
passed in the field of study before the degree
is granted.

Doctoral Degree
Prerequisites. Students who wish to work
toward the Ph.D. degree in history must
indicate knowledge of certain fields of his-
tory, acquaintance with the fundamental
tools of historical scholarship, and the abil-
ty to do original work. The Ph.D. pro-
duct does not require the completion of
a master's degree, but directly admits
those qualified applicants who hold an
undergraduate history degree or who have
completed appropriate undergraduate his-
tory preparation and who have been
recommened by the graduate admissions
committee.

Residence. At least three years of gradu-
ate study, two of which must be spent in
residence, are required for the Ph.D. degree.

Degree Requirements. A total of 45 class-
room credit hours, at least 30 of which must
be taken at this university, and a dissertation
are required for the degree. A minimum of
one foreign language is required; however,
students must be able to use those languages
essential to research and advanced study in
their respective fields.

A comprehensive written and oral exami-
nation, a dissertation which is an original
contribution to knowledge, and an oral
examination on the dissertation must be
successfully completed.

HISTORY AND PHILOSOPHY OF SCIENCE
No formal major is offered in the history
and philosophy of science, but interested
students may design their own majors in
this area through the individually struc-
tured major, with the aid of a faculty ad-
visory committee and the approval of the
dean of the College of Arts and Sciences.
The college offers PHIL 4400 Philosophy
of Science, PHIL 4450 or PHYS 4450 His-
tory and Philosophy of Physics, and HIST
4314 History of Science from the Ancients
to Sir Isaac Newton.

Students are also encouraged to consider
distributed studies majors in either history
or philosophy with courses in the history
and philosophy of science, or a major in one
of the scientific disciplines with courses in
the history and philosophy of science as
electives. In addition, physics majors pursu-
ing plan II may take history and philosophy
of science courses to satisfy the interdisci-
plinary requirement.

The history and philosophy of science
committee sponsors a series of lectures by
visiting scholars as well as a biweekly semi-
nar by both visiting and local scholars. Each
spring there is a regional conference on the
history and philosophy of science.

HUMANITIES
See Comparative Literature and Humanities.

INDIVIDUALLY STRUCTURED MAJOR

Degree........................................B.A.

An individually structured major may be
designed by a student during the sophomore
year in consultation with a three-member fac-
ulty advisory committee. The major must be
approved by the faculty member overseeing
the program for the dean's office. Once ap-
proved, it may be amended only with ap-
proval of the student's committee and the
dean. The proposal must include a senior
thesis (ARSC 4909) for a maximum of 6
credit hours of credit. This major cannot be
used as part of a double major program.
Guidelines and proposal applications are
available in the College of Arts and Sciences
dean's office.

INTERNATIONAL AFFAIRS

Degree........................................B.A.

With the increasing importance of world
issues to the United States, employment
opportunities in government and in inter-
national organizations, agencies, and busi-
ness have expanded enormously. Today
there is an urgent need for college graduates
with a strong background in international
affairs. To meet this need the University of
Colorado offers a comprehensive and flexi-
bile interdisciplinary program in interna-
tional affairs leading to the B.A. degree.

The undergraduate degree in interna-
tional affairs emphasizes knowledge and
awareness of:
* the major political, economic, social,
and cultural problems facing the interna-
tional community, including international
economic relations, world population, and
resource utilization;
* the international political system in the
broader global context, international organi-
izations and alliances, and foreign political
systems and processes;
* the ethical issues involved in interna-
tional relations;
* patterns of conflict and cooperation
among nations;
• the chief historical factors that give rise to existing international institutions and processes; and
• the problems and issues in United States foreign policy.

In addition, students completing the degree in international affairs are expected to acquire the ability and skills to:
• analyze an international problem from a political, economic, historical, and cultural perspective;
• read, critically evaluate, and synthesize information obtained from international affairs literature;
• analyze international phenomena critically so as to separate the essential from the irrelevant and identify the probable; and
• communicate, orally and in writing, findings to other students of international affairs and to a broader audience.

Students interested in international affairs may want to consider the Smith Hall International Program offered through the residence halls. See Residential Academic Programs at the beginning of this chapter for further information.

Bachelor's Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the required courses in the three categories listed below.

1. Core Courses. Completion of 39 hours with a grade of C (2.00) or better (none may be taken pass/fail), distributed as follows:

   Required Courses            Semester Hours
   Lower Division (11-15 hours)
   ECON 1000 Introduction to Economics or ECON 2010 Principles of Microeconomics and ECON 2020 Principles of Macroeconomics ..................4-8
   IAFS 1000 Global Issues and International Affairs..................4
   PSCI 2223 Introduction to International Relations ..................3

   Upper Division:
   One course from each of the following eight categories. No more than four courses from any one department will be allowed when completing the following 24-hour requirement. Note: IAFS 3000 Special Topics in International Affairs could count for one upper-division category depending on the specific topic.

   Development and Culture: ...............3
   ANTH 4500 Cross-Cultural Aspects of Socioeconomic Development or ANTH 4510
   Applied Cultural Anthropology or ECON 3545 Environmental Economics or ECON 4606 Introduction to Economic Demography or ECON 4774 Economic Reform in Developing Countries or GEOG 3672 Gender and Global Economy or GEOG 3682 Geography of International Development or IAFS 4700
   Global Perspectives and Political Philosophy or PSCI 4012 Global Development or PSCI 4732 Critical Thinking in Development International Economics/Business ..................3
   ECON 3403 International Economics and Policy or ECON 4413 International Trade or ECON 4423 International Finance or INBU 4200 International Financial Management Political Economy ..................3
   ECON 4433 Economics of the Pacific Area or ECON 4784 Economic Development or ECON 4999 Economics in Action or FNCE 4410 International Business Seminar in Finance or INBU 4100 International Business and Marketing or PSCI 4272 Political Economy of Industrialized Society Political Geography ..................3
   GEOG 4712 Political Geography International Relations/Behavior ..................3
   ANTH 4580 Power: The Anthropology of Politics or PSCI 3121 War, Peace, and Strategic Defense or PSCI 3143 International Relations or PSCI 3193 International Behavior Foreign Policy ..................3
   HIST 4650 The World War II Era or HIST 4126 Diplomatic History of the U.S. since 1940 or HIST 4166 The War in Vietnam and Its Legacy or PSCI 3191 National Security Organization and Policy Making or PSCI 3163 American Foreign Policy or RUST 4550 Religion, War, and Peace Regimes, Norms, and Institutions ..................3
   PHIL 3260 International Human Rights or PSCI 3064 Revolution and Political Violence or PSCI 4173 International Organization or PSCI 4183 International Law or PSCI 4213 Europe in the International System or PSCI 4703 Alternative World Futures or PSCI 4782 Global Issues: Political Repression and Human Rights Contemporary Issues in International Affairs: Senior Seminars: ...............3

   4. Recommendations:
   a. All International Affairs majors should have a good command of the English language.
   b. Students should choose electives with a view to their relevance to this program.
   c. During the semester prior to graduation, each student must complete a statement of major status obtained from the office of the College of Arts and Sciences.
   d. Students in the International Affairs program are encouraged to consider the possibility of participating in one of the study abroad programs directly or indirectly affiliated with the University of Colorado. Students wishing to participate in such a program should contact their advisor to work out an appropriate program. Some variation in the general requirements are permitted in these cases.

   The specific courses that may be counted to meet the requirements in this program are determined by the committee on international affairs and the dean of the College of Arts and Sciences.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in international affairs, students should meet the following requirements:

   Declare major by the beginning of the second semester.
   Begin language study by the third semester.
   Complete the lower-division requirements by the end of the sophomore year.
   Begin area of concentration courses in first semester of the junior year.
   Begin upper-division general international affairs requirements in the junior year.
   Successfully complete any remaining major requirements by the end of the eighth semester.

INTERNATIONAL AND NATIONAL VOLUNTARY SERVICE TRAINING (INVST)

Based on service learning principles, INVST is a two-year leadership training program in community service available through the College of Arts and Sciences.

It offers a unique educational experience to all majors in a 16-credit program of smaller innovative classes; in a one week mountain community-building experience; in two summer programs of community service in the U.S. and abroad; and in supervised community service positions in the
Boulder-Denver area during the fall and spring semesters.

The program combines academic and service perspectives on the issues of global development, nonviolent social change, interpersonal conflict and conflict resolution, community development, and solving community problems, focusing especially on poverty, racism, and other manifestations of social inequality and injustice. The program is available to students during their junior and senior years.

For students admitted into the program, an INVST certificate can be earned by completing the 16 credits of required INVST courses and 8 credits of electives with at least a C.

For further information, interested students should call the INVST office at 303-492-7719.

**KINESIOLOGY AND APPLIED PHYSIOLOGY**

*Degrees: B.A., M.S., Ph.D.*

The primary aim of the kinesiology program is to provide students with a scholarly understanding of the multidimensional aspects of the study of human movement and performance. This degree plan is designed for students wishing to prepare for graduate work in kinesiology or careers in such areas as fitness management, cardiac and physical rehabilitation, corporate or industrial fitness, sports psychology, human factors, physical therapy, or medicine.

The undergraduate degree in kinesiology emphasizes knowledge and awareness of:

- human movement and performance related to the major subdisciplines and their interactions, including the historical and philosophical foundations of kinesiology and its development as an academic discipline; the fundamentals of human anatomy, physiology, and biomechanics; physiological and biochemical adaptations to exercise and movement; the psychological effect of exercise and movement on both individual and group behavior; and the effect of psychological variables on human performance; and the principles governing the acquisition and development of motor skills and concepts concerning the control of movement;
- the methods of research in the study of human movement; and
- potential applications of kinesiological information in practical settings.

In addition, students completing the degree in kinesiology are expected to acquire the ability and skills to:

- observe human movements and performance to describe and understand the physical principles involved and the muscular actions required for stability and control of the action;
- assess human movement and performance using basic laboratory equipment, and to interpret findings;
- communicate kinesiological knowledge through the written and spoken word;
- read and interpret current scientific journal articles concerned with human movement and performance with an understanding of the methods, procedures, statistics, and design of the study; and
- synthesize this information and develop testable hypotheses based upon theory and past research.

**Bachelor's Degree Program**

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 1010 Introduction to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2700 Introduction to Research in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4540 Mechanical Kinesiology</td>
<td>5</td>
</tr>
<tr>
<td>KINE 4650 Physiological Kinesiology</td>
<td>5</td>
</tr>
<tr>
<td>KINE 4720 Neuromuscular Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>KINE 4750 Psychological Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>EPOB 1210-1240 General Biology 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>with labs or MCDB 1150 and 1151 Introduction to Molecular Biology with lab and MCDB 2150 and 2151 Principles of Genetics with lab</td>
<td></td>
</tr>
<tr>
<td>CHEM 1111 and 1171 General Chemistry 1 and Introduction to Organic and Biochemistry or CHEM 1111 and 1131 General Chemistry 1 and 2</td>
<td>9-10</td>
</tr>
<tr>
<td>PHYS 2010 and 2020 General Physics 1 and 2</td>
<td>10</td>
</tr>
<tr>
<td>EPOB 3420 Introduction to Human Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 1001 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>One of the following courses: PSYC 2606 Social Psychology, PSYC 4456 Psychology of Personality, or PSYC 4684 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>One of the following courses: MATH 1300 Analytic Geometry and Calculus 1, MATH 1310 Calculus 1 with Computer Applications, or APPM 1350 Calculus 1 for Engineers</td>
<td>4-5</td>
</tr>
<tr>
<td>Six to 21 credit hours of electives, chosen from the following: KINE 1950 Introduction to Scientific Writing in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3420 Nutrition, Health, and Performance</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3700 Scientific Writing in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4100 Colloquium in Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>KINE 4660 Selected Topics in Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4730 Motor Control</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4760 Critical Thinking in Motor Behavior</td>
<td>3</td>
</tr>
<tr>
<td>KINE 4860 Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>KINE 4870 Honors Thesis</td>
<td>1-3</td>
</tr>
<tr>
<td>KINE 4930 Internship</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Graduating in Four Years**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in kinesiology, students should meet the following requirements:

- Declare the major by the first semester.
- Complete the biology and chemistry requirements before the beginning of the fifth semester.
- Complete the anatomy and physiology requirements by the end of the sixth semester.
- Students must consult with a major advisor to determine adequate progress toward completion of major requirements.

**Minor Program**

The Department of Kinesiology also has a minor program. For details, contact the main departmental office.

**Graduate Degree Programs**

To obtain materials for application and for any additional information, address inquiries to the graduate staff assistant of the Department of Kinesiology.

Entering graduate students must have an undergraduate preparation equivalent to the basic core curriculum requirements in kinesiology at the University of Colorado or departmental approval of their academic preparation for graduate study.

Applicants for the Ph.D. program should not complete the formal application process until they have contacted a potential mentor from the department's graduate faculty. Following this step, they should submit their formal application with a letter of support from the potential mentor.

The following requirements have been established by the department as basic core requirements: all students must have an introductory statistics or research design course. In addition, students should have the knowledge base that would be obtained by completing the following courses: KINE 4540 (Mechanical Kinesiology), KINE 4650 (Physiological Kinesiology), KINE 4720 (Neuromuscular Kinesiology), and KINE 4750 (Psychological Kinesiology). Satisfactory scores on the Graduate Record Examination tests also are required for admission to the department's graduate program for regular or provisional degree status. These scores should be submitted at the time of application for admission to pursue a graduate degree.

**Deficiencies.** If the undergraduate preparation of a prospective graduate student is
not adequate, the student may be allowed to pursue graduate study with the understanding that certain deficiencies must be completed. The nature and extent of these deficiencies are determined by the graduate coordinator and the graduate committee of the department.

Deficiencies in any area of the undergraduate major may be met by completing approved course work in the subject or by satisfactory examination. Courses taken to meet deficiencies may not be counted toward the master's degree. All entering graduate students with deficiencies must satisfy at least one deficiency per semester until all deficiencies are satisfied. Graduate courses taken before removing deficiencies may be accepted for graduate degree credit only if prior approval of the graduate coordinator has been granted.

Master of Science Degree

Master's candidates entering the graduate program may select plan I (thesis—24 credit hours including 4-6 thesis hours) or plan II (nonthesis—30 credit hours including a 3-credit hour research project) for the degree program. All candidates are required to select an advisor who is willing to supervise the student's academic progress. The advisor assists the student in deciding upon the thesis and nonthesis options based upon a careful examination of the candidate's academic record, his/her professional interests, and the availability of departmental resources. The comprehensive exam for thesis option candidates consists of an oral defense of the candidate's thesis that integrates the course work completed for the degree as well as the research question under investigation. Nonthesis candidates are required to complete a research project that has been designed in consultation with the student's advisor and complete a comprehensive exam. For these individuals, the comprehensive exam consists of an evaluation of the results of the research project as well as course work completed for the degree.

Basic Requirements. The following are required of all students for the master of science degree: KINE 5100 (Colloquium in Kinesiology), KINE 5830 (Applications of Statistics to Kinesiology), KINE 6830 (Methods of Research in Kinesiology), a minimum cumulative grade point average of 3.00 in all graduate work undertaken, satisfactory performance on the comprehensive exam; and completion of the requirements for advanced degrees as stipulated by the Graduate School. For students enrolled in plan I, KINE 6950 (Master's Thesis) is required; for students enrolled in plan II, KINE 6840 (Research Project) is required.

Comprehensive Examination. All candidates are required to complete an oral examination covering the thesis or research project, as well as course work leading to the degree.

Doctoral Degree

Basic Requirements. Doctoral students must complete 30 credit hours of course work at or above the 5000 level and 30 semester hours of dissertation research (KINE 8990). The following are required of all doctoral degree students: KINE 5830 (Applications of Statistics to Kinesiology) or EDUC 7316 (Intermediate Statistical Methods); EDUC 7326 (Experimental Design and Analysis); KINE 6830 (Methods of Research in Kinesiology); KINE 5100 (Colloquium in Kinesiology—four semesters); satisfactory completion of the department's preliminary review; and satisfactory completion of both the comprehensive and final examinations.

Advisory Committee. Within the student's first semester, he or she should select an advisor who will serve as chair of the student's advisory committee. The advisory committee consists of the student's advisor, a faculty member in the student's interest area, and either the department graduate coordinator or the department chair. The committee assists the student in planning a doctoral program designed to develop a scholar in the student's proposed area of expertise.

Preliminary Review. Following a doctoral student's first academic year, usually consisting of 18-20 hours of course work designed to provide the student with an advanced foundation for graduate study in kinesiology, he or she completes the preliminary review process. This process is the responsibility of the student's advisory committee. The preliminary evaluation includes an evaluation of the student's academic status (GPA of at least 3.0 required), a detailed proposal of the student's curriculum, written input from the student's advisor, and other pertinent materials deemed necessary by the committee.

The outcome of the preliminary review process can be one of three judgments: pass, fail, or probation. A student who passes may continue to pursue the doctoral degree. A student who fails may not continue in the doctoral program. A student on probation must complete any deficiencies determined by his or her committee before continuing to pursue the doctoral degree. Regardless of the outcome, the committee submits a written report to the graduate coordinator for filing.

Comprehensive Examination. Upon completion of academic course work, the potential doctoral candidate takes a comprehensive examination. The comprehensive examination consists of a written exam with an optional oral exam. The decision to conduct the oral exam is determined by the student's committee based upon performance on the written exam. The content and format of the exam is determined by the student's comprehensive exam committee. The membership of the committee (a minimum of five members with at least one member from outside the department) is determined by the student's advisory committee and submitted to the dean of the Graduate School for approval.

Students are given two opportunities to pass the comprehensive exam. The written portion of the exam is based upon the student's course work and requires demonstration of broad-based knowledge in kinesiology. The specific areas to be evaluated will be determined by the advisor and the student.

All students must demonstrate a knowledge base in the core aspects of the curriculum (research design, statistics, and a general overview of the discipline) as well as their chosen emphasis in the discipline. As part of the comprehensive exam, the committee is responsible for evaluating the student's research and teaching experiences. The comprehensive exam is scheduled within the Graduate School guidelines and at a time decided upon by the student and his/her committee.

Dissertation. All students must complete a formal written dissertation that conforms to the requirements established by the Graduate School at the University of Colorado at Boulder.

Final Examination. Following completion of the student's dissertation, a final examination is scheduled. The exam consists of a written submission of the student's dissertation work and an oral defense. The final examination committee consists of at least five members, one of whom must be from outside the department. Three of the members must be Boulder campus resident faculty.

LATIN AMERICAN STUDIES

Degree ................................................. B.A.

The considerable value of an understanding of Latin America is generally evident today. The Latin American Studies Program offers a broad and flexible interdisciplinary approach designed to provide a comprehensive understanding of Latin America. The curriculum leads to the bachelor of arts with a major in Latin American Studies.

The undergraduate degree in Latin American studies emphasizes knowledge and awareness of:
• both humanistic and social science methods as they apply to contemporary understanding of Latin America;
• the social, economic, and political circumstances in at least one Latin American nation, and the historical development of that nation; and
• the creative arts in Latin America, including familiarity with the work of several recognized Latin American artists.

In addition, students completing the degree in Latin American studies are expected to acquire the ability and skills to:
• read and speak in at least one of the primary languages of Latin America (Spanish or Portuguese);
• engage in thoughtful dialogue about Latin America with educated Latin Americans;
• locate Latin American ideas, historical events, and cultural phenomena in the Latin American context from which they originate; and
• communicate competently in effective English prose.

Bachelor's Degree Program

1. Satisfaction of the regular arts and sciences requirements for the bachelor of arts degree.
2. Demonstrated proficiency in Spanish or Portuguese (successful completion of at least one upper-division Spanish or Portuguese course).
3. A total of 30 hours from designated courses. Of these 30 hours, 12 must be lower division, and of these 6 must be in the area of social sciences (anthropology, economics, geography, history, political science, religious studies, and sociology) and 6 in the area of humanities (Chicana studies, fine arts, Latin American studies, Spanish and Portuguese, and music).

In addition, 18 hours of upper-division credit are required, and of these 9 must be in the social science area and 9 in the humanities.
4. There are two courses required of all Latin American Studies majors: LAMS 1000 Introduction to Latin American Studies, and LAMS 4815 Senior Seminar in Latin American Studies. The 6 hours of credit earned in these two courses may be counted toward the 30 credit hours required for the major and may be applied in either the social science or the humanities area.

In addition, while students cannot receive credit toward the major in lower-division courses in the language presented for proficiency (Spanish or Portuguese), they may receive up to 6 hours of lower-division humanities credit for courses taken in the language not presented for proficiency (i.e., students who demonstrate proficiency in Spanish may receive 6 hours of credit for lower-division courses in Portuguese, and vice versa).

5. The committee on Latin American Studies maintains a list of courses that meet the requirements for the Latin American Studies major. The list is available in the office of the director of the Latin American Studies Program.

6. Latin American Studies majors are strongly encouraged to include a study abroad semester or summer in their academic program.

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES

The Lesbian, Gay, Bisexual, and Transgender certificate program encourages students to think critically about the function of sexuality in the world around them. It asks philosophical questions such as why the social categories "homosexual" and "heterosexual" exist, and it asks historical questions about the specificity of lesbian, gay, bisexual and transgender lives.

Through two required lower-division courses and a series of elected courses in a number of different departments, the program takes an interdisciplinary approach to the study of sexuality. Through the specificity of lesbian, gay, bisexual, and transgender lives, certificate program students apply the meaning and function of sexuality to a broad range of historical and contemporary institutions and societies.

For more information about the Lesbian, Gay, Bisexual, and Transgender Studies certificate program, contact Nan Alamilla Boyd at 303-492-4834 or Suzanne Juhasz at 303-492-7506.

LINGUISTICS

Degrees B.A., M.A., Ph.D.

Linguistics is the study of all aspects of human language: how languages make it possible to transmit ideas and feelings; how we develop different styles and dialects; and how languages are used in everyday communication as well as in formal settings. Linguists try to figure out what it is that skilled speakers know and do by observing the structure of languages, the way children learn language, slips of the tongue, conversations, storytelling, the acoustics of sound waves, and the way people's brains react when they hear speech or read. Linguists also reconstruct prehistoric languages, and try to deduce the principles behind their evolution into the thousands of languages of the world today.

The major in linguistics is useful for careers involving cognitive science, international business, language teaching, advertising, publishing, law, and documentation; double majors and minors are encouraged with language, computer science, psychology, communication, sociology, anthropology, international affairs, philosophy, and education.

The core of the major is a set of courses, taught in the Department of Linguistics, on the nature of language. In addition, the major requires language courses offered by other departments (except for fluent speakers of other languages).

The undergraduate degree in linguistics emphasizes knowledge and awareness of:
• the fundamental architecture of language in the domains of phonetics and phonology, morphology and syntax, and semantics and pragmatics;
• the general variety of structures by which diverse human languages realize this architecture;
• the main interactions between language, culture, and society, including the role of language as a cultural institution and the social functions of language diversity; and
• the approaches to the study of language that are used by a discipline other than linguistics.

In addition, students completing the degree in linguistics are expected to acquire the ability and skills to:
• demonstrate proficiency in a second language equivalent to the third-year university level;
• infer language structures from the analysis of data from unfamiliar languages; and
• give coherent general interpretations of common language phenomena in terms of language structure and language use.

Bachelor's Degree Program

Majors in linguistics must complete a total of 33 hours of study in general linguistics, including 9 in a natural language (for exceptions, see below). Language study is taken in other departments.

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Required Courses

Complete the following courses in general linguistics with grades of C or better:
LING 2000 Introduction to Linguistics 3
LING 3430 Semantics 3
LING 4030 Linguistic Phonetics 3
LING 4410 Phonology 3
LING 4420 Morphology and Syntax 3
Natural Language. Students must complete with a grade of C (2.00) or better a minimum of 9 credit hours of study of a natural language other than English (including signed languages used by deaf communities). At least 6 credit hours offered in satisfaction of this requirement must be at the 3000 level or above. The natural language requirement may be satisfied by examination or waived for foreign students whose native language is not English; in these cases, students must still meet the college's minimum major requirement of 18 credit hours of upper-division course work and 30 credit hours overall in the major. Students who wish to have their language requirement waived must obtain the consent of the undergraduate advisor before registering for the fall term of the junior year.

Electives. A minimum of 9 elective hours must be completed with a grade of C (2.00) or better. Courses may be chosen from the following:

LING 1000 Language in U.S. Society
LING 2400 Language and Gender
LING 3005 Cognitive Science
LING 3220 American Indian Languages
LING 3500 Language/Public Interest
LING 3545 World Language Policies
LING 4100 Perspectives on Language
LING 4220 Language and Mind
LING 4560 Language Development
LING 4610 English Structure for TESOL
LING 4800 Language and Culture

Other upper-division linguistics courses may also be chosen if available; graduate courses may be taken with permission of the department.

The department recommends that prospective majors complete LING 2000 and at least two 1000-level foreign language courses (in the same language) by the end of the sophomore year, unless the student's foreign language proficiency is already advanced or the student is a native speaker/signer of a language other than English. (See the full statement of Natural Language requirements above.) The fall semester of the junior year should include two of the following: LING 3430, 4030, or 4420, plus a 2000-level foreign language course. It must also include LING 2000 if it was not taken earlier. The spring semester should include two linguistics courses, and a further 2000-level foreign language course if needed to prepare the student for the six required upper-division foreign language hours.

Note: LING 4030 is a prerequisite to LING 4410 and must be taken first.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here refers only to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in linguistics, students should meet the following requirements:

Declare linguistics as a major by the beginning of the second semester.

Complete two semesters of study of a natural (spoken or signed) language other than English by the end of the sophomore year (fourth semester) at the latest, continue study at the 2000 level during the junior year at the latest, and take 6 credit hours at the 3000 level during the senior year (seventh and eighth semesters) at the latest. The language requirement is waived for native speakers of a language other than English, but if it is waived, two additional upper-division elective linguistics courses must be taken.

Take LING 2000 (required) and LING 1000 or LING 2400 (electives) during the freshman or sophomore years and one or both of LING 3430 or 4420 during the fall of the junior year. Take LING 4030 and 4410 as a fall-spring sequence in the junior year to ensure graduation within four years.

Take an upper-division elective during the spring of the junior year, and the remaining courses as needed in the junior or senior year.

Notes: A linguistics major who has been excluded from any upper-division linguistics course due to enrollment limitations will be given first preference for a seat in that course the following year if the exclusion is made known to the department staff within two weeks after it occurs. No declared linguistics major who still needs LING 2000 for fall of the junior year and attempts to register for it during the regular registration period for continuing students (spring of the sophomore year) will be excluded from the course.

Minor Program

The Department of Linguistics also has a minor program. It requires LING 2000, two of the upper-division major requirements, and three linguistics electives, one of which must be an upper-division course. For details, contact the departmental office.

Study Abroad

Language study and some courses in the major may be completed in university or university-affiliated study abroad programs, and such study is recommended. Students interested in doing part of their major work in a study abroad program should discuss the matter with their advisor before going abroad. For information on study abroad programs, consult the Office of International Education.

Graduation with Honors

The honors program in linguistics offers the opportunity for highly motivated under-graduates to undertake a deeper and more individualized study of linguistics than is provided by the regular B.A. curriculum. Linguistics majors with an overall grade point average of 3.30 or higher are eligible to participate in the program. Honors that may be earned are cum laude (with honors), magna cum laude (with high honors), and summa cum laude (with highest honors).

Students interested in pursuing departmental honors are encouraged to consult with the departmental undergraduate advisor by the beginning of their junior year to ensure that they will be able to meet the requirements for departmental honors before graduation.

Graduate Degree Programs

Students wishing to pursue graduate work in linguistics should carefully read Requirements for Advanced Degrees in the Graduate School chapter of this catalog and the detailed degree requirements available from the department office. A brief summary of M.A. and Ph.D. requirements follows.

Prerequisites. Applicants should hold a recognized baccalaureate degree. They should have considerable knowledge of a language other than their native language. This knowledge may have been gained by formal study or by use of the language in a country, community, or institution where it is the usual means of communication. The department may require formal study of a foreign language by graduate students whose proficiency in this area is less than the equivalent of the college junior level. GRE scores are required from United States residents; scores are also required from native speakers of English who wish to be considered for fellowship aid. TOEFL scores are normally required from foreign applicants.

Master's Degree

The Master's Degree calls for a minimum of three semesters of study, though four semesters is usual. Students must complete LING 5030 Linguistic Phonetics, LING 5410 Phonology, LING 5420 Morphology and Syntax, and LING 5430 Semantics and Pragmatics. The M.A. may be taken with a specialization in Teaching English as a Second Language (TESOL). Students who wish to earn the certificate in Teaching English to Speakers of East Asian Languages also must complete LING 5610 Structure of English for TESOL. All others must complete LING 5570 Introduction to Diachronic Linguistics.

The remaining courses are normally taken at the 5000-level or above. Students in Plan 1 (thesis) must complete a total of 24 semester hours (30, beginning fall 1999), including four to six thesis hours. Students
in Plan II (non-thesis) must complete a total of 30 semester hours. All students must pass a comprehensive written examination covering general topics in linguistics plus the thesis topic if any. The additional courses in linguistics may include two courses offered by the University of Colorado at Denver School of Education: LLC 5810 Techniques of Teaching ESL and LLC 5910 Field Experience in Literacy and Language Teaching, which must be taken by concurrent registration.

**Mathematics**

**Degrees**... B.A., M.A., M.S., Ph.D.

The Department of Mathematics offers a degree program leading to the B.A. degree in mathematics in the College of Arts and Sciences. The undergraduate degree in mathematics emphasizes knowledge and awareness of:
- basic real analysis of one variable;
- calculus of several variables and vector analysis;
- basic linear algebra and theory of vector spaces;
- the structure of mathematical proofs and definitions; and
- at least one additional specialized area of mathematics.

In addition, students completing a degree in mathematics are expected to acquire the ability and skills to:
- use techniques of differentiation and integration of one and several variables;
- solve problems using differentiation and integration;
- solve systems of linear equations;
- give direct proofs, proofs by contradiction, and proofs by induction;
- formulate definitions;
- read mathematics without supervision;
- write a simple computer program; and
- apply mathematics.

**Bachelor’s Degree Program**

The department of mathematics offers two plans for earning a B.A. in mathematics. For each plan students must complete the general requirements of the College of Arts and Sciences as well as the required courses listed below.

To earn an undergraduate degree in mathematics plans 1 and 2, students must take Calculus 1, 2, and 3 plus 24 credit hours of courses numbered 3000 or above with 9 credit hours at the 4000-level or above, with a grade of C- or better and with 2.00 (G) average for all attempted work in mathematics. The 24 credit hours must be fulfilled by a minimum of eight courses.

Before receiving a bachelor’s degree in mathematics, students must obtain a passing grade on a standardized major field achievement test administered by the Department of Mathematics.

Note: Any APPM course that is cross-listed as a MATH course is considered by the Department of Mathematics to be a mathematics course.

**Mathematics Plan I**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus 1, 2, and 3</td>
<td>12-14</td>
</tr>
<tr>
<td>MATH 3300 Introduction to Abstract</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics Plan II**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus 1, 2, and 3</td>
<td>12-14</td>
</tr>
<tr>
<td>MATH 3310 Introduction to Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 3340 Abstract Algebra 1</td>
<td></td>
</tr>
<tr>
<td>MATH 3310 Introduction to Analysis</td>
<td></td>
</tr>
<tr>
<td>A two-semester upper-division sequence approved by the Department of Mathematics and upper-division math electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Graduating in Four Years**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of “adequate progress” as it is used here only refers to maintaining eligibility for the four-year guarantee.
guarantee; it is not a requirement for the major. To maintain adequate progress in mathematics, students should meet the following requirements:

Declare the major by the beginning of the second semester.
Complete Calculus 1, 2, and 3, and MATH 3130 by the end of the fourth semester.
Complete MATH 4430 and 4650; at least one of the following: MATH 4330, 4450, 4470, or 4510; and at least one additional 3-credit hour upper-division elective by the end of the sixth semester.
Complete at least three optional upper-division 3-credit mathematics courses and begin an approved two-semester upper-division sequence by the end of the seventh semester.
Complete a total of eight upper-division 3-credit mathematics courses, including an approved two-semester upper-division sequence by the end of the eighth semester.

Secondary Licensure
The program for obtaining a secondary teaching license is handled by the School of Education and this program has requirements in addition to those needed for a mathematics degree. Teacher licensure candidates should talk to an advisor in the School of Education.

Residency Requirement
For the B.A. degree in mathematics, all students must have completed at least 12 credit hours of upper-division mathematics courses, with grades of C (2.00) or better, taken in the College of Arts and Sciences on the Boulder campus. Additional courses transferred from other universities or from other campuses of the University of Colorado that are used to meet the minimum 24-hour upper-division requirement must be approved by the Department of Mathematics. Courses accepted as mathematics credit but excluded from the minimum 24-hour upper-division requirement still count in the 45 maximum hours allowed in mathematics.

Undergraduate students planning to do graduate work in mathematics should take MATH 3140, 4310, and 4320, as well as fulfill the College of Arts and Sciences language requirement with German, French, or Russian.

Minor Program
The Department of Mathematics also offers a minor in mathematics. For further information, please contact the department.

Graduate Degree Programs
The Department of Mathematics offers programs leading to the degrees M.A. or Ph.D. in mathematics and M.S. in applied mathematics. The Ph.D. in mathematical physics also is offered in cooperation with the Department of Physics. (Mathematical physics is listed under Interdepartmental Programs in the Graduate School chapter of this catalog.) Students interested in any of these programs should read carefully the material describing the university requirements in the Graduate School chapter of this catalog.

The prerequisite for graduate work in mathematics is at least 30 credit hours in mathematics, including two semesters of advanced calculus, a semester of linear algebra, and a semester of either modern algebra or differential equations, with a grade of B or better. GRE scores are required to be considered for financial support.

The basic requirements for the various degrees are summarized here, and full details are available in the department office. For fulfillment of all course requirements, mathematics courses must be numbered 5000 or higher excluding MATH 5800. No language is required of master's students.

To earn an M.A. degree under the thesis plan, a student must complete 27 credit hours of graduate course work, including two courses that are approved full-year courses, and 4 to 6 credit hours of thesis work. For the nonthesis plan, 30 credit hours of course work are required. Two of those courses must be approved full-year courses. No more than 6 credit hours of seminars or independent study may be included in the 30-hour requirement.

For the M.S. degree in applied mathematics, 30 credit hours of graduate course work are required. Of these, 6 to 12 credit hours must be in an approved minor program outside the mathematics department.

To earn an M.A. degree or an M.S. degree, a student must pass a master's examination based on the particular program of the student.

Before being admitted to candidacy for the Ph.D. degree in mathematics, a student must pass examinations in real analysis, modern algebra, and a third topic chosen by the student and the student's advisor. The basic requirements for a Ph.D. degree in mathematics are as follows: demonstrate reading knowledge of French, German, or Russian (see departmental requirement sheet for language options); demonstrate competence in a modern scientific programming language; complete at least 30 credit hours of graduate course work and 30 credit hours of thesis; prepare a written thesis that contains substantial original contributions to mathematics; and successfully complete a final examination.

MEDITIVAL AND EARLY MODERN STUDIES

To the Middle Ages, the modern world owes the preservation and transmission of Latin and Greek; the development of a host of vernaculars; the evolution of Judaism and Christianity, and the rise of Islam; the renewed study of Roman law; the growth of a mercantile class; the creation of musical notation; the erection of ecclesiastical monuments; the foundations of constitutional government; and the institution of universities. The early modern period inherited and elaborated all these institutions and inventions, adapting them to fit new conceptions of man (and woman), church, and state.

The Committee on Medieval and Early Modern Studies is founded on the convictions that the period from c. 400 to c. 1800, conceived in a global context, is a dynamic cultural continuum and ever-evolving system; that study of both periods in tandem sheds new light on each; and that the unity and diversity of the pre-modern world can only be understood and appreciated from an interdisciplinary perspective. Medieval and Early Modern Studies therefore necessarily crosses boundaries of period, nation, language, and discipline, and the committee's prime function is to facilitate and encourage interdisciplinary study and teaching.

The following courses are available to students whose area of specialization within a given department is the medieval or early modern period(s) and who wish to broaden their knowledge of the cultures of the period. With the approval of the major department, a coherent group of these courses may be accepted as a related program of study and as part of the requirements for an undergraduate degree. For additional details concerning these courses, see departmental listings.

For further information, consult Professor Claire Farago, Chair, Committee on Medieval and Early Modern Studies, Department of Fine Arts, Campus Box 318, Boulder, CO 80309-0318.

Medieval and Early Modern Culture
MEDV 2020/HIST 2020/FINE 2029 Introduction to Medieval and Early Modern Studies
MEDV 4020 Medieval and Early Modern Studies: Texts and Contexts
MEDV 4030 Medieval and Early Modern Studies: Special Topics

The following courses fulfill elective requirements of the Medieval and Early Modern Studies Program (departmental prerequisites and restrictions apply)

Classics
CLAS/HIST 1061 The Rise and Fall of Ancient Rome
CLAS/PHIL 2610 From Paganism to Early Christianity
CLAS/HIST 4061 Twilight of Antiquity
CLAS/HIST 4091 Roman Empire

East Asian Languages and Literatures
EALI 1011 Introduction to Traditional East Asian Civilizations
CHIN 3361 Women and the Supernatural in Chinese Literature
CHIN 4210 Introduction to Classical Chinese Literature
CHIN 4220 Readings in Classical Chinese
CHIN 4811 Worlds of Ancient and Medieval Poetry
CHIN 4831 Chinese Drama in Translation
JPNS 3811 Classical Japanese Literature
JPNS 3821 Medieval Japanese Literature
JPNS 4310/4320 Classical Japanese 1 & 2

Economics
ECON 4514 Economic History of Europe
ECON 4784 Economic Development
ECON 4606 Introduction to Demography

English
ENGL 3000 Shakespeare for Nonmajors
ENGL 3163 History and Literature of Georgian England
ENGL 3218 Topics in Gender Studies
ENGL 3226 Folklore 1
ENGL 3246 Topics in Popular Culture
ENGL 3302 Backgrounds of English and American Literature
ENGL 337? Topics in Multicultural Literature
ENGL 3503 Survey of British Literature I
ENGL 3543 Chaucer: Troilus and the Early Poems
ENGL 3553 Chaucer: The Canterbury Tales
ENGL 3563 Shakespeare 1
ENGL 3573 Shakespeare 2
ENGL 3583 Milton
ENGL 4030 Critical Thinking in English Studies
ENGL 4113 History and Culture of Medieval England
ENGL 4203 Development of the English Novel 1 (to 1830)
ENGL 4228 Topics in Gender Studies (relevant topics)
ENGL 4256 Topics in Popular Culture (relevant topics)
ENGL/WMST 4278 Topics in Women's Literature (relevant topics)
ENGL 4286 Folklore 2
ENGL 4288 Studies in Lesbian, Gay, Bisexual, and Transgender Literature (relevant topics)
ENGL 4503 Medieval Literature 1 (European literature)
ENGL 4513 Medieval Literature 2 (British Literature)
ENGL 4523 The Renaissance in England, 1500-1600
ENGL 4533 The Renaissance in England, 1600-1700
ENGL 4543 The Age of Satire: 1660-1740
ENGL 4553 The Age of Sense and Sensibility: 1740-1800
ENGL 4654 Studies in American Literature to 1900
ENGL 4675 Anglo-Saxon Language and Literature
ENGL 4683 Beowulf
ENGL 4720 Seminar: Topics in English (relevant topics)

Fine Arts (Art History)
FINE 3209 Art, Culture, and Gender Diversity, 1400-1600: Renaissance Art Out of the Canon
FINE 4129 Gothic Art

FINE 4209 Italian Renaissance Art 1, 1400-1466
FINE 4210 Italian Renaissance Art 2, 1470-1520
FINE 4229 Italian Renaissance Art 3, 1550-1610
FINE 4269 Art in France, 1500-1750
FINE 4279 Michelangelo
FINE 4739 Intellectual Roots of Italian Renaissance Art
FINE 4749 Italian Renaissance Art: Studies in the Exchange between Theory and Practice
FINE 4754 17th-Century Art and the Concept of the Baroque
FINE 4760/WMST 4769 Feminist Approaches to the Renaissance
FINE 4929 Special Topics in Art History (relevant topics)

French and Italian
FREN 4130 Medieval Lyric Literature
FREN 4140 Introduction to Old French
FREN 4250 Medieval and Renaissance Readings
FREN 4300 Theatre and Modernity in 17th-Century France
FREN 4310 17th-Century French Tragedy and Poetry
FREN 4320 17th-Century French Prose
FREN 4330 Molière and 17th-Century French Comedy
FREN 4350 French Enlightenment
FREN 4360 Survey of 18th-Century French Literature
ITAL 4130 Medieval Lyric Literature
ITAL 4140 Age of Dante and Reading from the Divine Comedy
ITAL 4150 Decameron and the Age of Realism
ITAL 4200 Italian Culture and Civilization from Origins through the Renaissance

Germanic and Slavic Languages
GRMN 3502 Literature in the Age of Goethe
GRMN 3505 The Enlightenment: Tolerance and Emancipation
GRMN 4330 The Age of Goethe
SCAN 2202 The Vikings

History
HIST 3511 Seminar in Medieval History
HIST 4061/CLAS 4061 Twilight of Antiquity
HIST 4112 Venice and Florence in the Renaissance
HIST 4113 History and Culture of Medieval England
HIST 4118 History of Mexico to 1821
HIST 4122 Europe during the Renaissance
HIST 4125 Medieval England
HIST 4133 Tudor England
HIST 4143 Stuart England
HIST 4222 War and the European State, 1618-1789
HIST 4223 Revolutionary France
HIST 4232 The Age of Reason: Voltaire to Rousseau
HIST 4511 Social Foundations of European Civilization
HIST 4521 Intellectual History of Medieval Europe
HIST 4618 Traditional China
HIST 4711 History of the Mediterranean World, 1059-1571

HIST 4718 Ancient, Classical, and Medieval Japanese History

Music
MUSC 3802 History of Music 1
MUSC 3812 History of Music 2
MUSC 4712 Renaissance Music
MUSC 4752 Women Composers in Western Culture
MUSC 4762 History of Choral Literature
MUSC 4772 History of Opera
MUSC 4822 Ancient and Medieval Music
MUSC 4852 17th- and Early 18th-Century Music

Philosophy
PHIL/CLAS 2610 From Paganism to Christianity
PHIL 3000 History of Ancient Philosophy
PHIL 3410 History of Science: Ancients to Newton

Political Science
PSCI 2004 Survey of Western Political Thought

Religious Studies
RLST 2600 World Religions: Western
RLST 2610 World Religions: India
RLST 2620 World Religions: China and Japan
RLST 3000 Christian Traditions
RLST 3100 Judaism
RLST 3200 Hinduism
RLST 3300 Indian Buddhism
RLST 3400 Japanese Religions
RLST 3500 Religion and Play
RLST 3600 Islam
RLST 3600 Chinese Religions
RLST 4020 Topics in Biblical Christianity
RLST 4050 Topics in Christian Studies
RLST 4150 Topics in Judaism
RLST 4200 Topics in Hinduism
RLST 4250 Topics in Buddhism
RLST 4700 Confucianism
RLST 4760 Sufism

Spanish and Portuguese
SPAN 3200 Spanish Culture
SPAN 3210 Cultural Heritage of Latin America
SPAN 3700 Spanish Literature in Translation
SPAN 3800 Latin American Literature in Translation
SPAN 4000 Hispanic and Native American Culture of the Southwest
SPAN 4100 Hispanic Women Writers
SPAN 4150 Masterpieces of Spanish Literature to 1700
SPAN 4160 Masterpieces of Spanish Literature: 1700 to Present
SPAN 4620 Cervantes

Women's Studies
ENGL/WMST 3268 Women Writers, when the topic is medieval or early modern

MOLECULAR, CELLULAR, AND DEVELOPMENTAL BIOLOGY

Degrees: B.A., M.A., Ph.D.

The undergraduate degree in molecular, cellular, and developmental biology empha-
izes knowledge and awareness of:
• the biological sciences in general and
detailed understanding of currently impor-
tant aspects of cellular biology, molecular
biology, biochemistry, genetics, and devel-
opmental biology; and
• the relationship of the specialty area to
broader areas of science and to society in
general, including ethical issues raised by
current biological research and by the rapid
growth of biotechnology as an important
shaping force for the future.

In addition, students completing the
degree in molecular, cellular, and develop-
mental biology are expected to acquire the
ability and skills to:
• learn detailed laboratory procedures
rapidly when the need arises;
• demonstrate a scientific vocabulary and
an understanding of research methods that
permits the comprehension of articles from
current journals, extraction of pertinent in-
formation, and judgment of the quality of
the work described;
• evaluate a biological problem, deter-
mine which aspects are understood, and
apply basic research methods and tech-
niques to the unknown aspects; and
• communicate scientific concepts and
analytical arguments clearly and concisely,
both orally and in writing.

Bachelor's Degree Program
Students who began the MCDB course
sequence in the 1993–94 academic year
or thereafter must complete the required
courses listed below. Alternatives for stu-
dents starting before that time are listed as
curriculum notes. All students also must
complete the general requirements of the
College of Arts and Sciences.

Required Courses  Semester Hours
MCDB 1150 Introduction to Molecular
Biology and 1151 Introduction to Molecular
Biology Laboratory (Note 1) .................4
MCDB 2150 Principles of Genetics and
MCDB 2151 Principles of Genetics Labora-
tory (Note 2) ..................................4
MCDB 3120 Cell Biology and MCDB 3140
Cell Biology Laboratory ............................5
MCDB 3500 Molecular Biology (Note 3) ...3
MCDB 4620 Vertebrate Developmental Bi-
ology and MCDB 4630 Vertebrate Develop-
mental Biology Lab or MCDB 4650 Develop-
mental Biology and MCDB 4660
Developmental Biology Laboratory .........5
Upper-division electives in MCDB. Must
include at least two lecture courses. MCDB
3330, 3351, and 4400 may not be used. One
non-MCDB course from the following list
may be counted as an MCDB elective:
CHEM 4731 or 4761; EOB 3090,
3400, 3700, 3720, or 4190; and PSYC
4052 or 4072. ..............................9

Animal Use Policy
Biology is the science of life, and a major in
it must include some hands-on experience
with living organisms to be complete. Exer-
cises involving the use of living animals or
animal tissues are included, therefore, in
MCDB laboratory courses. Majors with
objections on moral grounds may arrange
to limit their participation in these exercises,
although their educational experience is
compromised by doing so.

Nonmajors may take MCDB biology lec-
ture courses without the accompanying lab-
oratories. Laboratory courses in which living
vertebrate animals or tissues are used are
identified both in the course description
section of this catalog and in the Registration
Handbook and Schedule of Courses. For
additional information, please contact the
department.

Graduate Degree Programs
Opportunities for graduate study and original
research are available in a variety of
areas.

Molecular Biology. Includes gene regula-
tion, virology, nucleic acid-protein interac-
tions, chromosome structure and function,
chromosome replication, control of bacte-
rial replication, human genome structure,
RNA structure, and catalysis.

Cell Biology. Includes cytoskeleton,
biophysical cytology, flagellar and cilia-
torial assembly, regulation of yeast mating
loci, genetic dissection of yeast spindle pole
bodies, synthesis and secretion of glycopro-
teins and polysaccharides, defense responses
in plants, and 3D high resolution recon-
struction, biogenesis of mitochondria and
chloroplasts, energy metabolism, assembly of
membrane protein complexes, and signal
transduction.

Developmental Biology. Covers mecha-
nisms and regulation of morphogenesis and
cell growth, genetic control of development,
molecular genetics of embryogenesis, sex
determination, ras proteins and vulval develop-
ment in nematodes, molecular genetics of
Drosophila neurobiology, developmental genetics of Drosophila and C. elegans, neural development in mice, transgenic mice, and muscle development and function.

Entrance Requirements and Prerequi-
sites. The graduate program of the Depart-
ment of Molecular, Cellular, and Develop-
mental Biology is sufficiently flexible to
accommodate students with a wide range of
training. Students with bachelor's degrees in
any of the biological, biochemical, or physical
sciences are encouraged to apply. Back-
ground necessary for the program includes
the equivalent of undergraduate courses in
cell biology, developmental biology, genetics,
organic chemistry, biochemistry, chemical thermodynamics, differential and integral calculus, and general physics. Students accepted with deficiencies may demonstrate mastery of the required areas by taking appropriate undergraduate courses, by passing advanced-standing examinations, or by successfully completing graduate-level courses that require the undergraduate courses as prerequisites. Students admitted generally have independent research experience.

Areas of Study. All students are expected to develop competence in five areas: biochemistry, genetics, cell structure and function, developmental systems and mechanisms, and current research techniques of experimental biology. Students also are expected to develop their abilities as independent investigators who identify important questions in biology and design experiments to address those questions.

Doctoral Program

Course of Study. The faculty of the department offers a variety of courses to help graduate students acquire knowledge in the various areas of study. Further, students are required to work in at least three different laboratories to broaden their education and to help them identify the field of greatest interest for their thesis work.

Examination Sequence. At the time of entrance an advisory committee examines each student’s background and interests and recommends courses for the first year in residence.

A preliminary evaluation is held at the end of the student’s second semester in residence to determine eligibility for continued graduate study and to identify areas of weakness.

The comprehensive examination, which is normally scheduled during the second year, consists of two parts: a written research proposal and an oral examination designed to test the student’s ability to defend the proposal, the breadth and depth of knowledge in the field of concentration, and the ability to communicate information and engage in scientific discussion.

Language. The department does not have a language requirement.

Thesis. The principal elements in graduate training are defining a thesis problem, investigating this problem with a coherent piece of research that constitutes a substantial contribution to knowledge, and writing a report on this work in the form of a thesis submitted to a departmental committee for approval. After completion of the thesis, each candidate for the Ph.D. degree is required to take a final oral examination on the thesis and related topics, and to present a public seminar.

Teaching. Generally, each candidate for the Ph.D. degree does two semesters of apprentice teaching. This obligation is usually met during the student’s second or third year of graduate study.

Course Requirements. A minimum of 30 credit hours of courses numbered 5000 and above, plus 30 hours of doctoral thesis, are required. Specific courses depend on the student’s background and field of specialization.

Master’s Program. In view of the strong research orientation of the fields involved, the department does not accept applications from students seeking the M.A. as a terminal degree. The master of arts degree, either with a thesis (plan I) or without (plan II), is awarded under special circumstances. Candidates must pass the preliminary examination and a comprehensive final examination. For plan I, a thesis based on original research must be submitted. Final determination of whether a student follows plan I or plan II is made by the department.

MUSEUM AND FIELD STUDIES

Degree. M.S.

Museum courses listed in this catalog may be taken with the approval of the student’s major department, although no undergraduate major is offered in museum studies.

Graduate training in anthropology, botany, entomology, paleontology, and zoology is provided under the direction of museum faculty in cooperation with cognate departments and the Museum and Field Studies Program. Areas of study include:

- archaeological theory and interpretation
- southwestern archaeology and ethnology
- plant taxonomy, evolution, and phyogeography
- vertebrate paleontology and Cenozoic stratigraphy
- biology of mollusks
- biology of aquatic invertebrates
- systematics and population biology of insects of the Rocky Mountain Region
- plant and insect interaction

Museum assistantships, research support from the Walker Van Riper and William Henry Burr museum funds, and other financial assistance are available to selected students. Students interested in working toward advanced degrees in the above areas under the direction of museum faculty should write the University of Colorado at Boulder, University of Colorado Museum, Campus Box 218, Boulder, CO 80309-0218.

Graduate Degree Program

The University Museum offers a program leading to the terminal degree of Master of Science, Museum and Field Studies. Please see Interdisciplinary Programs in the Graduate School section of this catalog.

Applicants accepted for graduate work by museum faculty must be admitted to the Graduate School.

Courses offered by museum faculty through cooperating departments are listed below.

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 4840 Independent Study</td>
</tr>
<tr>
<td>ANTH 5840 Guided Study</td>
</tr>
<tr>
<td>ANTH 6950 Master’s Thesis</td>
</tr>
<tr>
<td>ANTH 7840 Independent Research</td>
</tr>
<tr>
<td>EPOB 4840 or 4870 Independent Study/Independent Research</td>
</tr>
<tr>
<td>EPOB 6950 Master’s Thesis</td>
</tr>
<tr>
<td>GEOL 4470 or 5470 Paleontology of the Lower Vertebrates</td>
</tr>
<tr>
<td>GEOL 4480 or 5480 Paleontology of the Higher Vertebrates</td>
</tr>
<tr>
<td>GEOL 5610 Mammalian Micropaleontology</td>
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<tr>
<td>GEOL 5620 Field Problems in Vertebrate Paleontology</td>
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<tr>
<td>GEOL 5700 through 5790 Geological Topics Seminar</td>
</tr>
<tr>
<td>GEOL 4840 through 4849 Independent Study in Geology</td>
</tr>
<tr>
<td>GEOL 5840 through 5851 Graduate Independent Study</td>
</tr>
<tr>
<td>GEOL 6950 Master’s Thesis</td>
</tr>
</tbody>
</table>

NEUROSCIENCES AND BEHAVIOR STUDIES

The neurosciences and behavior certificate encourages undergraduate students interested in how the brain controls behavior to take courses in the basic sciences while providing the means to specialize in neuroscience and behavior. Since this subdiscipline of the biological sciences spans a number of departments at the university (e.g., EPO biolgy, kinesiology, psychology, and MCD biology), students are encouraged to obtain greater academic breadth through interdepartmental course selection.

To obtain the certificate, a student must satisfy the requirements of the major and the certificate program, and maintain a grade point average of 3.20 or better.

For more information, see the web page at www.colorado.edu/NeurosciencesandBehavior/ or contact Professor Robert Lynch at 303-492-7056.

ORIENTAL LANGUAGES AND LITERATURES

See East Asian Languages and Literatures.
PEACE AND CONFLICT STUDIES

Peace and Conflict Studies is an interdisciplinary field that students can approach from any discipline.

The certificate program in Peace and Conflict Studies (PACS) is designed for students who have an intellectual or moral commitment to issues of conflict and peace at any level, from intrapersonal to global, with varying emphases on action and theory. The certificate is issued by the dean of Arts and Sciences, and is awarded in addition to a bachelor’s degree in another field.

The program is not a replacement for the core curriculum or the departmental major, but a way of enhancing students’ interdisciplinary education. Students work with PACS faculty advisors to design individual certificate programs.

The certificate program involves 24 hours of credit, including two courses specific to and offered by the Peace and Conflict Studies Program. Students select 9 credit hours from relevant courses in their major, together with 9 credit hours of relevant courses outside the major.

Students from any major in the university, not just arts and sciences, are eligible for the program. The two required courses for the certificate are PACS 2500 Introduction to Peace and Conflict Studies and PACS 4500 Senior Seminar in Peace and Conflict Studies. Some of the topics covered in the required courses are: conflict resolution, nonviolence, human rights, ethnoreligious conflict, and human security, and imaging sustainable futures.

Interested students should check with the Associate Dean for the Social Sciences at 303-492-8571 for further information about the program and participating faculty.

PHILOSOPHY

Degrees: B.A., M.A., Ph.D.

The undergraduate degree in philosophy emphasizes knowledge and awareness of:

- some of the principal philosophical texts in the history of western philosophy, from its beginnings in Greece to the late 19th century;
- some of the main currents in 20th-century philosophy, including some acquaintance with contemporary philosophical issues and modes of inquiry;
- a single major author or a single philosophical movement; and
- elementary formal logic.

In addition, students completing the degree in philosophy are expected to acquire the ability and skills to:

- form reasoned opinions about the issues—moral, religious, political, etc.—that educated people debate;
- understand, analyze, and evaluate complex arguments and theories;
- distinguish between the main thrust of an argument or position and what is ancillary to it;
- discover and critically examine the underlying presuppositions of major systems of ideas or programs for action;
- see important connections between different systems of ideas or programs for action;
- explain difficult ideas and concepts in an informed, effective, and coherent manner;
- develop a thesis and present a coherent argument for it;
- write a clear and coherent essay; and
- engage in rational and productive discussion of issues and arguments.

Bachelor's Degree Program

For the undergraduate degree in philosophy, students must take 33 to 45 credit hours in philosophy, earning 33 hours with a grade of C- or better in philosophy and 2.00 (C) average for all work attempted in philosophy. Also, students must take 18 hours of upper-division work in philosophy with a grade of C- or better. No more than 8 credit hours of independent study may count toward the minimum requirements. All students must complete a minimum of 12 credit hours of upper-division course work for the major on the CU-Boulder campus.

Students are advised to consult the current Registration Handbook and Schedule of Courses for the most accurate information on prerequisites, since these sometimes vary with instructors.

Courses may be taken in any order providing prerequisites, if any, are met. However, the department strongly recommends completion of PHIL 2440, PHIL 3000, PHIL 3010, and PHIL 3480 in the first year of the major program.

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (three courses):</td>
<td></td>
</tr>
<tr>
<td>PHIL 3000 History of Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3010 History of Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 4010 Single Philosopher</td>
<td>3</td>
</tr>
<tr>
<td>Logic (one course):</td>
<td></td>
</tr>
<tr>
<td>One of the following courses:</td>
<td></td>
</tr>
<tr>
<td>PHIL 2440 Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 4440 Mathematical Logic</td>
<td>3</td>
</tr>
<tr>
<td>Philosophical Writing (one course):</td>
<td></td>
</tr>
<tr>
<td>PHIL 3480 Critical Thinking and Writing in Philosophy (preq. or coreq., PHIL 2440 Symbolic Logic)</td>
<td>3</td>
</tr>
</tbody>
</table>

Values:
1. The following required course:
PHIL 3100 Ethical Theory (preq. or coreq., PHIL 3480 Critical Thinking and Writing in Philosophy) .................................................... 3
2. One of the following additional courses:
PHIL 2140 Environmental Justice .................................................... 3
PHIL 2200 Major Social Theories .................................................... 3
PHIL 3100 Feminist Pracical Ethics .................................................... 3
PHIL 3140 Environmental Ethics .................................................... 3
PHIL 3160 Bioethics .................................................... 3
PHIL 3190 War and Morality .................................................... 3
PHIL 3200 Social and Political Philosophy .................................................... 3
PHIL 3260 International Human Rights .................................................... 3
PHIL 4110 Contemporary Moral Theory .................................................... 3
PHIL 4200 Contemporary Political Philosophy .................................................... 3

Metaphysics and Epistemology (two courses)
1. The following required course:
PHIL 3340 Epistemology (preq. or coreq., PHIL 2440 Symbolic Logic) .................................................... 3
2. One of the following additional courses (recommended preq., PHIL 3340):
PHIL 3660 Philosophy of Religion .................................................... 3
PHIL 4300 Philosophy of Mind .................................................... 3
PHIL 4500 Metaphysics .................................................... 3
PHIL 4400 Philosophy of Science .................................................... 3
PHIL 4490 Philosophy of Language .................................................... 3

Electives (two courses) (includes all courses which are at the 2000 level or above, and are not taken to satisfy any of the above requirements)

Note: The department offers topically oriented majors that are interdisciplinary in nature, including law and society, and values and social policy. These majors require two semesters in the history of philosophy, as well as a series of core courses that vary according to the topical emphasis. A student intending to complete a topical major in philosophy should see either the appropriate advisor in the area or the department undergraduate advisor as soon as possible.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of “adequate progress” as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in philosophy, students should meet the following requirements:

Declare major by the beginning of the second semester.

Complete an average of 6.7 credit hours of required philosophy courses in each of the next five semesters.

Meet with the undergraduate advisor at the time the major is declared.

Complete PHIL 2440, PHIL 3000, and PHIL 3010 by the end of the fifth semester of study.
Minor Program
The department also offers a minor in philosophy. Details are available in the department office.

Graduate Degree Programs
Applicants for admission to the Graduate School for work toward a master's or doctoral degree with a major in philosophy are expected to have had 18 or more credit hours in undergraduate courses in the subject.

Students wishing to pursue graduate work in philosophy should note requirements for advanced degrees in the Graduate School chapter of this catalog and should obtain a copy of the Graduate Program in Philosophy from the department.

In addition to its regular M.A. and Ph.D. programs, the department offers an M.A. and Ph.D. in values and social policy in connection with the Center for Values and Social Policy.

Beyond the required course work and examinations for the Ph.D., a diversified faculty provides opportunity for a wide range of specializations in the dissertation project. The department makes available a limited number of teaching assistantships and assists with job placement. Descriptions of all degree programs are available from the Department of Philosophy.

PHYSICS

Degree B.A., M.S., Ph.D.
The undergraduate degree in physics emphasizes knowledge and awareness of:
* the basic subfields of physics (classical mechanics, electricity and magnetism, quantum mechanics, statistical mechanics, and thermodynamics), as well as at least one specialty area of application (e.g., solid state physics or optics);
* the major principles of physics, their historical development, and the roles they play in the various subfields of physics;
* the interrelations between theory and observation, the role of systematic and random experimental errors, and methods used to analyze experimental uncertainty and compare experiment with theory;
* physical phenomena and experience in the use of basic experimental apparatus and measuring instruments;
* mathematics sufficient to facilitate the acquisition and application of physical principles; and
* the importance of physics in other fields such as chemistry, biology, engineering, medicine, and in society at large.

In addition, students completing the degree in physics are expected to acquire the ability and skills to:
* apply physical principles to new situations;
* construct and assemble experimental apparatus, conduct and analyze measurements of physical phenomena, analyze properly experimental uncertainty, and make meaningful comparisons between experiment and theory; and
* communicate results of scientific inquiries verbally and in writing.

Bachelor's Degree Programs
Three different plans are available to students in physics. Because there is some flexibility within each plan, the department encourages students to pursue their own interests in setting up their curriculum. The final responsibility for fulfilling the requirements for the degree rests with the student.

Students who have declared physics as a major are required to consult with their departmental advisor at least once per semester. Even if first-year students are only considering physics as a major, they are strongly encouraged to visit a departmental advisor and discuss the situation. Because most of the advanced physics courses have various prerequisites, failure to settle on an appropriate plan of study early in the college career can result in delay and complications later.

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Plan I
Primarily for those planning graduate work in physics, this plan includes 45 credit hours of physics courses.

Required Courses Semester Hours
PHYS 1100 and 1120 General Physics 1 and 2 ............................................. 8
PHYS 1140 Experimental Physics 1 ............................................. 1
PHYS 2140 Methods of Theoretical Physics ............................................. 3
PHYS 2150 Experimental Physics 2 ............................................. 1
PHYS 2170 Foundations of Modern Physics ............................................. 3
PHYS 3210 Analytical Mechanics ............................................. 3
PHYS 3220 Quantum Mechanics and Atomic Physics ............................................. 3
PHYS 3310 and 3320 Principles of Electricity and Magnetism 1 and 2 ............................................. 6
PHYS 3330 Junior Laboratory ............................................. 2
PHYS 4230 Thermodynamics and Statistical Mechanics ............................................. 3
PHYS 4410 Quantum Mechanics and Atomic Physics ............................................. 3
Electives in physics (chosen from the departmental list) ............................................. minimum 9

In addition, the following nonphysics courses are required:
MATH 1300 Analytic Geometry and Calculus 1 or APPM 1350 Calculus 1 for Engineers ............................................. 4-5
MATH 2300 Analytic Geometry and Calculus 2 or APPM 1360 Calculus 2 for Engineers ............................................. 4-5
MATH 2400 Analytic Geometry and Calculus 3 or APPM 1370 Calculus 3 for Engineers ............................................. 4
APPM 2360 Introduction to Linear Algebra and Differential Equations, or both MATH 3130 Introduction to Linear Algebra and MATH 4430 Ordinary Differential Equations ............................................. 4-6
CHEM 1111 and 1131 General Chemistry 1 and 2 or CHEM 1151 and 1171 Honors General Chemistry 1 and 2 ............................................. 10-12

Plan II
For students who desire an undergraduate concentration in astrophysics, atmospheric physics, or geophysics, or who want to combine a physics major with work in other areas such as applied mathematics, biophysics, chemical physics, environmental sciences, philosophy and history of science, pre-medicine, etc.; includes a minimum of 36 credit hours of physics.

Required Courses Semester Hours
PHYS 1110 and 1120 General Physics 1 and 2 ............................................. 8
PHYS 1140 Experimental Physics 1 ............................................. 1
PHYS 2140 Methods of Theoretical Physics ............................................. 3
PHYS 2150 Experimental Physics 2 ............................................. 1
PHYS 2170 Foundations of Modern Physics ............................................. 3
PHYS 3210 Analytical Mechanics ............................................. 3
PHYS 3220 Quantum Mechanics and Atomic Physics ............................................. 3
PHYS 3310 and 3320 Principles of Electricity and Magnetism 1 and 2 ............................................. 6
PHYS 3330 Junior Laboratory ............................................. 2
PHYS 4230 Thermodynamics and Statistical Mechanics ............................................. 3
Electives in physics (chosen from the departmental list) ............................................. minimum 9

In addition, the following nonphysics courses are required:
MATH 1300 Analytic Geometry and Calculus 1 or APPM 1350 Calculus 1 for Engineers ............................................. 4-5
MATH 2300 Analytic Geometry and Calculus 2 or APPM 1360 Calculus 2 for Engineers ............................................. 4-5
MATH 2400 Analytic Geometry and Calculus 3 or APPM 1370 Calculus 3 for Engineers ............................................. 4
APPM 2360 Introduction to Linear Algebra and Differential Equations, or both MATH 3130 Introduction to Linear Algebra and MATH 4430 Ordinary Differential Equations ............................................. 4-6
CHEM 1111 and 1131 General Chemistry 1 and 2 or CHEM 1151 and 1171 Honors General Chemistry 1 and 2 ............................................. 10-12

Interdisciplinary Program
In addition to the above requirements, a student in Plan II is required to complete 12 upper-division credit hours in a field
other than physics with a demonstrable relation to physics. Courses in this program may include physics electives beyond the basic 36 hours listed above. Physics elective courses may not be double counted for both the interdisciplinary program and the 36 credit hours of required physics courses.

Interdisciplinary courses should be selected with the concurrence of the student's advisor, usually before the junior year. Interdisciplinary courses must be approved by the arts and sciences advising committee; it is therefore imperative that students in plan II be in close contact with their advisors.

**Graduating in Four Years**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in physics plans 1 and 2, students should meet the following requirements:

Declare a major in physics in the first semester of the freshman year.

Complete PHYS 1110, 1120, 1140, MATH 1300 or APPM 1350, and MATH 2300 or APPM 1360 during the freshman year.

Complete PHYS 2140, 2150, 2170, CHEM 1111 or 1151, CHEM 1131 or 1171, MATH 2400 or APPM 2350, and APPM 2360 during the sophomore year. Either MATH 3130 or 4430 can substitute for APPM 2360.

Complete PHYS 3210, 3220, 3310, 3320, and 3330 during the junior year.

Students must meet with the physics major advisor before the beginning of the junior year and get the Fifth-Semester Approval for Completion Plan (FSACP). In addition to completing PHYS 4230 and 4410, plan I students must get approval to complete 9 credit hours in physics electives. In addition to completing PHYS 4230, plan II students must get approval to complete 15 credit hours with 3 credit hours in physics electives and 12 credit hours in a field other than physics with a demonstrable relation to physics. In both cases, the student must obtain the signature of the advisor and take courses accordingly.

**Note:** Early in the first semester of the senior year, the student must meet with the physics major advisor to have the Statement of Major Status form (part of the graduation package provided by the College of Arts and Sciences) filled in. This includes a plan for completing the requirements of the major during the senior year and must be signed by the student and the advisor. Further details concerning the execution of the guarantee can be obtained from the department.

**Plan III**

For students intending to become secondary school teachers, this plan involves a minimum of 26 hours of physics and a minimum of 35 hours in education courses. Gett Anderson is an education students advisor and is available by appointment. Call 303-492-2559.

**Required Courses**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Course</th>
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<tbody>
<tr>
<td>8</td>
<td>PHYS 1140 Experimental Physics 1</td>
</tr>
<tr>
<td>1</td>
<td>PHYS 1150 Experimental Physics 2</td>
</tr>
<tr>
<td>1</td>
<td>PHYS 2130 General Physics 3</td>
</tr>
<tr>
<td>1</td>
<td>PHYS 2140 Methods of Theoretical Physics</td>
</tr>
<tr>
<td>1</td>
<td>PHYS 2150 Experimental Physics</td>
</tr>
<tr>
<td>1</td>
<td>PHYS 3210 Analytical Mechanics</td>
</tr>
<tr>
<td>3</td>
<td>PHYS 3310 Principles of Electricity and Magnetism</td>
</tr>
<tr>
<td>2</td>
<td>PHYS 3330 Junior Laboratory</td>
</tr>
</tbody>
</table>

In addition, the following nonphysics courses are required:

- CHEM 1111 or 1131 General Chemistry 1 and 2 or CHEM 1151 and 1171 Honors General Chemistry 1 and 2
- MATH 1300 Analytic Geometry and Calculus 1 or APPM 1350 Calculus 1 for Engineers
- MATH 2300 Analytic Geometry and Calculus 2 or APPM 1360 Calculus 2 for Engineers
- MATH 2400 Analytic Geometry and Calculus 3 or APPM 2350 Calculus 3 for Engineers
- APPM 2360 Introduction to Linear Algebra and Differential Equations or both MATH 3130 Introduction to Linear Algebra and MATH 4430 Ordinary Differential Equations

**Note:** Recommended elective mathematics courses for students in this plan include MATH 3000 Introduction to Abstract Mathematics, MATH 3110 Introduction to Theory of Numbers, and MATH 3210 Euclidean and Non-Euclidean Geometries.

**Special Requirements:**

**PLACE Basic Skills Assessment**

Prior to or during the semester for which students are seeking admission to the Teacher Education Program, they must take the PLACE Basic Skills Assessment. A copy of the PLACE Registration Bulletin form is available in the Office of Teacher Education in Education 151. Students should read it carefully for specific information on the assessments and registration procedures. Students must successfully complete the Liberal Arts, Professional Knowledge, and Content Fields portions of this examination.

**Liberal Arts**

Humanities (i.e., from "Literature and the Arts" in the College of Arts and Sciences Core Curriculum)............. 6

Social sciences (i.e., from "Contemporary Studies" in the College of Arts and Sciences Core Curriculum, except "Literature and the Arts" and "Natural Sciences")............. 6

**Science**

MATH 1300 Analytic Geometry and Calculus 1..................... 5

Two courses (minimum of 3 semester hours) in each of the following disciplines: biology, chemistry, earth science, and physics. The eight courses must include a course with attached laboratory work in three of the four subjects.

**EDUC 4312 The Nature of Science and Science Education**............. 3

Science course work taken in the past five years.................. 6

**Education**

EDUC 3013 Proseminar 1: Becoming a Teacher....................... 4

EDUC 3023 Proseminar 2: Schools, Culture, and Society............ 4

EDUC 4012-3 Educational Psychology and Adolescent Development (or PSYC 4205)...... 3

EDUC 4122-3 Principles and Methods of Secondary Education........... 3

EDUC 4232 Language and Literacy Across the Curriculum............. 3

EDUC 4382 Methods and Materials in Secondary Science (EDUC 4122 is a prerequisite and EDUC 4312 is a prerequisite or corequisite)...4

EDUC 4513 Proseminar 3: Education and Practice.................... 2

EDUC 4712 Student Teaching—Secondary (must be taken concurrently with EDUC 4513)............. 12

**Minor Program**

The department also offers a minor in physics. Details are available in the departmental office.

**Graduate Degree Programs**

Graduate study and opportunities for basic research are offered in the areas of nuclear physics, theoretical physics, condensed matter physics, elementary particle physics, plasma physics, atomic and molecular physics, optical science and engineering, laser physics, gravitational physics, and fundamental measurements.

Doctoral programs in chemical physics and geophysics are offered jointly with the Department of Chemistry and with the other departments that participate in the interdepartmental geophysics program. For information on these programs, see interdepartmental Programs in the Graduate School chapter of this catalog.

**Departmental Requirements**

Students wishing to pursue graduate work in physics leading to candidacy for an advanced degree should carefully read the requirements for advanced degrees in the Graduate School chapter of this catalog. Following are special departmental requirements.

**Master's Degree**

**Prerequisites:** Entering graduate students must have a thorough undergraduate preparation in physics, equivalent to an undergraduate physics major at a recognized college or
university. This preparation includes courses in general physics, analytical mechanics, electricity and magnetism, thermodynamics, quantum mechanics, atomic physics, and mathematics through differential equations and complex variables.

Language. The department has no foreign language requirement.

Course Requirements. There are two separate plans for obtaining the master’s degree. Plan I includes a thesis (4 credit hours), PHYS 5210 Theoretical Mechanics, 5250 Introduction to Quantum Mechanics I, and 7310 and 7320 Electromagnetic Theory along with electives (5 credit hours) and mathematics (3 credit hours). Plan II (without thesis) includes PHYS 5210, 5250, 7310, 7320, and 5260 Introduction to Quantum Mechanics I or 7550 Atomic and Molecular Spectra along with mathematics (6 credit hours) and electives (6 credit hours). All courses must be graduate courses numbered 5000 or above.

Qualifying Examination. The Graduate Record Examination aptitude tests and advanced test in physics are normally used in place of a qualifying examination, and this examination is normally taken before the time of entry into the Graduate School.

Comprehensive-Final Examination. After the other requirements for the master’s degree are completed, each master’s degree candidate must take a comprehensive-final examination. If the student is following plan I, in which a thesis is included, the final examination covers the thesis. The comprehensive-final examination is oral.

Doctoral Degree

Prerequisites. Same as for master’s degree, above.

Languages. The department has no requirement in foreign languages.

Qualifying Examination. Same as for master’s degree, above.

Comprehensive Examination. On the weekend preceding the start of spring semester and the first weekend of the semester, the written part of the comprehensive examination is given. The examination covers the material in the courses normally taken by all Ph.D. candidates in the first and second years of graduate study. The oral part is given shortly after the written part. Both the written and oral parts are considered in the passing or failing of the general comprehensive examination. Students who fail the general part of the comprehensive examination on their first attempt may take the examination once more a year later.

The final (research) part of the comprehensive examination is taken during the September following the passing of the general section. It consists of a presentation of a thesis prospectus to the student’s thesis committee.

Course Requirements. A set of specific course requirements for the Ph.D. has been eliminated in order to increase the flexibility of the Ph.D. program. The total number of hours required for the Ph.D. in physics, however, is 30 (passed with a grade of B (3.00) or better), of which at least 27 must be 5000-level or above physics courses. The remainder must also be from that group or be approved by the graduate committee.

Elimination of specific course requirements allows students who have a particularly strong background in one or more of the traditional core areas of physics to skip the appropriate courses in favor of additional physics electives. It is expected, however, that students with typical undergraduate preparation will take Quantum Mechanics I and II (PHYS 5250 and 5260), Electromagnetic Theory I and II (PHYS 7310 and 7320), Statistical Mechanics (PHYS 7320), and Theoretical Mechanics (PHYS 5210).

Most students also find it necessary to take one or more mathematical physics courses. Quantum Mechanics III (PHYS 7270) is also considered essential material for Ph.D. level physicists. In addition, at least 30 hours of dissertation credit are required.

Final Examination. The final examination is oral and covers the thesis.

POLITICAL SCIENCE

Degrees ...................... B.A., M.A., Ph.D.

The Department of Political Science offers instruction and research in the art and science of politics. Work within the department is organized around seven basic fields: American government and politics, comparative politics, international relations, public policy, law and politics, political philosophy, and empirical theory and methodology. Five centers of research activity are housed within the department: the Center for the Study of American Politics, the Center for Comparative Politics, the Center for International Relations, the Center for Public Policy Research, and the Keller First Amendment Center.

The department participates in the distributed studies program. Programs leading to the M.A. and Ph.D. degree are offered. At the most general level, the goal of the undergraduate curriculum in political science at the University of Colorado at Boulder is to offer students the opportunity to develop an appreciation of politics and government and of the students’ roles within them.

The undergraduate degree in political science emphasizes knowledge and awareness of:

- the values and beliefs that constitute the Western political tradition, and alternative ideologies and belief systems;
- the institutions and processes of the American political system and its strengths and weaknesses as we approach the 21st century;
- other political systems, both Western and non-Western, which are members of the world community, our allies and competitors in international relations, and through comparative analysis a source of insight into American society and politics;
- the patterns of interaction among members of the world community, the causes of war and peace, and the sources of international conflict and cooperation; and
- the domestic and international policy issues facing the United States and the world community, and the ability to make reasoned judgments—integrating facts and values, means and ends—regarding policies to address those problems.

In addition, students completing the degree in political science are expected to acquire the ability and skills to:

- evaluate conflicting arguments, assemble and present empirical evidence, and make reasoned conclusions from the evidence available;
- communicate effectively, both orally and in written form.

Students interested in political science may want to consider the Smith Hall International Program. See Residential Academic Programs in this section of the catalog for more information.

Bachelor’s Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td></td>
</tr>
<tr>
<td>PSCI 1101 The American Political System . . .</td>
<td>3</td>
</tr>
<tr>
<td>International</td>
<td></td>
</tr>
<tr>
<td>PSCI 2223 Introduction to International Relations . . .</td>
<td>3</td>
</tr>
<tr>
<td>Comparative</td>
<td></td>
</tr>
<tr>
<td>PSCI 2012 Introduction to Comparative Politics . . .</td>
<td>3</td>
</tr>
<tr>
<td>Theory</td>
<td></td>
</tr>
<tr>
<td>PSCI 2004 Survey of Western Political Thought . . .</td>
<td>3</td>
</tr>
</tbody>
</table>

Twelve hours are required from the following lower-division fields:
Complete 15 hours of the required 21 upper-division hours from the following four primary fields:

American

Comparative

International

Theory

Nine hours of political science elective credit are required. Six of these hours must be upper division.

Required courses in addition to political science courses:

ECON 2010 Principles of Microeconomics...4
ECON 2011 Principles of Macroeconomics...4

All undergraduate transfer students majoring in political science must accumulate a minimum of 42 grade points (grade points are equal to credit hours multiplied by letter grade as expressed numerically on a four-point scale) in upper-division political science courses at the University of Colorado at Boulder in order to qualify for the B.A. degree.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in political science, students should meet the following requirements:

Declare major by the beginning of the second semester.

Complete PSCI 1101 and two of the following required courses by the end of the third semester: PSCI 2223, or 304.

Complete the remaining lower-division political science course and the two ancillary courses, ECON 2010 and 2020, by the end of the fourth semester.

Complete 12 upper-division credit hours of political science courses, including at least one course in each of the following fields by the end of the sixth semester: American, Comparative, International Relations, and Theory.

Complete 12 credit hours of political science courses, including at least 9 upper-division credit hours and all remaining upper-division field distribution requirements during the seventh and eighth semesters.

Minor Program

The department also offers a minor program in political science. Details are available in the departmental office.

Graduate Degree Programs

Applications for the M.A. and Ph.D. degrees are accepted from qualified and motivated students wishing to probe deeply into the analysis of political life. Professional courses in the graduate curriculum range from problem definition in policy analysis to the study of the global political economy. The curriculum is structured to lead to the Ph.D. degree and also offers several programs culminating in the M.A. degree. In addition to the regular master's degree in political science, special focus is placed on two professionally oriented M.A. degrees, one oriented toward entry into the public sector as a policy analyst and one that prepares students for careers in global affairs.

Students wishing to pursue graduate work toward one of these degrees should read carefully the Graduate School requirements for admission and degrees in this catalog. In addition they should write to the departmental office for additional information on graduate programs.

Departmental Admission Requirements

Applicants to the graduate program in political science should normally present evidence of a least 18 credit hours of course work in political science, 9 of which should be at the upper-division level. Applicants for the M.A. in political science (public policy) should present at least 9 hours of undergraduate political science course work. In addition, the department requires applicants to present quantitative and verbal GRE scores that total at least 1100 and that show a score of at least 500 on the verbal portion. Three letters of recommendation, an undergraduate grade point average of at least 3.00, official transcripts, and a short essay detailing interests and plans also are required to complete the application packet. Foreign applicants may supplement their application by presenting TOEFL scores. Students with especially strong records (e.g., total GRE scores greater than 1250 and an undergraduate GPA greater than 3.50) may apply for direct admission to the Ph.D. program. Applications should be filed with the department by January 15. Decisions regarding admission and financial aid are typically completed during March each year.

Graduate Minor in Political Science

Graduate students who choose to minor in political science should consult the course descriptions for 4000-level courses, since minors but not majors are eligible to receive credit for 4000-level courses.

Master of Arts in Political Science

Students desiring a graduate major in political science should present 18 credit hours of undergraduate work in the subject, 9 hours of which must be in upper-division courses. Any deficiencies must be made up before students can be admitted as regular degree students and the work involved is in addition to the minimum hourly requirements for the degree.

Students shall concentrate in any one of seven political science fields and take 3 credit hours of work in regularly scheduled political science seminars in each of three areas defined as follows: American, including American government and politics, public policy, law, and politics; international political science, including comparative politics and international relations; and theory, including political philosophy and empirical theory and research methods.

Students are responsible for familiarizing themselves with all degree requirements, some of which are outlined in the Graduate School chapter of this catalog. In brief, the degree requirements include a minimum of 25 credit hours of graduate credit, including at least 21 credit hours at the 5000 level or above, with at least 15 credit hours of work in regularly scheduled political science seminars, and 4 credit hours for the M.A. thesis. Students may take up to 6 hours in political science graduate research topics, and up to 6 hours in a cognate discipline (senior undergraduate course, or independent study), but not more than a total of 9 hours combined. The 9 credit hours may not be substituted for required seminars. M.A. students on assistantship are required to take PSCI 5008 and 5018 Teaching Political Science 1 and 2.

A thesis based on original investigation and showing mature scholarship and critical judgment, as well as familiarity with tools and methods of research, is required.

Students select a faculty advisor from among the regular members of the department's graduate faculty at the earliest possible date, but no later than the end of the second week of the second semester of residence. The faculty advisor must have general competence in the student's primary field of emphasis and serves as the first reader of the M.A. thesis. The second reader, who likewise has general competence in the topic of the M.A. thesis, must be associated intimately with the thesis from its inception and in no case after the student begins writing. The completed draft of the thesis must be in the hands of the second and third readers at least four weeks prior to the comprehensive-final examination.

Each candidate for a master's degree is required to take a comprehensive-final examination after the other requirements for the degree have been completed. This examination may be given near the end of the last semester of residence while the candidate is still taking required courses for the degree,
provided satisfactory progress is being made in those courses. The examination is oral and lasts approximately two hours. It concentrates on the student's field of emphasis as well as the M.A. thesis. The comprehensive examination committee has three members, including the faculty advisor (the chair) and the second reader of the thesis. At least two committee members must be chosen from among regular members of the graduate faculty of this department, in consultation with the faculty advisor; the third committee member may be a graduate faculty representative from a cognate discipline. Satisfaction of the examination requires the affirmative vote of each of the three committee members.

Master of Arts in Political Science (International Affairs)
The increased participation of the United States in world politics has opened a variety of new careers in international affairs. The master's program in international affairs of the Department of Political Science is designed to provide a well-rounded education in international affairs for students who are seeking careers of international service with the national government, with international organizations, with private business, with nongovernmental organizations, or in the fields of teaching and research. This M.A. program is also a logical step toward obtaining a Ph.D. in political science at the University of Colorado or elsewhere.

Of the required 25 credit hours, students desiring an M.A. in political science (international affairs) must include, in addition to the required seminars, 12 credit hours of work in the international area and 9 of the 12 credit hours must be in the field of international relations. It is advisable for the student to include the international relations seminar in the 9 hours in the field of international relations. If a student's plan of study so indicates, and permission is granted by the student's faculty advisor and the department chair, the student may substitute up to 6 hours of credit from another department for the 3 hours in each of the other two areas of study.

Each student in this program must pass a GSPT proficiency test in a foreign language approved by the student's advisors and/or present evidence of an advanced proficiency in social statistics or computer science. The latter proficiency may be achieved by obtaining a B or better in a sequence of courses to be identified by the student's committee. A list of the course sequences that have been approved to meet this requirement is available in the departmental office. In exceptional cases, the graduate curriculum committee may accept other evidence that the student has acquired a good working knowledge of a foreign language or the advanced proficiency in social statistics or computer science.

Master of Arts in Political Science (Public Policy)
The goal of the M.A. program in public policy is to train professional policy analysts for nonacademic careers. The curriculum is designed to provide the analytical skills necessary to participate responsibly and effectively in the policy process. The M.A. in political science (public policy) may be taken concurrently with the interdisciplinary graduate certificate program in environmental policy.

This is an M.A. with thesis, requiring 33 credit hours. It includes 27 hours of course work, 2 hours in an applied research internship, and 4 hours of thesis credit. Completion of these requirements normally takes two years and at least one summer.

The core curriculum consists of four required seminars in policy analysis, introduction to data analysis, and context-sensitive methods. Specific courses in economics are not required, but there is a strong expectation that all students should be familiar with the tools of economic analysis, particularly in the policy area in which they are interested. The remaining 15 hours of electives should be used to develop additional analytical skills and/or a specialization in the student's area of substantive interest. The certificate program in environmental policy provides one alternative for substantive specialization, drawing on courses in economics, philosophy, geography, and the law school. The internship is a supervised applied research project for a policy client, which should lead into the thesis project.

The thesis is a research report on a policy problem that provides concrete demonstration of the student's analytical skills, intellectual perspective, and substantive knowledge. As a general rule, the policy thesis is somewhat shorter (but not less analytical) than a standard M.A. thesis.

Doctor of Philosophy
For the Ph.D., the Department of Political Science requires at least 42 hours of course work (with a grade of A or B) beyond the bachelor's degree. Except for 3 credit hours that may be taken at the senior undergraduate level in a cognate field at this university, all 42 hours must be at the 5000 level or above. Not to be included in the 42 hours are dissertation and research hours, master's thesis hours, or those hours used to fulfill the language and statistics requirements.

The Ph.D. candidate must present three fields of competence. The first two, labeled the major field and second field, are to be the subject of the Ph.D. comprehensive examination. A minimum of two seminars must be presented in these fields. Additional course work is anticipated in the major and second fields. Competence in the third field may be demonstrated by completing two graduate seminars in that field with a GPA of 3.50 or higher, or through comprehensive examination. Furthermore, each student's program shall include at least one seminar in each of the following three categories: American government, public policy, and law and politics, international relations/comparative politics (comparative politics and international relations); and theory (political philosophy, empirical theory, and methodology).

Thirty-five hours must be taken in political science. Of this 35, 32 must be in regularly scheduled seminars. Not more than 6 hours of political science graduate research topics combined are allowed toward the degree. The maximum amount of work that may be transferred to this university for the Ph.D. is 21 semester hours.

First-Year Requirements. All graduate students in the Ph.D. program are required to take Teaching Political Science 1 and 2 and three core seminars. At least two of the core seminars must be in the fields of American politics, comparative politics, and international relations. During the first year in residence, at least two of the three core seminars must be completed. Also during the first year in residence, students enrolled in the Ph.D. program must take PSCI 5075 (Introduction to Professional Political Science) and PSCI 5085 (Introductory Data Analysis).

Preliminary Ph.D. Research Paper. Each Ph.D. student is required to select a topic that leads to the formulation, execution, and written presentation of a piece of original research. This research paper is expected to be of potentially publishable quality.

The research paper is read by the student's three-person advisory committee, consisting of the student's major advisor, a second major field reader, and a representative of the student's second field of concentration. Following consideration of the written work, an oral examination is conducted by the advisory committee to test both the depth of the student's research as well as the breadth of the student's general training. Competence in core seminar materials is expected.

The oral examination committee is charged with the task of evaluating the potential of each Ph.D. student. Students whose work is deemed inadequate are asked to leave the program.

Students who have not previously earned a master's degree in political science are eligible for a plan II M.A. upon completion of 32 hours of graduate course work. The awarding of the plan II M.A. is at the discre-
The competence standard must be communicated in writing to the Director of Graduate Studies by the end of the second year in residence. Both the principal advisor and the student must signify that they accept the committee’s determination of research competence standard. Required course work (or its surrogate) must be completed no later than the semester in which the Ph.D. comprehensive examination is taken.

Comprehensive Examinations. The comprehensive examination serves to demonstrate that students have acquired the skills and knowledge necessary to function as independent scholars in political science generally and in their chosen fields of specialization. Broad knowledge is expected as well as a critical understanding of the literature and the ability to apply that understanding to the central, enduring questions of politics and government.

The exam is divided into three parts: the written, the oral, and the dissertation prospectus defense. For the purposes of the examination, political science is divided into seven fields of concentration: American government, law and politics, public policy, comparative politics, international relations, political philosophy, and empirical theory and methodology. Both the written and the oral parts of the comprehensive exam cover two fields chosen by the student and provide a rigorous, comprehensive test of the student’s knowledge of the specialization field and of the relationships among these fields as well as their location in a broad context, spanning comparative, philosophical, historical, and methodological issues.

- Comprehensive examinations are administered once each semester. In the fall semester, the written examinations are normally given during the first week of November, and in the spring semester they are normally given during the first week of April. Oral examinations are scheduled individually, within three weeks of the completion of the written part of the examination and typically during the normal university examination period.

The written examination is constructed by the graduate curriculum committee and of the field examination committees. The written examination in each field is comprised of two sections of questions. Questions in the first section emphasize breadth of knowledge and integration, while those in the second section focus more on the student’s depth of knowledge on specific topics and issues in the field.

A passing grade on the written part of the exam indicates that the student is prepared to proceed to the oral examination, which may hinge in part on the elaboration and exploration of the material in the written examination. Students who fail the written exams are provided a single opportunity to retake them, and are given an explanation of the failure by the readers.

The oral part of the comprehensive examination is conducted by a five-member committee, normally consisting of the student’s advisory committee, the chair of which also chairs the examination committee, and the two-member examining committee from the student’s major field. In addition to general questions in all chosen fields, the oral examinations probe the written examination answers, providing students the opportunity to amplify, elaborate, and explain their answers. Final grades in each field are assigned by the majority vote of the oral examination committee. A final grade of distinction, pass, or fail is assigned following the orals. Distinction is reserved for excellence on both written and oral examinations. Failing a field in the oral examination may, at the discretion of the examining committee, involve retaking both the written and the oral examinations at the next administration of the exam, whether the failure was announced following the written or the oral part of the examination. If a student fails the oral exam, the chair of the advisory committee provides a written explanation to the student.

Dissertation Requirements and Final Examination. A dissertation based on original investigation and showing mature scholarship and critical judgment, as well as familiarity with tools and methods of research, is required. A candidate for the Ph.D. selects a dissertation topic in consultation with a dissertation advisor who is rostered in the student’s primary field of emphasis, a second reader who has general competence in the dissertation topic, and at least one additional faculty member rostered in the student’s primary field of interest. The dissertation advisor submits the topic, along with the names of the second reader and other faculty consulted in its selection, to the Director of Graduate Studies for approval. These steps must be completed at least eight months prior to the dissertation defense.

Once the dissertation has been accepted tentatively by the first two readers, a final oral examination is conducted by the dissertation committee. Approved by the dean of the Graduate School, the committee shall consist of not fewer than five representatives from those departments in which a student has worked, including at least one professor outside the political science department but who is a member of the University of Colorado graduate faculty.
The examination is open to the public. More than one dissenting vote from the committee disqualifies the candidate in the final examination.

PSYCHOLOGY

Degrees: B.A., M.A., Ph.D.

Psychology is a biosocial science that studies behavior from both biological and social perspectives. The major and elective requirements are designed to achieve a broad understanding of the concepts, concepts, and research methods of contemporary psychology in the context of a quality liberal arts education.

Students contemplating postgraduate education, either in professional or in graduate school, are encouraged to participate in the departmental honors program, which provides special opportunities for individualized attention.

CU-Boulder's Department of Psychology has been ranked by the National Academy of Sciences as one of the best in the country with respect to the quality of the faculty and their scholarly productivity. All of these faculty members are involved in undergraduate instruction. Moreover, the department offers undergraduates a wide range of opportunities for involvement in research.

The undergraduate degree in psychology emphasizes knowledge and awareness of:

- the social and biological background of human nature
- the research bases necessary for understanding and predicting behavioral outcomes
- descriptive and inferential statistics, including measures of central tendency, variance, and correlation
- psychology as a laboratory science and of the interplay between theory and research
- possible practical applications of research knowledge
- the influences of interactions between attributes of the social situation and psychological attributes of a person in generating human behavior and subjective experience
- the development and amelioration of abnormal thoughts, feelings, and behavior
- the mechanics of heredity, neural transmission, plasticity, development, and aging
- a reasonable integrated historical overview of modern psychology, including the major subdivisions of the discipline and their interrelations
- major ideas and scholars in the discipline's subfields and the relationship of ideas from one area to another; and

- the ethical issues germane to research investigation raised by the applications and practice of psychology as a profession.

In addition, students completing the degree in psychology are expected to acquire the ability and skills to:

- evaluate critically research designs, results, and interpretations
- design and carry out research on their own
- know when to use basic statistical tests, to formulate hypotheses, collect and analyze data, draw conclusions, and clearly communicate research findings
- assess the characteristics of social situations and measure the psychological attributes of individuals
- use the primary literature of biological and developmental psychology to prepare a clear written summary of a research topic; and
- place current psychological concerns into an appropriate overarching conceptual framework that encompasses the entire field.

Bachelor's Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below. These requirements apply to all psychology majors who declare their major after May 16, 1998. Those majors who declared before that date have the option of completing their major under either the old rules or the new rules.

**Required Courses**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1001 General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2012 Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2145 Cognition and Perception</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2606 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3101 Statistics and Research Methods in Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

On of the following:

- PSYC 3102 Behavioral Genetics
- PSYC 3313 Psychopathology

At least one course from the following upper division laboratory and methods courses:

- PSYC 4052 Behavioral Neuroscience
- PSYC 4136 Human Judgment and Decision-Making Lab
- PSYC 4145 Cognitive Psychology
- PSYC 4165 Psychology of Perception
- PSYC 4205 Psychology of Learning, or PSYC 4376 Research in Social Psychology

Additional electives to bring total hours in psychology to at least 31, but not more than 45, of which at least 18 must be upper division.

Students are encouraged to use independent study or gain field experience. However, independent study hours are pass/fail credit only and cannot be used toward the 31 hours required for graduation.

In addition to the course requirements listed above, and the minimum of 31 hours in psychology, the student is required to pass one of the following natural science sequences with a grade of C- or better:

- CHEM 1011 and 1031 Environmental Chemistry 1 and 2
- CHEM 1051 and 1071 Introduction to Chemistry and Introduction to Organic and Biochemistry
- CHEM 1111 and 1071 Introduction to Organic and Biochemistry and General Chemistry 1
- CHEM 1111 and 1131 General Chemistry 1 and 2
- EPOB 1210 and 1220 General Biology 1 and 2
- MATH 1300 and 2300 Analytical Geometry and Calculus 1 and 2
- MCDB 1150 and 2150 Introduction to MCD Biology 1 and Principles of Genetics
- MCDB 1150 and EPOB 1220 Introduction to MCD Biology 1 and General Biology 2
- PHYS 1110 and 1120 General Physics 1 and 2 (science and engineering majors only)
- PHYS 2100 and 2200 General Physics 1 and 2

Note: Transfer students must complete a minimum of 12 upper-division hours of psychology coursework on the Boulder campus with a C- or better. Of those 12 hours, one laboratory and methods course and either PSYC 3102 or PSYC 3313 must be included.

In order to graduate in psychology, all students are required to complete an assessment test.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in psychology, students should meet the following requirements:

Declare the major by the beginning of the second semester:
- Complete PSYC 1001, 2012, 2145, 2606, 3101, and the natural science sequence during the first two years of study.

Complete PSYC 3313 or 3102, the laboratory and methods course, and at least two upper-division PSYC electives during the junior (3rd) year. (If students are unable to enroll in these courses due to oversubscription during the junior year, they will have top enrollment priority the senior year.)

Complete remaining elective requirements during the senior year.

1 Note that no terminal master's degree is offered.
Graduate Degree Programs

Concurrent B.A./M.A. Program with Specialization in Cognitive Psychology

A concurrent B.A./M.A. in psychology, with specialization in cognitive psychology, is offered. Both the B.A. and M.A. degree must be completed within a five-year period. In recent years, both basic and applied research in cognitive psychology have come to rely increasingly on related findings, theories, and methods in other cognitive science disciplines, including philosophy, computer science, and linguistics.

The purpose of this degree program is to provide training that prepares students either for continuing doctoral study in cognitive psychology or for technical careers involving cognitive psychology in government and industry. Students complete the requirements for an undergraduate major in psychology, an interdisciplinary undergraduate certificate in cognitive science, and a master’s degree in the cognitive psychology graduate training program. Because of the demanding nature of this program, only highly qualified students are admitted.

Ph.D. Programs

Students are admitted for graduate studies leading to the Ph.D. in one of five fields: behavioral genetics, behavioral neuroscience (including learning and motivation), clinical, cognitive, and social psychology. Note that no terminal master’s degree program is offered. The behavioral genetics program focuses on the study of genetic contributions to individual differences in behavior. The fundamental tenet of the behavioral neuroscience program is that a complete understanding of behavior entails unraveling mechanisms and principles at any and all levels of organization (i.e., behavior, neuroanatomy, neurophysiology, neurochemistry). The major training goals of the clinical psychology program follow the Boulder model in that the preparation of scientist-practitioner is stressed. The cognitive psychology program includes course work and research in the following areas of cognition: problem solving, thinking, human learning and memory, judgment and decision making, language, artificial intelligence, reading, attention and performance, perception, and information processing. The program in social psychology trains students to conduct research, either applied or basic, in the fields of social cognition, self-concept development, close relationships, and health. Additional courses in the department offer graduate training in the knowledge, theory, and research methodology relating to cultural influences on behavior.

Requirements for the Ph.D. Degree

All students are admitted with the expectation that they will work toward the Ph.D. degree. Many students receive a master of arts degree in the course of working toward the Ph.D. Students who receive the Ph.D. degree must demonstrate that they are proficient in some broad subject of learning and that they can critically evaluate work in this field; furthermore, they must show the ability to work independently in their chosen field and must make an original contribution of significance to the advancement of knowledge.

In the first year of graduate study, all psychology graduate students enroll in a two-semester graduate statistical sequence. There is a first-year research requirement that starts the student on an active program of research. The student also must enroll in a sequence of courses designed to give exposure to various research topics and methods.

Before admission to candidacy for the Ph.D. degree, the student must pass a comprehensive examination in the field of concentration and related fields. This examination tests the student’s mastery of a broad field of knowledge, not merely the formal course work completed.

A variety of advanced research seminars are taught on a regular basis. Students are required to be enrolled in at least one substantive course in the department each semester until the comprehensive examinations have been successfully completed. Upon completing the comprehensives, students engage in the dissertation research, culminating in a public oral defense.

RELIGIOUS STUDIES

Degrees .............................................. B.A., M.A.

The curriculum in religious studies includes the study of traditions such as Buddhism, Hinduism, Taoism, Confucianism, Judaism, Islam, Christianity, and Native American and other traditional religions. The program examines topics such as ritual studies, peace studies, religion and literature, women and religion, and religion and psychology.

The undergraduate degree in religious studies emphasizes knowledge and awareness of:

- the beliefs, practices, and institutions of Asian, Western, and Native American/religious traditions;
- one major religious tradition in-depth;
- different methodological approaches to the study of religion.

In addition, students with a degree in religious studies are expected to acquire the ability and skills to:

- identify textual, performative, and artifactual data relevant to the study of religion;
- draw connections between different historical and/or cultural contexts of religion; and
- communicate data analysis and interpretation competently in written form.

Bachelor’s Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Major Requirements

Students must complete at least 36 hours of religious studies courses, including at least three of the lower-division offerings (9 credit hours, preferably completed before upper-division work) and at least one course (at either the upper- or lower-division level) in each of the following four areas: Western religions, Asian religions, Native American/traditional religions, and thematic approaches to religion. At least 18 hours of upper-division work (including RLST 3830 and 4830) must be taken on the Boulder campus.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of “adequate progress” as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in religious studies, students should meet the following requirements:

- Declare the major at the beginning of the second semester of study.
- Complete two religious studies courses each semester.
- Take the senior seminar the last spring semester in residence.

Minor Requirements

Students must complete at least 18 hours of religious studies courses, including at least 6 credit hours of lower-division and 9 credit hours of upper-division work. At least 12 hours must be taken in the Department of Religious Studies.

Graduation with Honors

The honors program in religious studies offers the opportunity for highly motivated undergraduates to undertake a deeper and more individualized study than is provided by the regular B.A. curriculum and to earn an honors designation on their diploma.

Religious studies majors with at least a 3.30 overall grade point average and 3.50 in the major are eligible to participate in the program. Honors that may be earned are cum
laude (with honors), magna cum laude (with high honors), and summa cum laude (with highest honors).

Students interested in pursuing departmental honors are encouraged to consult with the departmental undergraduate advisor by the beginning of their junior year.

Graduate Degree Program

Master's Degree

Admission Requirements. A student who has not completed at least 12 credit hours (or the equivalent) of undergraduate academic course work directly related to the study of religion will be required to do remedial work to make up the deficit before beginning graduate study.

A student who has not completed at least 3 credit hours of undergraduate course work in Western religion and 3 credit hours in Asian religion will be required to make up this deficit during the first year of graduate study by attaining a grade of B in course work at the 2000- or 3000-level or on an examination administered by the department before the semester in which course work begins. Remedial courses may not be counted toward the degree.

Minimum Degree Requirements. At least 24 credit hours of graduate-level course work plus a thesis of 6 credit hours must be completed. The course work must include RLST 6830 Approaches to the Study of Religion, at least two core seminars (RLST 6850) on topics in comparative religion, and at least one course in three different traditions or culture areas (including Western and Asian). Up to 9 credit hours of course work may be taken outside the department or transferred from another accredited institution, consistent with the student's special needs and interests. The student's program of study must receive departmental approval.

The student must have a satisfactory reading knowledge of a language other than English, which will be employed in a significant way during the student's course of study.

An acceptable thesis must be written and, after approval of the final draft of the thesis, a comprehensive final examination must be passed.

SOCIOLGY

Degrees ........................................B.A., M.A., Ph.D.

The undergraduate degree in sociology emphasizes knowledge and awareness of:
- the basic data, concepts, theories, and modes of explanation appropriate to the understanding of human societies;
- the structure of modern American society, its social stratification, its ethnic, racial, religious, and gender differentiation, and its main social institutions—family, political, economy, and religion;
- the basic social processes that maintain and alter social structure, especially the processes of integration, organization, and conflict; and
- the diversity of human societies, including the differences between major historical types such as foraging, agricultural, industrial, and post-industrial societies.

In addition, students completing the degree in sociology are expected to acquire the ability and skills to:
- locate and consult works relevant to a sociological investigation and write a sociological paper that is coherent, cogent, and grammatically correct;
- understand the basic procedures of sociological research and the problems of reliability and validity;
- understand and interpret the results of sociological research; and
- analyze and evaluate sociological writings.

Bachelor's Degree Program

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below. (A minimum of 36 credit hours in sociology is required for the degree. Of the 36 semester hours, 21 must be upper division with a minimum of 15 upper-division credit hours of course work in the major taken on the Boulder campus. All required major courses must be completed with a grade of C- or better.) The cumulative GPA required in sociology courses is 2.50.

Required Courses ........................................Semester Hours
SOCY 1001 Analyzing Society ........................................3
SOCY 1011 Introduction to Sociological Ideas or SOCY 3001 History of Sociological Thought 1 or SOCY 3011 History of Sociological Thought 2 ........................................3
SOCY 2061 Introduction to Social Statistics or SOCY 4061 Social Statistics ........................................3
SOCY 4301 Research Methods 2: Survey Methods or SOCY 4401 Research Methods 3: Field Experience ........................................3
Electives ...........................................................................24

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in sociology, students should meet the following requirements:

Declare the major by the beginning of the second semester.
Complete SOCY 1001; 1011, or 3001, or 3011; and 6 credit hours of sociology electives by the end of the fourth semester.
Complete SOCY 2061 or 4061, and 15 credit hours, with a minimum of 9 upper-division credit hours, of sociology electives by the end of the sixth semester.
Complete SOCY 4301 or 4401, and 24 credit hours, with a minimum of 18 credit hours of sociology electives, by the end of the eighth semester.

Graduate Degree Program

Students wishing to pursue graduate work in sociology leading to candidacy for an advanced degree should carefully read the requirements for advanced degrees in the Graduate School chapter of this catalog.

The following are additional requirements for admission to the graduate degree programs of the department:
1. A combined grade point average of at least 3.00 (B) for all courses in sociology undertaken as an undergraduate or graduate student prior to admission.
2. Satisfactory scores (as determined by the department) on the Graduate Record Examination, including both the verbal and quantitative sections.
3. Proficiency in statistics or registration in SOCY 4061.

The deadline for applications is January 1 for the academic year.

Master's Degree

The department does not operate a graduate program leading to an M.A. degree. Doctoral students who wish to obtain an M.A. degree must plan to route the Ph.D. may do so by completing 24 credit hours of course work at or above the 5000 level, plus preparation and completion of 6 thesis hours. The M.A. thesis must be defended at an oral examination.

Doctoral Degree

The main requirements for the doctoral degree are:
1. A minimum of 45 credit hours at or above the 5000 level. At least 24 of these 45 hours must be taken in the sociology department at CU-Boulder.
2. The following required courses must be included in the 45 hour minimum:
   (a) 9 hours of sociological theory (including SOCY 5001 and SOCY 5011);
   (b) 6 hours of research methods and statistics (SOCY 5021 and SOCY 5031); and
   (c) two 1-hour seminars (SOCY 6821 and SOCY 6831).
3. A student must have passed all first-year work with a 3.50 GPA and no grade lower than a B to continue into the second year.
4. A student must pass the comprehensive examination, having become eligible to take this examination only after having satisfied requirements 1, 2, and 3 above.

5. A student must write a Ph.D. dissertation and defend this dissertation in an oral examination.

A detailed description of the Ph.D. program is given in the graduate handbook available from the graduate secretary of the sociology department. All inquiries about graduate programs should be addressed to the University of Colorado at Boulder, Graduate Secretary, Department of Sociology, Campus Box 327, Boulder, CO 80309-0327.

SPANISH AND PORTUGUESE

Degrees B.A., M.A., Ph.D.
The department has identified the following as educational outcomes for the two tracks within the Spanish major.

The undergraduate degree in Spanish language and literature emphasizes knowledge and awareness of:

- the fundamental outlines of the history of Spanish literature or of Spanish American literature;
- the major creative writers in either Spanish or Spanish American literature;
- basic critical methodologies in the study of poetry, drama, narrative fiction, and the essay; and
- the social and historical contexts in which particular literary traditions developed.

In addition, students completing the degree in Spanish language and literature are expected to acquire the ability and skills to:

- read sophisticated Spanish texts at a level at which literary analysis can be performed;
- write and speak Spanish sufficiently to participate in critical discussions and write critical essays;
- analyze and interpret literary texts in terms of themes, characters, structure, style, and overall textual strategies;
- relate analysis and interpretations of different texts to one another; and
- communicate such interpretations competently in written form in Spanish.

The undergraduate degree in international Spanish for the professions emphasizes knowledge and awareness of:

- modern business practices as applied to the Spanish-speaking world;
- the theories of economics, business law, and international trade and finance;
- the cultural environment in which business is conducted in the Spanish-speaking world;
- fundamental business Spanish terminology;
- basic business according to the canons of this discipline; and
- international relationships.

In addition, students completing the degree in international Spanish for the professions are expected to acquire the ability and skills to:

- read and interpret in cultural and business-related terms sophisticated Spanish texts concerning business transactions;
- write and speak Spanish sufficiently to communicate effectively on business-related issues, be involved in critical discussions, and write critical essays on the subject;
- analyze a particular business problem to place it in a relevant context and formulate an appropriate response; and
- adequately translate business-related documents.

Bachelor's Degree Programs

Students must complete the required courses of the College of Arts and Sciences and the required courses listed below. All Spanish majors are encouraged to consult with their designated departmental advisor before they register each semester.

Language and Literature Option

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 3000 Advanced Spanish Language Skills</td>
<td>6</td>
</tr>
<tr>
<td>SPAN 3100 Literary Analysis in Spanish, and SPAN 3120 Advanced Spanish Grammar...</td>
<td>11</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Hispanic linguistics requirement</td>
<td>9</td>
</tr>
<tr>
<td>At least 9 credit hours in upper-division literature, culture, and/or language (may include the Hispanic linguistics requirement)</td>
<td>12</td>
</tr>
<tr>
<td>At least 12 credit hours in courses at the 4000 level or above, with at least 9 credit hours devoted to literature (3 credit hours must come from either SPAN 4150 or 4160, and 3 credit hours must come from either SPAN 4170 or 4180). (Twelve credit hours may include the Hispanic linguistics requirements)</td>
<td>...</td>
</tr>
<tr>
<td>In addition to the 32 credit hours in the Department of Spanish and Portuguese, 6 credit hours in courses from outside the Spanish department in one of the following areas are required: courses listed in the Latin American Studies program (e.g., history, art, political science); courses listed in the Chicanos Studies program; linguistics; upper-division courses in another foreign language or comparative literature; or Portuguese 2110 and 2120 or 2150</td>
<td>...</td>
</tr>
</tbody>
</table>

Note: To fulfill the requirements for a Spanish major, students must complete 32 credit hours in courses at the 3000 level or above and at least 12 upper-division credits at CU-Boulder, 6 of which must be from the masterpiece courses listed previously (SPAN 4150 or 4160, and SPAN 4170 or 4180). No more than 3 independent study credit hours may count toward the major.

Students seeking teaching certification in Spanish must take SPAN 3050, 3120, and 3200 or 3210.

Students who want certification for teaching at the secondary level should note that the School of Education requires SPAN 4650 and 4660. Students who major in Spanish are expected to meet with their departmental advisor before registration. Failure to do so may delay graduation. Students considering entering graduate school for an advanced degree in Spanish, either at CU-Boulder or any other institution, should see a departmental advisor as early as possible.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in Spanish, students should consult with the department's associate chair for undergraduate studies to obtain detailed guidelines.

International Spanish for the Professions Option

In cooperation with the College of Business and Administration, the department offers an interdisciplinary major in international Spanish for the professions. It offers students numerous career possibilities, both in government and private industry, at home and abroad. Those choosing this major are not able to enter Boulder's graduate program in Spanish without fulfilling the requirements in the language and literature major. Only a limited number of students may enroll in the international Spanish for the professions major. Courses within the major normally are completed in the student's junior and senior years. Applications for admission may be obtained from the department and should be submitted as early as possible in the student's academic career, but no later than the second semester of the sophomore year. Note: Prerequisites before admission to the program include sufficient Spanish to be admitted to 3000-level courses and ECON 2100 and 2100. SPAN 3050, 3040, 4060, and 4070 must be taken at CU-Boulder.
Required Courses

Professional Spanish Courses (15 credit hours)
No substitutions permitted.
SPAN 3030 Professional Spanish for Business 1

SPAN 3040 Professional Spanish for Business 2

SPAN 3200 Spanish Culture or SPAN 3210 The Cultural Heritage of Latin America

SPAN 4060 Problems of Business Translation in Spanish 1

SPAN 4070 Problems of Business Translation in Spanish 2

Spanish Language Courses (17 credit hours)
SPAN 3000 Advanced Spanish Language Skills

SPAN 3100 Literary Analysis in Spanish

SPAN 3120 Advanced Spanish Grammar

Any SPAN 4000-level course

Elective (recommended: SPAN 3001, 3310, 3340, or 4930)

Courses in the College of Business and Administration (16 credit hours)
No substitutions permitted.

Fall/Sophomore Year, or Junior Year

BCOR 2000 Accounting and Financial Analysis 1

Fall or Spring, Junior Year

BCOR 2050 Adding Value with Management and Marketing 1 (Prereq., ECON 2100 or 2020)

Fall or Spring, Senior Year

BCOR 3000 Business Law, Ethics, and Public Policy (formerly BSLW 3000)

ECON 3403 International Economics and Policy

BCOR 2150 Adding Value with Management and Marketing 2 (Prereq., BCOM 2050)

Note: These courses must be taken in sequence during the sophomore/junior and senior years as indicated, unless taken in summer school at another University of Colorado campus, another university, or study abroad.

Completion of the above sequence does not fulfill all requirements for a minor in the College of Business and Administration. Majors interested in this option must consult with their Spanish department advisor.

Area Courses (12 credit hours)
Six credit hours may be taken in lower-division courses. Note: Some courses are not offered every semester.

ANTH 3110 Etnography of Mexico and Central America

ANTH 4220 Archaeology of Mexico and Central America

BCOR 1000 Business Computing Skills (formerly INF 2000)

CHST 1015 Introduction to Chicano Studies

CHST 1031 Chicano Fine Arts and Humanities

CHST 1044 Introduction to Chicano Literature

CHST 1273 The Contemporary Mexican American

CHST/HIST 2537 Chicano History

CHST 3023/SOCY 3022 Sociology of the Chicano and Mexican American

CHST/SOCY 3026 Women of Color: Chicanas in U.S. Society

CHST/WMAST 3135 Chicana Feminisms and Knowledge

CHST 3153 Folklife, Mythology of Hispanic Southwest

CHST 3824 Contemporary Chicano, Chicana Writers

CHST/SPAN 4000 Hispanic and Native American Culture of the Southwest

CHST 4133/PSCI 4131 Latinos and the U.S. Political System

CHST 4303 The Chicano and the United States Social Systems

CHST 4681 Special Topics

CSCI 1200 Introduction to Programming 1

CSCI 1210 Introduction to Programming 2

ECON 4111 Money and Banking Systems

ECON 4211 Economics of the Public Sector

ECON 4252 Urban Economics

ECON 4413 International Trade

ECON 4423 International Finance

EMUS 4892 Latin American Music

ETHN/SOCY 1015 U.S. Race and Ethnic Relations

GEOG 2002 Geographies of Global Change

GEOG 3812 Mexico, Central America, and the Caribbean

HIST 1038 Introduction to Latin American History

HIST 2537 Chicano History

HIST 3018 Seminar in Latin American History

HIST 3028 Lab in Latin American History

HIST 4118 History of Mexico to 1821

HIST 4128 The Emergence of Modern Mexico

HIST 4317 The American Southwest

LAMS 1000 Introduction to Latin American Studies

LAMS 4815 Seminar in Latin American Studies

LING 3500 Language and the Public Interest

MATH 1050, 1060, 1070 math modules

MATH 1080, 1090, 1100 math modules

PSCI 3001 Government Regulation of Business

PSCI 3032 Latin American Political Systems

PSCI 3061 State Government and Politics

PSCI 3181 Public Administration

PSCI 3193 International Behavior

PSCI 3261 The Judicial System

PSCI 4122 The Military in Politics: Latin America and the United States

PSCI 4183 International Law

PSCI 4792 Issues on Latin American Politics

Note: The College of Arts and Sciences does not allow more than 45 credit hours in any one discipline to be counted toward the 120 credit hours required for a B.A. degree. This rule does not mean that a student may not take more than 45 credit hours in Spanish, but rather that one must have at least 75 credit hours in courses other than Spanish.

PORT 2110 and 2120 or 2150 will be accepted as partially fulfilling upper-division courses in other foreign languages.

Study Abroad

The department strongly recommends that all majors include some study in a Spanish-speaking country in their major program. The department co-sponsors with the University of Kansas a program in Santiago de Compostela, Spain. The university cooperates with full-year and semester programs in Argentina, Bolivia, Chile, Costa Rica, Cuba, Dominican Republic, Ecuador, Mexico, Nicaragua, and Spain. There is also a program in Brazil for Portuguese speakers. Credit earned normally counts toward satisfaction of the major requirements, but the student should see the Associate Chair for Undergraduate Studies before enrolling in a foreign program to discuss transfer of credit. Credit for work done in special programs offered by foreign universities is evaluated on an individual basis. It should be noted that courses taken abroad and designated as Spanish are also subject to the 45-hour maximum rule of the College of Arts and Sciences.

Students interested in study abroad should see International Education in the first chapter of this catalog for more information.

Students who present transfer work or credit earned in CU study abroad programs to satisfy major requirements are expected to complete at least 12 upper-division credits, including at least 6 from the 4000-level masterpiece courses listed above, on the Boulder campus. As an exception, one of the masterpiece courses may be taken in the program at Santiago de Compostela, Spain.

Portuguese

Although no major in Portuguese is offered, language courses at the elementary and intermediate levels are available, as well as senior and graduate courses in Luso-Brazilian civilization and literature.

Graduate Degree Programs

Students wishing to pursue graduate work in Spanish leading to candidacy for advanced degree should read carefully requirements for advanced degrees in the Graduate School chapter of this catalog.

Master's Degree

Language Requirement. Students must demonstrate, as early as possible and before taking the comprehensive examination, a communication knowledge (as defined by the Graduate School) of a foreign language other than Spanish. They also must be able to speak, read, and write English well.

Areas of Concentration. The M.A. in Spanish is offered in three areas of concentration: one with an emphasis on literature, one with an emphasis on linguistics, and one with an emphasis on education applied to...
Spanish teaching. (Please contact the department for further information.)

**Doctoral Degree**

**Residence Requirement.** Ph.D. students must complete a minimum of one academic year in residence on the Boulder campus (excluding summer) within the four years immediately preceding the date on which they present themselves for the Ph.D. comprehensive examination.

**Language Requirement.** The student must demonstrate as early as possible, but at least one full semester before taking the comprehensive examination, a communication knowledge (as defined by the Graduate School) of one foreign language and a reading knowledge of a second language in addition to Spanish. The languages are chosen by the student in consultation with the advisory committee.

**Areas of Concentration.** The Ph.D. in Spanish is offered in six literary periods of concentration: medieval, golden age, 18th- and/or 19th-century peninsular, 20th-century peninsular, colonial and 19th-century Spanish American, and 20th-century Spanish American. For further information on these options, please contact the department.

**SPEECH, LANGUAGE, AND HEARING SCIENCES (SLHS)**

Formerly Communication Disorders and Speech Science (CDSS)

**Degrees** ............... B.A., M.A., Ph.D.

The undergraduate program in speech, language, and hearing sciences introduces concepts basic to human communication, and provides opportunities for students to acquire an understanding of normal and disordered speech, language, and hearing processes. The curriculum for the undergraduate degree in SLHS has been designed to fulfill the prerequisite requirements for entrance into accredited graduate programs in speech-language pathology and audiology, but also provides a strong academic foundation for students with other professional goals.

The undergraduate degree in speech, language, and hearing sciences emphasizes knowledge and awareness of:

- the anatomy of the speech and hearing mechanisms, as well as the processes of speech production, transmission, and reception;
- the development of language;
- scientific methods used in investigating speech/language/learning and hearing processes;
- the etiologies, manifestations, and treatments of the speech/language/learning and hearing disorders; and
- the role of the professional speech/language pathologist and audiologist, including the history and development of the profession, the scientific traditions of the discipline, and the ethical issues in providing service to individuals with communication disorders.

In addition, students completing the degree in speech, language, and hearing sciences are expected to acquire the ability and skills to:

- express themselves effectively both orally and in written scientific and clinical discipline-specific reports;
- critically evaluate literature in the discipline;
- analyze the acoustic output of the speech production process auditorily and/or instrumentally.

**Bachelor’s Degree Program**

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

**Required Course**

Semester Hours

Majors must present a minimum of 37 credit hours of course work in the recommended sequence below:

**Sophomore Year**

- Full Semester
  - EPOB 3420 Human Anatomy (or PSYC 3012 and 2022) .................................................. 5-6

**Spring Semester**

- SLHS 4560 Language Development ............................................... 3

**Junior Year**

- Fall Semester
  - SLHS 4522 Clinical Phonetics and Phonological Disorders ......................... 2

- SLHS 2100 Statistics for Research in Human Communication Sciences or PSYC 3101 Statistics and Research Methods in Psychology .......................... 3-4

- PSYC 4072 Clinical Neuroscience ................................................... 3

**Spring Semester**

- SLHS 3130 Speech and Hearing Science ............................................. 5

**Senior Year**

- Fall Semester
  - SLHS 4502 Language Disorders: Child and Adult ........................................ 3

- SLHS 4704 Audiolinguistic Evaluation ................................................ 3

- SLHS 4918 Introduction to Clinical Practice ......................................... 3

- PSYC 4072 Clinical Neuroscience ................................................... 3

**Spring Semester**

- SLHS 4512 Speech Disorders: Voice, Cleft Palate, Motor Disorders, Stuttering .................. 3

- SLHS 4714 Audiology Rehabilitation .................................................. 3

- SLHS 4918 Introduction to Clinical Practice ......................................... 2

(Only one semester of SLHS 4918 is required and may be taken in either the fall or spring.)

**Graduating in Four Years**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of “adequate progress” as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in speech, language, and hearing sciences, students should meet the following requirements:

- Declare the major by the beginning of the second semester.
- Complete the prerequisite biology courses (EPOB 1210 and 1220) before the fall of the junior year and complete Human Anatomy (EPOB 3420 or PSYC 3012 and 2022) by the fall of the junior year. This is the latest date that EPOB 3420 can be taken in order to meet prerequisites for junior and senior year SLHS courses.
- Complete the required courses in the sequence listed above.

**Graduate Degree Programs**

The graduate curriculum in speech, language, and hearing sciences leads to either a master’s or a doctoral degree. The programs in speech-language pathology and audiology are accredited by the American Speech-Language-Hearing Association (ASHA) and the Colorado State Department of Education. Prospective students should read requirements for advanced degrees in the Graduate School chapter of this catalog and request additional information from this department.

**Master’s Degree**

The master’s program in speech, language, and hearing sciences emphasizes both the scientific and theoretical bases as well as the clinical education of speech-language pathology and audiology. The program leads to certification by ASHA and licensure for the Colorado State Department of Education in speech-language pathology and/or audiology. Within departmental and ASHA guidelines, master's students with a focus in audiology and speech-language pathology devise individualized programs of academic and clinical study that allow them to develop clinical specialties of their choosing. (Students in speech-language pathology may experience four out of seven possible clinical specialties in depth while completing requisite clinical and academic experience for ASHA certification.) Clinical assignments are initiated in the department's on-site Speech, Language, and Hearing Center; later, student input is obtained in making off-campus clinical assignments in educational and medical settings.

Students with an undergraduate degree in speech-language pathology and audiology can expect to complete the program in two calendar years. Those without such a background are required to make up undergraduate deficiencies, which normally require at
least an additional 28 credit hours of courses in speech, language, and hearing sciences and related disciplines. Students must meet standards for both academic and clinical competence, as well as professional conduct. Full-time graduate study is required. Students not seeking clinical certification may place major emphasis on speech-hearing science.

**Doctoral Degree**

The doctoral program is grounded in research and demands demonstrated expertise beyond the academic knowledge and clinical skills required for clinical certification in speech-language pathology and/or audiology. Supervisory, administrative, instructional, and research activities are provided to acquaint students with problems and concepts at a higher level of professional activity and responsibility.

Wide latitude prevails in planning individual programs. It is expected that students have some professional experience before entering the program, and that they have specific academic or professional goals in mind. Ph.D. candidates must take a four-course sequence in statistics and computer science and four core courses within Speech, Language, and Hearing Sciences (SLHS). Beyond that, student degree plans are individually prepared through the joint efforts of the student and an advisory committee.

**THEATRE AND DANCE**

**Degrees...B.A., B.F.A., M.A., M.F.A., Ph.D.**

The Department of Theatre and Dance offers undergraduate and graduate degrees in both theatre and dance. These programs combine traditional studies with practical training. Ambitious seasons of theatre productions and dance concerts feature student performers and student designers, directors, and choreographers. Guest artists of national and international fame often participate in curricular and extracurricular activities. Recent guests have included David Dorfman, Meredith Monk, Chuck Davis, Alan Srene, Dana Reitz, Jane Comforit and Co., and Liz Lerman in dance; Jim Moody, Holly Hughes, Alexander Gafin, Marvin Carlson, and Anatoly Smeliansky in theatre.

Students interested in theatre and dance are urged to consult with an advisor in the appropriate field to obtain both advice and the most current information concerning program opportunities and expectations.

**Bachelor's Degree**

Programs in Theatre

The undergraduate degrees in theatre emphasize knowledge and awareness of:

- the major works of dramatic literature that are representative of the most important eras in the development of theatre and drama in the western world;
- the history of theatrical production—its styles, conventions, and socially related motives—from the ancient Greeks to the present time;
- the various means through which a theatrical concept is realized; and
- the aesthetic and intellectual relationship between theatre in its various 20th-century modes and contemporary society.

In addition, students completing a degree in theatre are expected to acquire the ability and skills to:

- analyze and interpret plays and literature with particular attention to acting and performance of literature, designing, directing, and/or playwriting and criticism;
- use, with safety and efficiency, the tools and equipment basic to theatre production technology;
- communicate to an audience through at least one of the components of theatrical art—acting, directing, designing, playwriting, or criticism; and
- function effectively as a member of a production team in the preparation of regularly scheduled public productions.

**B.A. Degree in Theatre**

The B.A. degree program in theatre requires 41 credit hours in theatre, 3 in dance, and 6 in dramatic literature. It is a broadly based program of theatre practice and study for the student who may wish to pursue in-depth studies in another area as well. It also serves as the core of studies for a student who wishes to pursue further theatre training in one of the B.F.A. areas of concentration.

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 1011 Development of Theatre 1</td>
<td>3</td>
</tr>
<tr>
<td>THTR 1003 or 2003 Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2005 Introduction to Technical Production 1 (Note 1)</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2013 Performance of Literature</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2015 Introduction to Technical Production 3: Lab (Note 1)</td>
<td>1</td>
</tr>
<tr>
<td>THTR 2021 Development of Theatre 2</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2025 Introduction to Technical Production 2</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2043 Vocal and Physical Preparation or THTR 2085 History of Fashion (Note 2)</td>
<td>3</td>
</tr>
<tr>
<td>THTR 3031 Development of Theatre 3</td>
<td>3</td>
</tr>
<tr>
<td>THTR 3035 Theatre Practicum (2 semesters)</td>
<td>4</td>
</tr>
<tr>
<td>THTR 3071 Directing or THTR 4051 Playwriting</td>
<td>3</td>
</tr>
</tbody>
</table>

**THTR 4001 Development of Theatre 4**

**In addition, students must take at least one in Shakespeare (ENGL 3563 and 3573).**

A student wishing to qualify for teaching certification should check in the department office for the requirements of this option.

**Graduating in Four Years with a B.A. in Theatre**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress toward a B.A. in theatre, students must meet the following requirements:

- Declare a major in theatre by the beginning of the second semester of study.
- Complete THTR 1011, 1003 or 2003, 2005, 2015, 2025, and 2043 by the end of the fourth semester.
- Complete 3 lower-division credit hours in writing, 3 lower-division credit hours in mathematics, 3 lower-division credit hours in natural science, and 3 lower-division credit hours in the arts by the end of the fifth semester.
- Complete 3 additional upper-division credit hours, including the practical requirements (THTR 3035) by the end of the sixth semester.
- Complete 3 additional upper-division credit hours, plus all 3 elective credit hours in dance by the end of the seventh semester.
- Complete remaining 3 upper-division credit hours by the end of the eighth semester.

**B.F.A. Degree in Theatre**

The B.F.A. degree program in theatre offers preprofessional training to a limited
number of highly motivated and talented students aiming at professional careers. The B.F.A. student pursues one of two possible areas of concentration: design and technical theatre, or performance. Total credit hours required in the B.F.A. concentrations:

**Performance: B.A. requirements (41 credit hours in THTR), plus 31-34 additional hours (22 in THTR)**

Design/technical: B.A. requirements (41 credit hours in THTR), plus 32 additional hours (23 in THTR)

Admission is limited not only in terms of student capacity, but also to ensure the type of individual attention necessary for effective training. Interested students should identify themselves as early as possible, and formal application should be made at the beginning of the third semester. A student may apply for both areas of concentration, but can be admitted to only one. Counseling in advance is recommended. Admission is based on talent, academic record, motivation, and audition interviews. Auditions are held each fall semester. The college counts only 67 credit hours of THTR credits toward the total hours required for graduation. B.F.A. students with a concentration in performance must achieve grades of A or B in their concentration to remain in the B.F.A. program (B- is not sufficient).

In addition to the general College of Arts and Sciences requirements for the B.A. degree and the B.A. major requirements in theatre, the additional requirements for the B.F.A. in theatre are as follows. (Courses taken as part of a student’s B.F.A. concentration cannot also be counted toward fulfillment of the B.A. electives.)

**Required Courses**

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Concentration in Performance</strong></td>
</tr>
<tr>
<td>29-30 credit hours are required: 22 in THTR courses, 7-8 in other disciplines. Students accepted into the acting concentration each year constitute an ensemble and as a group follow the required sequence of courses. Specific details about this sequence are available from the department. Students in this concentration are required to audition for major season productions each semester.</td>
</tr>
<tr>
<td>THTR 3013 Studio 1: Acting Process—Technical......................4</td>
</tr>
<tr>
<td>THTR 3023 Studio 2: Acting Process—Scene Study..................4</td>
</tr>
<tr>
<td>THTR 4013 Studio 3: Shakespeare..................................4</td>
</tr>
<tr>
<td>THTR 4033 Advanced Vocal and Physical Preparation..................3</td>
</tr>
<tr>
<td>THTR 4083 Studio 4: Contemporary British and American Theatre..3</td>
</tr>
<tr>
<td>THTR 4093 Studio 5: Ibsen, Shaw, and Chekhov..........................4</td>
</tr>
<tr>
<td>Plus: DNCE 1100 Beginning Ballet.................................1</td>
</tr>
<tr>
<td>DNCE 1160 Dance Techniques: Recreational Dance Forms or DNCE 2400 Theatre</td>
</tr>
</tbody>
</table>

**II. Concentration in Design and Technical Theatre**

32 credit hours are required: 23 in THTR courses, 9 in other disciplines. Students in the design and technical theatre concentration should use the electives in the B.A. requirements to fulfill prerequisites for the following:

- THTR 3053 Stage Lighting Design 1..................3
- THTR 4005 Costume Design 2 or THTR 4015 Scene Design 2........3
- THTR 4035 Scene Painting or THTR 4025 Costume Construction or THTR 4095 Advanced Production Techniques........3
- THTR 4065 Advanced Design Projects (6 credits maximum)........1-3
- THTR 4075 Advanced Technical Projects (6 credits maximum)........1-3

Electives in design and technical theatre sufficient to total 23 THTR hours beyond the 41 required for the B.A. degree. As advised, courses in other departments in drawing, painting, drafting, sculpture, and/or environmental design must be completed within the remaining semesters of study.

**Graduating in Four Years with a B.F.A. in Theatre**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress toward a B.F.A. in theatre, students should meet the following requirements:

All potential B.F.A. students must declare, in writing, at the beginning of their first semester the intention to audition for formal entrance into one of the B.F.A. concentrations (acting, design and technical theatre, or performance studies). Actual auditions and interviews must take place during the third semester of study. Students who are accepted to a major in a B.F.A. concentration must declare their major immediately upon acceptance in the third semester. In addition to the specific course requirements listed for completing a B.F.A. degree, students must also fulfill all requirements for the B.A. degree in theatre.

As part of the first two years of study, all students who intend to enter the B.F.A. program must complete the following courses within the major requirements:


**Performance Concentration**

Upon acceptance to the performance concentration, students must meet immediately with a departmental advisor to confirm, in writing, specific courses to be completed within the remaining semesters of study. All B.F.A. performance majors must complete the following courses in the prescribed order: THTR 2043, 3013, 3023, 3043, 4013, 4083, 4093, DNCE 1100, 2400/1160, 4018, 4028, 2500. Students are also encouraged to complete EMUS 1154 (voice).

B.F.A. students in performance must achieve grades of A or B in all courses of their concentration in order to remain in the program (B- is not sufficient).

All students in this concentration must audition for all main stage departmental productions.

**Design and Technical Theatre Concentration**

Upon acceptance to the design and technical theatre concentration, students must meet immediately with a departmental advisor to confirm, in writing, specific courses to be completed within the remaining semesters of study.

Students in this concentration must take THTR 2085, The History of Fashion, as well as complete a design course in their chosen area by the end of the sophomore year.

**Minor Program**

The Department of Theatre and Dance also offers a minor program in theatre. For further information, please contact the department.

**Bachelor's Degree Programs in Dance**

The following areas of knowledge are central to the undergraduate degrees in dance:

- knowledge of the major works of dance literature that are representative of the most important eras in the development of dance in the western world;
- knowledge of the history of dance, from early eras to the present;
- knowledge of the various means through which a dance performance is realized; and
- knowledge of the aesthetic and intellectual relationship between dance and other disciplines in the 20th century.

In addition, students completing a degree in dance are expected to acquire the ability and skills to:

- analyze and evaluate dance as an art form with particular attention to at least one of the areas of dance, choreography, dance production, and criticism;
- understand and use the anatomy and physiology of the body so that choreography is creative and not damaging to the body;
- communicate to an audience through at least one of the components of modern dance—performance, choreography, or criticism; and
- function effectively as a member of a dance ensemble in the preparation of regularly scheduled public productions.

**B.A. Degree in Dance**

The B.A. degree program in dance consists of 45 credit hours in dance plus 6 hours in the-
are. This program is designed for dance students who desire a dance component as part of their liberal arts education. Courses fulfilling college requirements as well as general electives are to be chosen in consultation with and approved by a departmental advisor. All normal college requirements must be met. The following courses are required for the dance major. A grade of C (2.00) or better is needed in each course required to fulfill the requirements of the B.A. degree.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 1005</td>
<td>Movement Awareness and Injury Prevention for the Dancer</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 1029</td>
<td>Dance as a Universal Language</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 2012 or 2022</td>
<td>Production 1 and 2</td>
<td>2</td>
</tr>
<tr>
<td>DNCE 2013</td>
<td>Dance Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>DNCE 2033</td>
<td>Beginning Composition</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 2041</td>
<td>Rhythmic Analysis and Accompaniment or DNCE 3024 Musical Resources for Dance</td>
<td>2</td>
</tr>
<tr>
<td>DNCE 2041 or DNCE 3041</td>
<td>Intermediate Modern Dance for Majors</td>
<td>2</td>
</tr>
<tr>
<td>DNCE 4015</td>
<td>Movement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 4016</td>
<td>Creative Dance for Children or DNCE 4036 Methods of Teaching Dance</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 4017</td>
<td>History and Philosophy of Dance</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 4027</td>
<td>Dance in the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 4039</td>
<td>99: Project: Dance Internship</td>
<td>1</td>
</tr>
<tr>
<td>THTR 2025</td>
<td>Introduction to Technical Production 2 or THTR 2035 Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THTR 4081</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Curriculum Note:**

1. Students are placed at the appropriate technique level in this series of courses. Modern dance courses listed as nonmajor technique courses do not normally count toward the major.

**Graduating in Four Years with a B.A. in Dance**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress toward a B.A. in dance, students should meet the following requirements:

- Declare the major by the end of the second semester.
- Complete the major by the end of the sophomore year:
  - 4 credit hours of modern dance technique at the major level (based on placement audition);
  - 6 credit hours of ballet;
  - 2 credit hours from DNCE 2240, DNCE 2500, DNCE 2510, or DNCE 4260.
- Complete 1 credit hour of electives at the appropriate time with the advice of the academic advisor.
- Complete during the junior and senior years:
  - 4 credit hours of modern dance technique at the major level (based on placement audition);
  - 2 credit hours of ballet; DNCE 2014 or 3024; DNCE 4015; DNCE 4016 or 4036, DNCE 4017; DNCE 4027; DNCE 4939; THTR 2025 or 2035; THTR 4081 during the spring of the senior year.

**Note:** To receive sufficient upper-division credit, students must be sure that 3 credit hours in addition to the upper-division courses specified above are at the upper-division level. These may include technique hours as well as elective hours. If a student takes DNCE 3024 instead of DNCE 2014, only 1 additional upper-division credit hour is necessary.

**B.F.A. Degree in Dance**

The B.F.A. in dance is designed to meet the needs of highly talented students interested in preparing for a professional dance career while in an academic setting. The degree requires 67 credit hours in dance and 15 hours in theatre. Admission is limited by faculty consent to ensure the type of individual attention necessary for effective training. Students should be advised that 9 or 10 semesters are often needed to complete the B.F.A. program. More than 120 hours are needed for graduation.

**Required Courses**

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<td>DNCE 2012 or 2022</td>
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<td>DNCE 2013</td>
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<td>Intermediate Modern Dance for Majors</td>
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</tr>
<tr>
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<td>Movement Analysis</td>
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<td>Introduction to Technical Production 2 or THTR 2035 Design Fundamentals</td>
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<td>THTR 4081</td>
<td>Senior Seminar</td>
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</tr>
</tbody>
</table>

**Curriculum Note:**

1. Students are placed at the appropriate technique level in this series of courses. Modern dance courses listed as nonmajor technique courses do not normally count toward the major.

**Graduating in Four Years with a B.F.A. in Dance**

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress toward a B.F.A. in dance, students should meet the following requirements:

- Declare the B.F.A. by the end of the first semester with consent of dance faculty.
- Complete 6 credit hours of modern dance technique at the major level, DNCE 1005, 1029, 2012, 2013, 2014, 2022, 2033, 2240, and 4260, and 4 credit hours of DNCE 3160 or 4180 (based on placement audition) by the end of the sophomore year.
- Complete 4 credit hours of dance electives, THTR 2003, 2025, or 2023, and 4029 at the appropriate time with the advice of the academic advisor.
- Complete THTR 4081 in the spring of the senior year.

- Show choreographic work in the annual informal showcase in the freshman, sophomore, and junior years.
- Complete DNCE 3024, 3041, 4015, or 4036, 4027, 4038, 4053, 4 credit hours of DNCE 3160 or 4180 (based on placement audition); and 8 credit hours of DNCE 4061 (based on placement audition) during the junior and senior years.
- Complete DNCE 5052 Studio Concert, including presentation of choreography in a formal setting and submission of an evaluative paper during fall of the senior year.
- Maintain a 3.00 GPA overall and a 3.20 GPA in dance courses.
- Perform in at least one formal concert other than the B.F.A. concert.

**Minor Program**

The Department of Theatre and Dance also offers a minor program in Dance. For further information, please contact the department.

**Graduate Degree Programs**

The M.F.A. degree is offered in dance. The M.A. and Ph.D. degrees are offered in theatre.

**Departmental Requirements**

Students wishing to pursue graduate work in theatre and in dance should carefully read both requirements for advanced degrees in the Graduate School chapter of this catalog and the following departmental requirements. Students should note that depart-
mental requirements are sometimes more comprehensive than those minimums established by the Graduate School.

Prerequisites. Applicants are admitted to the graduate program in theatre and dance on the basis of their academic records and recommendations. Students admitted who are unable to offer a substantial number of credit hours of work in the area of their intended specialization or allied fields must expect that a significant number of additional courses and credit hours are required of them in order to make up deficiencies. Applicants for the M.F.A. program in dance must audition in person; foreign students may audition by video tape. Applicants are expected to be at an advanced level in modern dance technique and an intermediate level in ballet. Contact the dance office for specific audition dates; auditions are usually held in February or March for admission the following fall.

Diagnostic Examination. Every student must take a diagnostic examination upon entrance. This examination and all other information available are employed to design the best possible course of study for the student.

Advisor and Graduate Committee. For every student who declares an intention to work toward an advanced degree, an advisor and committee are designated so that a degree plan may be designed before the end of the first semester of residence.

All candidates for a degree have the responsibility of making certain that the appropriate persons or committees have been appointed to supervise the various steps in their graduate programs. Detailed instructions are available from the department.

M.F.A. Degree in Dance

Course Requirements. A minimum of 60 credit hours are required, at least 30 of which must be taken in dance at the 5000 level or above. At least 6 credit hours must be taken outside of dance in an approved allied field. The program can be individualized to emphasize choreography/performing, teaching, or body therapies. Contact the department for information. It is designed to accommodate recent B.A. or B.F.A. graduates and practicing professionals desiring a graduate degree.

The M.F.A. in dance is based on a required core of courses including modern dance, ballet, choreography, readings in dance, seminars in dance and music, research strategies, methods of teaching, and a creative project or thesis.

Project or Thesis. One year before completion of the thesis or project, a written proposal for a creative project or thesis must be presented and approved. Upon its completion, a defense of the project or thesis is required in an oral examination, which also requires a demonstration of the student's knowledge of dance.

Technical Proficiency. For completion of the degree, technical proficiency must be demonstrated at the advanced level in modern dance and at the intermediate level in ballet.

Examination. A written comprehensive examination covering the student's graduate studies must be taken and passed prior to the oral examination.

M.A. Degree in Theatre

Course Requirements. All master's degree students in theatre are required to complete THTR 5011, 6009, 6959, and two of the following: THTR 6011, 6021, 6031, or 6041.

After any undergraduate deficiencies have been removed, students must earn 30 semester hours, at least 16 of which must be in THTR courses at the 5000 level or above. Four to six thesis credit hours are counted toward the 30-hour requirement.

Ph.D. Degree in Theatre

Doctoral students in theatre are normally expected to earn 40 credit hours of course work beyond the master's degree, at least 30 of which must be at the 5000 level or above. When approved by the student's advisory committee, credits from other departments on campus may count, provided the course is taught by a member of the graduate faculty in that department.

Doctoral study in theatre is based on the following core of required advanced courses:

THTR 5011 Theory and Criticism
THTR 6009 Research Strategies and Techniques
Plus three of the following:
THTR 6011 On-Stage Studies: Classical and Neoclassical Drama
THTR 6021 On-Stage Studies: Elizabethan and Jacobean Drama
THTR 6031 On-Stage Studies: American Theatre and Drama
THTR 6041 On-Stage Studies: Modern European Drama

Beyond the core courses, studies are determined by students and their advisory committees, consistent with Graduate School and departmental requirements.

Doctoral students are required to demonstrate proficiency in a foreign language, at a fourth semester college level, by passing a standardized examination. Students who have passed an undergraduate language course at the fourth-semester level within a four-year period immediately prior to entering the doctoral program, or who have English as a second language, are not required to take the exam. Intensive summer programs are available for some languages, successful completion of which can be used to fulfill this requirement. Doctoral students should also consult the Graduate School description of dissertation hour requirements.

UNIVERSITY WRITING PROGRAM

The University Writing Program (UWRP) trains students from all disciplines, schools, and colleges in the techniques of writing analysis and argument. Most classes are conducted as workshops: that is, student papers are discussed at every class meeting.

The program promotes the principle that ideas do not exist apart from language, and thus content cannot be isolated from style. For ideas to flourish, they must be expressed clearly and gracefully, so that readers take pleasure while taking instruction.

The UWRP offers both lower-division and upper-division seminars. Certain courses fulfill the College of Arts and Sciences written communication requirement, and some also fulfill graduation requirements in other colleges. Students should check with their advisors to be sure that they are taking the right course to fulfill their requirements. Graduate courses offer professional training to students writing theses, articles, and grant proposals.

For information about specific classes and their instructors, students should consult the Registration Handbook and Schedule of Courses.

WESTERN AMERICAN STUDIES

The Center of the American West offers an undergraduate certificate program for students who have an intellectual commitment to issues of the American West at any level, from flora and fauna, history and literature, to economic and environmental challenges facing western communities. A course involves students in an exploration of the past, an appreciation for traditional and contemporary stories, and art in the region, and understanding of western landscapes, ecosystems, and the factors that affect them. Course work may be taken concurrently with undergraduate studies, or may be taken after an undergraduate degree has been completed. Students will complete 24 credit hours of Cor better course work, a minimum of 15 being upper division and a minimum of 12 from outside the student's major. Contact the Center of the American West at 303-492-4879 for further information about the program and participating faculty.
WOMEN'S STUDIES

Degrees .......................................................... B.A

Students may earn a Bachelor of Arts degree in women's studies or may earn a women's studies minor to supplement study in their major field.

Since 1974, the women's studies program has offered an interdisciplinary curriculum encompassing social sciences and humanities. Courses reflect the new scholarship on women: they focus on the interface of the public and private spheres of women's lives; on the intersection of gender, race, and class; and on feminist studies of gender identity and theories of inequality. The curriculum is multicultural, offering courses in women and development as well as global feminism. The program houses a library and sponsors colloquia, workshops, and other cultural and educational events.

An understanding of the ways gender is socially constructed and simultaneously mediated by other axes of power such as race/ethnicity, class, and sexuality develops the framework for this program.

The undergraduate degree in women's studies emphasizes knowledge and awareness of:
* gender in national and global contexts;
* historical forms of resistance and activism;
* institutionalized discrimination and violence against women;
* feminist research methods, including the relationship between theory and practice; and
* women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economy, and religion.

In addition, students completing the program in women's studies are expected to acquire the ability and skills to:
* analyze texts and information critically;
* articulate clearly complex ideas in written form;
* express ideas clearly in spoken form; and
* participate in teamwork successfully.

Program Requirements

Students must complete the general requirements of the College of Arts and Sciences and the required courses listed below.

Required Courses  

Students must complete a minimum of 36 credit hours with grades of C- or better in women's studies courses, a minimum of 18 credits of which must be upper division. These 36 credit hours should be distributed as follows:

1. Required Courses (15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 2000</td>
<td>Introduction to Feminist Studies</td>
<td>3</td>
</tr>
<tr>
<td>WMST 2400</td>
<td>History of Women and Social Activism</td>
<td>3</td>
</tr>
<tr>
<td>WMST 2600</td>
<td>Gender, Race, and Class in Contemporary U.S. Society</td>
<td>3</td>
</tr>
<tr>
<td>WMST 3000</td>
<td>Feminist Theories</td>
<td>3</td>
</tr>
<tr>
<td>WMST 4800</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Global Studies (6 hours)

Choose one course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 3012</td>
<td>Women, Development, and Fertility</td>
<td>3</td>
</tr>
<tr>
<td>WMST 3500</td>
<td>Global Gender Issues</td>
<td>3</td>
</tr>
<tr>
<td>WMST 3672</td>
<td>Gender and Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>WMST 3710</td>
<td>Topics in Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>WMST 3730</td>
<td>Third World Women and the Politics of Development</td>
<td>3</td>
</tr>
<tr>
<td>WMST 4300</td>
<td>International Sex Trade</td>
<td>3</td>
</tr>
</tbody>
</table>

III. WMST Upper Division Sponsored (9 hours)

Choose three courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 3200</td>
<td>Religion and Feminist Thought</td>
<td>3</td>
</tr>
<tr>
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IV. Electives (6 hours)

Elective hours may be satisfied by any WMST courses that are not applied to the above requirements or by WMST courses that are cross-listed with other departments.

Graduating in Four Years

Students should consult the Four-Year Guarantee Requirements in this chapter for further information on eligibility for the four-year guarantee. The concept of "adequate progress" as it is used here only refers to maintaining eligibility for the four-year guarantee; it is not a requirement for the major. To maintain adequate progress in women's studies, students should meet the following requirements:

Declare major by the beginning of the second semester.
Complete WMST 2000 and 12 additional credit hours of major requirements by the end of the fourth semester.
Complete WMST 3100 and 27 total credit hours of major requirements by the end of the sixth semester.
Complete WMST 4800 and one additional 3-credit course of the major requirements by the end of the eighth semester.

COURSE DESCRIPTIONS

The following courses are offered in the College of Arts and Sciences on the Boulder campus. This listing does not constitute a guarantee or contract that any particular course will be offered during a given term.

For current information on times, days, and instructors of courses, students should consult each semester's Registration Handbook and Schedule of Courses.

Many courses may be open to nonmajors. Students should check with individual departments for current policies.

Courses numbered in the 1000s and 2000s are intended for lower-division students; those in the 3000s and 4000s are for upper-division students. Courses numbered in the 5000s are primarily for graduate students, but in some cases may be open to qualified undergraduates. Normally, courses at the 6000, 7000, and 8000 level are open to graduate students only.

Courses are organized by subject matter within each department, and are generally listed numerically by last digit (courses ending in the number "0" are listed before courses ending in "1," and so on). The number following the course number indicates the credit hours that can be earned in the course.

Abbreviations used in the course descriptions are as follows:

Prereq.—Prerequisite
Coreq.—Corequisite
Lab.—Laboratory
Lect.—Lecture
Rec.—Recitation
Sem.—Seminar

American Studies

AMST 2000-3. Themes in American Culture

1. Enables students to explore various themes in pre-1865 American culture. Examines these themes, which vary each year, in their social context. Approved for arts and sciences core curriculum: United States context.

AMST 2010-3. Themes in American Culture

2. Enables students to explore various themes in post-1865 American culture. Examines these themes, which vary each year, in their social context. Approved for arts and sciences core curriculum: United States context.

AMST 3950-3. Critical Thinking in American Studies

Through structured discussions, selected readings, and written assignments, students develop an understanding of how American Studies scholars evaluate complex issues. Emphasizes critical analysis, identification of concepts, and interpretation of theoretical arguments in American Studies. Prereq. AMST 2000 or 2010 recommended. Approved for arts and sciences core curriculum: critical thinking.

AMST 4500-3. American Autobiography

Investigates the genre of autobiography as practiced in British North America and the U.S.
from the 17th century to the present. Autobiography cuts across the usual disciplinary cate-
gories and provides insight into cultural values and expression. Prereq., AMST 2000, 2010, or
instructor consent. Approved for arts and sciences core curriculum: United States context.

AMST 4840 (1-3). Independent Study. May be repeated for a total of 7 credit hours.

for a total of 6 credit hours.

for a total of 6 credit hours.

AMST 4999 (1-3). Senior Honors Thesis. Open to qualified AMST majors only after suc-
cessful completion of the research phase.

Anthropology

ANTH 1030-3. Principles of Anthropology 1. Evolution of humanity and culture from begin-
nings through early modern ages. Covers human evolution, race, prehistory, and rise of early civi-
lizations. Offered through Continuing Education only.

ANTH 1040-3. Principles of Anthropology 2. Surveys the world's major culture areas. Covers
components of culture, such as subsistence, social organization, religion, and language.
Offered through Continuing Education only.

ANTH 1100-3. Exploring a Non-Western Culture: The Tamils. Surveys the social and
economic patterns, ideas and values, and aesthetic achievements of the Tamils, a Hindu people
who live in South India and Sri Lanka. Approved for arts and sciences core curriculum: cultural
and gender diversity.

ANTH 1110-3. Exploring a Non-Western Culture: Japan. Examines modern Japan in
terms of cultural styles, social patterns, work practices, aesthetic traditions, ecological condi-
tions, and historical events that shape it as both a non-Western culture and a modern industrial
state. Approved for arts and sciences core curriculum: cultural and gender diversity.

ANTH 1120-3. Exploring a Non-Western Culture: Hopi and Navajo, Cultures in Con-
flict. Studies the evolution of Hopi and Navajo cultures and cultural interrelationships from the
prehistoric through the contemporary period, using an integrated, holistic, and humanistic
viewpoint. Principal goal is to instill an appreci-
ation of non-Western cultural diversity in mater-
ial adaptations, social patterns, ideas and values,
and aesthetic achievements, thus recognizing a
range of cultural solutions to common human
problems. Same as ABST 1125. Approved for
arts and sciences core curriculum: cultural and
gender diversity.

ANTH 1130-3. Exploring a Non-Western Culture: Amazonian Tribal Peoples. Examines the
Amazonian tribal cultures of South America, their histories, cultural attributes, and contempo-
rary problems and dilemmas. Approved for
arts and sciences core curriculum: cultural and
gender diversity.

ANTH 1140-3. Exploring a Non-Western Culture: The Maya. Explores the culture of the
Maya of Central America, emphasizing their
material adaptations, social organizations, ideals
and values, and artistic achievements in the past
and the present. Approved for arts and sciences
core curriculum: cultural and gender diversity.

ANTH 1150-3. Exploring a Non-Western Culture: Regional Cultures of Africa. Explores a
small number of cultures in a specific subregion of Africa from an integrated holistic viewpoint,
emphasizing material adaptations, social patterns, ideas and values, and aesthetic achievements.
Same as BLST 1150. Approved for arts and sciences
core curriculum: cultural and gender diversity.

ANTH 1160-3. The Ancient Egyptian Civil-
ization. Emphasizes the origin of the Egyptian
culture, its importance, and its impact on other
cultures. In addition, the different points of
view of various scholars are discussed with a
comparative study of the ancient Egyptian cul-
ture and modern culture of Egypt and the Mid-
dle East. Approved for arts and sciences core
curriculum: cultural and gender diversity.

ANTH 2010-3. Introduction to Physical
Anthropology 1. Detailed consideration of
human biology, humans' place in the animal
kingdom, primate ecology, and fossil evidence
for human evolution. Students may not receive
credit for both ANTH 2010 and 2050. App
proved for arts and sciences core curriculum: natural science.

ANTH 2020-3. Introduction to Physical
Anthropology 2. Continuation of ANTH
2010. Emphasizes genetics, human variation,
and microevolution. Students may not receive
credit for both ANTH 2020 and 2060. Prereq.,
ANTH 2010. Approved for arts and sciences
core curriculum: natural science.

ANTH 2030-1. Laboratory in Physical
Anthropology 1. Lab in human osteology and
musculoskeletal system emphasizing comparative
primate morphology, adaptation, and the fossil
record documenting the natural history of pri-
mates. Coreq., ANTH 2010. Approved for arts
and sciences core curriculum: natural science.

ANTH 2040-1. Laboratory in Physical
Anthropology 2: Experiments and hands-on
exercises designed to enhance understanding of the
principles and concepts presented in ANTH
2020. One two-hour class per week. Coreq.,
ANTH 2020. Approved for arts and sciences
core curriculum: natural science.

ANTH 2050-4. Honor---Human Origins 1. Explores how the following two major bodies of
evidence for human evolution are used by physi-
cal anthropologists in search of human origins:
humankind's close physical and behavioral simi-
larity to other living species, particularly living
primates, and the fossil record for human evolu-
tion. Students may not receive credit for both
ANTH 2010 and 2050. Approved for arts and
sciences core curriculum: natural science.

ANTH 2060-4. Honor---Human Origins 2. Surveys evidence for the continuing evolution of Homo sapiens. Emphasizes how physical anthropologists utilize data and concepts from medicine, genetics, demography, and ecology to understand the evolution of human biological diversity and adaptation. Students may not receive credit for both ANTH 2020 and 2060.

PREQ., ANTH 2050. Approved for arts and sciences core curriculum: natural science.

ANTH 2070-3. Bones, Bodies, and Disease. Detailed study of the human skeleton and intro-
duction to techniques used to evaluate demo-
 
graphic variables. Application of techniques through evaluation of photographic images of an excellently preserved mummified skeletal popula-
tion from ancient Nubia to reconstruct prehis-
toric patterns of adaptation and biocultural evo-
 lution. Recommended preq., ANTH 2010.
Offered through Continuing Education only.

ANTH 2080-3. Anthropology of Gender.
Offers a comparative analysis of gender-based
stresses and social roles. Covers both theoretical
and applied ethnographic approaches, and
examines a wide range of topics including sexu-
ality, emotions, the division of labor by sex, and
personhood. Same as WMST 2080.

ANTH 2100-3. Frontiers of Cultural Anthro-
pology. Covers current theories in cultural
anthropology and discusses the nature of field
work. Explores major schools of thought and
actual field studies.

ANTH 2200-3. Introduction to Archaeology.
Discusses history, basic concepts, techniques, and theoretical construction of archaeological field and laboratory investigations, as well as a general outline of world prehistory.

ANTH 2210-2. Laboratory Course in Archae-
ological Methods. Studies analytical methods
in archaeological research including those
employed both in the field and in the labora-
tory. Deals with practical exercises illustrating
many of the theoretical principles covered in
ANTH 2200. Coreq., ANTH 2200.

ANTH 2260-3. Old World Archaeology. Cov-
ers prehistory and protohistory of Eurasia and
Africa, emphasizing growth of culture and
spread of civilization. Prereq., ANTH 2200.

ANTH 2300-3. Civilization of the Ancient
Near East. Discusses civilization of the Ancient
Near East: Ancient Israel, Phoenicia, Syria, Jor-
dan, Mesopotamia, Egypt and Nubia, Arabia,
Asia Minor, and Persia. Origins of such cultures
and their influences on other cultures are also
discussed with comparative study between
Ancient Middle East, Modern Middle East, and
ancient and modern Western cultures. Scholarly
points of view are mentioned in detail.

ANTH 3000-3. Primate Behavior. Surveys
naturalistic primate behavior. Social behavior,
behavioral ecology, and evolution are empha-
sized as they lead to an understanding of human
behavior. Prereqs., ANTH 2010 and 2020, or
EPOB 1210 and 1220, and junior standing.
Approved for arts and sciences core curriculum: natural science.

ANTH 3010-3. The Human Animal. Identifies
generic, anatomical, physiological, social, and
behavioral characteristics humans share with
other mammals and primates. Explores how
these characteristics are influenced by modern
culture. Prereqs., ANTH 2010 and 2020, or
equivalent. Approved for arts and sciences core
curriculum: natural science.

ANTH 3100-3. Africa: Peoples and Societies
in Change. Examines culture and politics in
Africa—scholarly works by anthropologists and
historians, as well as novels, films, and journalistic accounts. Special attention is devoted to the ways in which various African cultures have creatively and resistively responded to the slave trade, European colonialism, and post-colonialism.

ANTH 3110-3. Ethnography of Mexico and Central America. A broad overview, focusing on Mexico and Guatemalans. Major topics include ethnohistory, indigenous and mestizo peoples, and contemporary problems and issues.

ANTH 3130-3. North American Indians: Traditional Cultures. Comprehensive survey of native cultures of North America north of Mexico, including a review of their natural environment, prehistory, languages, and major institutions for various culture areas. Same as AIST 3135.

ANTH 3160-3. Peoples of the South Pacific. Surveys traditional cultures and contemporary changes in Polynesia, Melanesia, and Micronesia.

ANTH 3170-3. America: An Anthropological Perspective. Historical and contemporary aspects of American life are considered from an anthropological perspective. Approved for arts and sciences core curriculum. United communities context.

ANTH 3300-3. Elements of Religion. Explores universal components of religion, as inferred from religions of the world, primitive and civilized. Same as ETHN 3300.

ANTH 3800-3. Languages and People. Investigates roles that languages play in building new nations, in the spread of world religions, in migration, and in diffusion of writing systems and other customs throughout the world.

ANTH 4000-3. Quantitative Methods in Anthropology. Surveys ways of deriving meaning from anthropological data by numerical means, including but not confined to basic statistical procedures. Prereq., ANTH 2010 and 2020. Same as ANTH 5000.

ANTH 4020-3. Explorations in Anthropology. Special topics in cultural and physical anthropology, as well as archaeology. Prereq., 15 hours of anthropology course work. May be repeated for a total of 6 credit hours; check with the department for semester offerings. Same as ANTH 5020.

ANTH 4060-3. Nutrition and Anthropology. Overview of the evolution of human diet and ecological and cultural factors shaping modern diets. Introduces fundamentals of nutrition and analysis of nutritional status. Analyzes ecological, social, and cultural factors leading to hunger and undernutrition, as well as biological and behavioral consequences of undernutrition. Prereq., ANTH 2010 and 2020, or EPOB 1210 and 1220, or EPOB 1030 and 1040. Same as ANTH 5060.


ANTH 4110-3. Human Evolutionary Biology. Detailed consideration of the fossil evidence for human evolution. Covers the discovery of important fossils and interpretations; descriptive information about the fossils; and data and theory from Pleistocene studies relating to ecology, ecological and behavioral data on modern apes, and molecular studies that have bearing on the study of human evolution. Prereq., ANTH 2010 and 2020, or EPOB 1210 and 1220. Same as ANTH 5110.

ANTH 4120-3. Advanced Physical Anthropology. Selected topics in physical anthropology emphasizing faculty specialties. Topics may include population genetics and its application to understanding modern human diversity, human population biology, and primate ecology and evolution. May be repeated for a total of 6 credit hours. Prereq., ANTH 2010 and 2020, or EPOB 1210 and 1220. Same as ANTH 5120.

ANTH 4150-3. Human Ecology: Biological Aspects. Discusses role of human populations in local ecosystems toward understanding the processes of small-scale societies in different ecosystems. Prereq., ANTH 2010 and 2020, or EPOB 1210 and 1220. Same as ANTH 5150.

ANTH 4170-3. Primate Evolutionary Biology. Focuses on the fossil record of nonhomonid primates. Special emphasis placed on delineating the origins of the order Primates, the origins of the primates in Africa, South America, and the Miocene, and the adaptations of extinct primates in light of our understanding of the modern primate adaptive radiations. Prereq., ANTH 2010 or EPOB 1210. Same as ANTH 5170.

ANTH 4180-3. Anthropological Perspectives: Contemporary Issues. Students read, discuss, and write critical evaluations of contemporary publications in anthropology. These and classroom lectures identify basic themes that inform major anthropological perspectives. Students learn how to apply these perspectives to bear on issues currently facing the human species. May be repeated for a total of 6 credit hours. Prereq., background knowledge of general areas in anthropology, upper-division standing, and instructor consent. Approved for arts and sciences core curriculum: critical thinking.


ANTH 4210-3. Southwestern Archaeology. Explores the prehistory of the American Southwest from the earliest entry of humans into the area to the Spanish entrada. Focuses on important themes in cultural development: the adoption of agricultural practices, sedentarism, population aggregation, population movement, and social complexity. Prereq., ANTH 2200. Same as ANTH 5210.

ANTH 4220-3. Archaeology of Mexico and Central America. Studies prehistoric and protohistoric cultures and areas of Mexico and Central America, including the Aztecas and Mayas. Prereq., ANTH 2200. Same as ANTH 5220.

ANTH 4230-3. Settlement Archaeology. Explores prehistoric human spatial use of the landscape including both the organization of communities and their distribution on a regional level. Considers prehistoric settlement data as well as inferences about ancient population, community organization, architecture, and land use. Prereq., ANTH 2200. Same as ANTH 5230.

ANTH 4250-3. Prehistoric Food Production. Explores the history of plant/animal domestication in the Americas, Near East, Asia, and Africa. Focuses on specific case studies in domestication and associated social changes. Theoretical explanations for this major transformation in human economies are sought. Prereq., ANTH 2200.

ANTH 4260-3. Archaeology of the Intermediate Area. Prehistory of the egalitarian and chiefdom societies that existed between the state-level civilizations of Mesoamerica and the Andes, ranging from Honduras to Ecuador. Focuses on technology, and ethnohistory to the early Spanish period. Prereq., ANTH 2200. Same as ANTH 5260.


ANTH 4290-3. Ancient Semitic Languages and Their Inscriptions. Studies the Ancient Semitic languages of the Middle East—Biblical Hebrew, Phoenician, Moabite, Aramaic, Palmyrene, and Nabataean—from their original sources, inscriptions and graffiti on the walls of the tombs, temples, potsherds, ostraca, terracotta, columns, sreles, papyrus, letters, seals, wood pieces, coffins, jars, vessels, statues, and figures. Prereq., upper-division standing.

ANTH 4330-3. Environmental Archaeology. Surveys archaeological approaches to ecology, economy, and landscape: glaciation, geomorphology, and other physical processes creating and affecting sites and regions; environmental reconstruction; theories of human-environment interaction; landscape formation by foragers, agricultural, and complex societies; and ideologically structured landscapes. Prereq., ANTH 2200. Same as ANTH 5330.

ANTH 4340-3. Archaeological Method and Theory. Surveys archaeological theories and methods within the context of the history of archaeology. Includes archaeological approaches to data recovery, analysis, and interpretation as well as an overview of cultural resources management and ethical issues in contemporary archaeology.

ANTH 4350 (2-6). Archaeological Field and Laboratory Research. Students participate in archaeological field research or conduct laboratory analysis of archaeological materials and data. Students work with faculty on archaeological research projects with a field or lab focus, depending on the project undertaken. May be repeated for a total of 6 credit hours. Prereq., instructor consent. Same as ANTH 5350.

ANTH 4380-3. Lithic Analysis and Replication. Uses diversity of approaches to the analysis of ancient stone tools, including fracture mechanics, lithic technology, materials, heat treatment, and functional analysis. Precision and pressure flaking experiments are performed. Prereq., ANTH 2200. Same as ANTH 5380.

ANTH 4390-3. Research Methods in Archaeology. Method and theory of archaeology, emphasizing the interpretation of materials and data and the relationship of archaeology to other
disciplines. Prereq., ANTH 2200. Same as ANTH 5390.

ANTH 4410-3. Archaeology of Ancient Near East. Emphasizes similarity and differences between the archaeological material of nations of the Middle East and the archaeological influences that were exchanged between such nations. Same as ANTH 5410.

ANTH 4420-3. Archaeology of Ancient Egypt. Archaeology of Ancient Egypt in light of recent excavations; the history of excavations of the different sites; and the art of Ancient Egypt through the end of its history. Same as ANTH 5420.


ANTH 4440-3. Egyptian Hieroglyphics 1. Studies the ancient Egyptian language to shed light on the history and cultures of Ancient Egypt. Involves reading and translating hieroglyphics into the English language. Same as ANTH 5440.

ANTH 4500-3. Cross-Cultural Aspects of Socioeconomic Development. Examines goals of international agencies that support development in underdeveloped countries. Anthropological perspective is provided for such issues as urban planning, health care and delivery, population control, rural development, and land reform. Same as ANTH 5500.

ANTH 4510-3. Applied Cultural Anthropology. Analysis of problems of cultural change due to contacts between people of different cultures. Same as ANTH 5510 and ETHN 4520.

ANTH 4520-3. Symbolic Anthropology. Explores anthropological approaches to the study of symbolic systems, including cosmology, myth, religion, ritual, and art, as well as everyday patterns of metaphor and the presentation of self. Theoretical issues include semiotics, psychoanalysis, structuralism, liminality, and critical theory. Prereq., ANTH 2100. Same as ANTH 5520. Approved for arts and sciences core curriculum: critical thinking.

ANTH 4530-3. Theoretical Foundations of Sociocultural Anthropology. Critically examines the pivotal schools of 20th-century social theory that have shaped modern sociocultural anthropology including the ideas of cultural evolutionism, Marxism, Durkheim, Weber, structuralism, postmodernism, and contemporary anthropological approaches. Includes primary readings and seminar-style discussion. Prereq., ANTH 2100 or instructor consent. Same as ANTH 5530.

ANTH 4560-3. North American Indian Acculturation. Comprehensive survey of changes in the native cultures of North America north of Mexico caused by occupation of the continent by Old World populations, including a review of processes of contact, environmental changes, changes in major institutions, the nature of federal/state administration, the reservation system, and contemporary developments. Same as ANTH 5560 and AIST 4560. Approved for arts and sciences core curriculum: contemporary societies, or cultural and gender diversity.

ANTH 4570-3. Maritime Peoples. Early maritime peoples are examined first, followed by studies of contemporary sealers, fishers, and hunting communities. Contemporary issues in fisheries management are considered next. Course concludes with consideration of contemporary issues involving humanity's present and future use of marine resources. Same as ANTH 5570.

ANTH 4580-3. The Holocaust. Focuses on the Holocaust during the Third Reich, which involved the murder of millions of people, including six million Jews. Reviews the Holocaust's history, dynamics, and consequences as well as other genocides of the 20th century.


ANTH 4600-3. Human Ecology: Cultural Aspects. Examines the relationship between environment and human behavior, emphasizing social organization. Special attention given to examining the extent to which the environment influences subsistence strategies, settlement patterns, social relationships among different groups, and family structure.

ANTH 4610-3. Medical Anthropology. Cultural factors determine states of health and illness in both Western and non-Western societies. The transition from traditional to modern status creates new problems including population growth, aging, changing patterns of morbidity, mortality and health care, and new socioeconomic consequences. Same as ANTH 5610.

ANTH 4630-3. Nomadic Peoples of East Africa. Examines the issues of current concern in the study of East African pastoral peoples. First half of the course is devoted to historical perspectives; second half explores the transition from subsistence to market-oriented economies. Prereq., must be an upper-division anthropology major or anthropology graduate student. Same as ANTH 5630.

ANTH 4710-3. Departmental Honors in Anthropology 1. Course work-built around theme of research design as a means of integrating previous training in the field of anthropology as well as providing an opportunity to perform creative scientific investigations.


ANTH 4740-3. Peoples and Cultures of Brazil. Thematic survey of Brazil. Ethnographic aspects are chosen to fit the course. Prereq., ANTH 2100; three or more cultural anthropology courses recommended. Approved for arts and sciences core curriculum: critical thinking.

ANTH 4750-3. Culture and Society in South Asia. Intensive analysis of major issues in anthropological research on South Asia (India, Pakistan, Bangladesh, Nepal, and Sri Lanka), including kinship, gender, marriage, caste system, religion and ritual, ethnic conflict, and social change. Prereq., ANTH 2100. Same as ANTH 5750.

ANTH 4760-3. Ethnography of Southeast Asia and Indonesia. Same as ANTH 5760.

ANTH 4840 (1-6). Independent Study. For upper-division undergraduate students. May enroll for a total of 6 credit hours.

ANTH 4910 (1-3). Teaching Anthropology. Practicum by special arrangement only in which students learn to teach anthropology by serving as recitation leaders or tutors in introductory courses or as small group leaders in advanced courses. May be repeated for a total of 6 credit hours. Prereq., instructor consent.

ANTH 5000-3. Quantitative Methods in Anthropology. Same as ANTH 4000.

ANTH 5020-3. Explorations in Anthropology. Same as ANTH 4020. May be repeated for a total of 6 credit hours.

ANTH 5060-3. Nutrition and Anthropology. Same as ANTH 4060.

ANTH 5080-3. Anthropological Genetics. Same as ANTH 4080.

ANTH 5110-3. Human Evolutionary Biology. Same as ANTH 4110.

ANTH 5120-3. Advanced Physical Anthropology. May be repeated for a total of 6 credit hours. Same as ANTH 4120.

ANTH 5130-3. Advanced Osteology. Detailed study of the human skeleton with special attention to health and demographic conditions in prehistoric cultures and the evaluation of physical characteristics and genetic relationships of prehistoric populations. Prereq., ANTH 4100-2020.


ANTH 5170-3. Primate Evolutionary Biology. Same as ANTH 4170.


ANTH 5210-3. Southwestern Archaeology. Same as ANTH 4210.

ANTH 5220-3. Archaeology of Mexico and Central America. Same as ANTH 4220.

ANTH 5230-3. Settlement Archaeology. Same as ANTH 4230.

ANTH 5260-3. Archaeology of the Intermediate Area. Same as ANTH 4260.

ANTH 5270-3. Plains Archaeology. Same as ANTH 4270.

ANTH 5300-3. Prehistoric Food Production. Explores the history of plant/animal domestication in the Americas, Near East, Asia, and Africa. Focuses on specific biological changes in domesticate and associated social changes. Theoretical explanations for this major transformation in human economies are sought.

ANTH 5330-3. Environmental Archaeology. Same as ANTH 4330.

ANTH 5340-3. Archaeological Method and Theory. This seminar provides an advanced historical introduction to archaeological theory and methods. It is designed to help students understand why certain issues have been and are important to the development of anthropology, especially American archaeology. Explores issues
ANTH 5350 - Archaeological Field and Laboratory Research. Same as ANTH 4350. May be repeated for a total of 6 credit hours.

ANTH 5380 - Lithic Analysis and Replication. Same as ANTH 4380.

ANTH 5390 - Research Methods in Archaeology. Same as ANTH 4390.

ANTH 5400 - Research Methods in Archaeology. Focuses on the research design including constructing empirical agendas and testing them, data gathering, data formation processes, field strategies (archival research, mapping, field survey, surface collecting/recordation, excavation and preliminary analysis) and artifact analysis as it relates to research design.

ANTH 5410 - Archaeology of Ancient Near East. Same as ANTH 4410.

ANTH 5420 - Archaeology of Ancient Egypt. Same as ANTH 4420.

ANTH 5430 - Biblical Archaeology. Same as ANTH 4430.

ANTH 5440 - Egyptian Hieroglyphics I. Same as ANTH 4440.

ANTH 5500 - Cross-Cultural Aspects of Socioeconomic Development. Same as ANTH 4500.

ANTH 5510 - Applied Cultural Anthropology. Same as ANTH 4510.

ANTH 5520 - Symbolic Anthropology. Same as ANTH 4520.

ANTH 5530 - Theoretical Foundations of Sociocultural Anthropology. Same as ANTH 4530.

ANTH 5560 - North American Indian Acculturation. Same as ANTH 4560.

ANTH 5570 - Maritime Peoples. Same as ANTH 4570.

ANTH 5590 - Urban Anthropology. Same as ANTH 4590.

ANTH 5600 - Human Ecology: Cultural Aspects. Reviews and critically examines the major theoretical perspectives for understanding the relationship between human social behavior and the environment developed in the social sciences, especially anthropological, over the last 100 years.

ANTH 5610 - Medical Anthropology. Same as ANTH 4610.

ANTH 5630 - Nomadic Peoples of East Africa. Prereq.: graduate standing or advanced undergrad majors in ANTH. Same as ANTH 4630.

ANTH 5640 - Race and Ethnicity in Americas. Same as ANTH 4640.

ANTH 5760 - Ethnography of Southeast Asia and Indonesia. Same as ANTH 4760.

ANTH 5770 - Core Course: Cultural Anthropology. Provides an intensive graduate-level introduction to the discipline of cultural anthropology, with an emphasis on critically analyzing those methods, theories, and works that have shaped the field from the 19th century to the present time. Prereq.: graduate status in anthropology.

ANTH 5780 - Core Course: Biological Anthropology. Discusses what biological anthropologists are evidence, and concepts from evolutionary theory, human biology, and ecology to understand the evolution, diversification, and adaptation of human populations. Required of all first-year graduate students in anthropology. Prereq.: graduate status in anthropology.

ANTH 5840 - Guided Study. Directed individual research based on a specific area of specialization. May enroll for a total of 6 credit hours.

ANTH 6400 - Advanced Seminar in Human Ecology. Challenges advanced graduate students to understand and utilize the methods, theories, and research results of human ecology in the three subfields of anthropology: biological, cultural, and archaeological. Focuses on a particular topic or geographic area. Prereq.: completion of graduate core courses and EPP 3020, or instructor permission.

ANTH 6910 - Candidate for Degree.

ANTH 6950 - Seminar: Current Research Topics. Discusses current research and theoretical issues in the field of cultural anthropology. May be repeated for a total of 6 credit hours.

ANTH 7010 - Seminar: Contemporary Theory in Cultural Anthropology. Addresses current theoretical perspectives in cultural anthropology and controversies surrounding them. Discusses science, history, interpretation, and postmodernism. Includes the relationship between theory and method as well as the production of ethnography. May be repeated for a total of 6 credit hours.

ANTH 7020 - Seminar: Physical Anthropology. In-depth discussion of selected topics in physical anthropology with emphasis on recent research. May be repeated for a total of 6 credit hours.

ANTH 7030 - Seminar: Archaeological Intensive examination of selected theoretical or methodological topics in archaeology. Topics vary with current research emphasis. May be repeated for a total of 6 credit hours.

ANTH 7040 - Seminar: Anthropological Linguistics. Examines the manner in which language is involved in power relations, gender roles, ethnic identity, and culture in the world's societies. Also examines the relationship to cognition with the search for a universal human grammar. May be repeated for a total of 6 credit hours.

ANTH 7140 - Seminar: Archaeology of Selected Areas. Consider archaeology of a specified area, either geographical or topical. Areas selected in accordance with current research interest. May be repeated for a total of 6 credit hours.

ANTH 7200 - Seminar: Research Methods in Cultural Anthropology. May be repeated for a total of 6 credit hours.

ANTH 7400 - Native Culture/Citizen. Explores the nature of both conflicts, nationalism, and cultural citizenship in different geographical/organizational contexts. Also explores the way anthropologists have shifted from the theoretical study of homogeneous communities to transnational ones. Prereq.: graduate standing with a defined regional/geographical interest.

ANTH 7620 - Seminar: Ethnography and Cultural Theory. Explores how ethnographic writing has evolved over the past century to incorporate different forms of cross-cultural representation and to accommodate new theoretical paradigms. Includes ethnographic authority and self-reflexivity, as well as embodied theories and blurred genres of cultural research.

ANTH 7860 - Independent Research. Research aimed at developing a solution to an originally conceived research problem. May enroll for a total of 6 credit hours.

ANTH 8990 - Doctoral Dissertation. All doctoral students must register for no fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Applied Mathematics

APPM 1300 - Calculus 1 for Engineers. Studies selected topics in analytical geometry and calculus: rates of change of functions, limits, derivatives of algebraic and transcendental functions, applications of derivatives, and integration. Note: GEEN 1450, a 2-credit lab, is available for students who would like more practice working with calculus problems in a group learning environment. Students may not receive credit for APPM 1350 and MATH 1181, 1320, or 1310. Prereq.: two years of high school algebra, one year of geometry, and one-half year of trigonometry or approval of faculty advisor. Approved for arts and sciences core curriculum; quantitative reasoning and mathematical skills.

APPM 1350 - Calculus 2 for Engineers. Continuation of APPM 1350. Focuses on applications of the definite integral, methods of integration, improper integrals, Taylor's theorem, and infinite series. Students may not receive credit for APPM 1350 and MATH 1320, 2300, or 2310. Prereq.: APPM 1350 or MATH 1300, with a grade of C or better.

APPM 1400 - Elementary Applied Mathematics: The Next Generation. Provides undergraduate students the opportunity to learn, apply, and integrate their calculus knowledge with computational problems arising in a variety of settings.
Preqs. APPM 1350; recommended coreq., APPM 1360.

APPM 2350-4. Calculus 3 for Engineers. Covers multivariable calculus, vector analysis, and theorems of Gauss, Green, and Stokes. Students may not receive credit for APPM 2350 and MATH 2400. Preqs. APPM 1360 or MATH 2300.

APPM 2360-4. Introduction to Linear Algebra and Differential Equations. Introduces ordinary differential equations, systems of linear equations, matrices, determinants, vector spaces, linear transformations, and systems of linear differential equations. No credit is awarded to students already having credit in both MATH 3130 and 4430, both APPM 3310 and MATH 4430, or APPM 2380. Preqs. APPM 1360 or MATH 2300, with a grade of C or better.

APPM 2380-4. Introduction to Ordinary Differential Equations. Studies basic concepts of ordinary differential equations and solutions of first order, linear, and systems of differential equations. Advanced topics include series solutions and boundary value problems. Also studies numerical techniques with some laboratory experience. Preqs. APPM 2350 or MATH 2400. No credit given for students having received credit for APPM 2360.

APPM 2450-1. Calculus 3: Computer Lab. Covers selected topics in analytic geometry and calculus with a focus on symbolic computation using Mathematica, Maple, or MathLab. Enrollment controlled by applied mathematics faculty. Recommended preqs. APPM 1360 or MATH 2300; coreq. APPM 2350.

APPM 2460-1. Differential Equations: Computer Lab. Selected topics include differential equations and linear algebra with a focus on symbolic computation using Mathematica, Maple, or MathLab. Enrollment controlled by the applied mathematics faculty. Recommended preqs. APPM 1360 or MATH 2300; coreq. APPM 2350.

APPM 3010-3. An Introduction to Nonlinear Systems: Chaos. Aims at both majors and minors in the physical sciences. Provides students with an introduction to classes of tools that are useful in the analysis of nonlinear systems. Preqs. APPM 1360 and 2300.

APPM 3050-3. An Introduction to Mathematics and Maple and Numerical Computation. Introduces symbolic and numerical computing at an elementary level. Designed to teach some principles of computational and applied mathematics using computational tools such as Mathematica, Maple, Reduce, or Derive. Preqs. APPM 1350 and 1360.

APPM 3170-3. Discrete Applied Mathematics. Emphasizes applications of graph theory to computer science, engineering, operations research, social sciences, and biology, depending on student interests. Topics include the basic properties of graphs and digraphs, and their matrix representations. Relates graph properties to their applications; for example, graph coloring problems are related to scheduling problems, n-cubes to logic circuits and the architecture of parallel processors, Hamilton circuits to gray codes and the traveling salesman problem, covering problems to assignment problems, etc. Preqs. or coreq. APPM 3310.

APPM 3310-3. Matrix Methods and Applications. Introduces linear algebra and matrices, with emphasis on applications, including methods to solve systems of linear algebraic and linear ordinary differential equations. Discusses computational algorithms that implement these methods. Some applications in operations research may be included as time permits. Students may not receive credit for both MATH 3130 and APPM 3310. Preqs. APPM 2350 and 2360.

APPM 3570-3. Applied Probability. Studies axioms, counting formulas, conditional probability, independence, random variables, continuous and discrete distribution, expectation, moment generating functions, law of large numbers, central limit theorem, poisson process, and multi-variate Gaussian distribution. Students may not receive credit for both APPM 3570 and ECE/2 3810 or for both APPM 3570 and MATH 4510. Preqs. APPM 2350 or MATH 2400.

APPM 4120-3. Introduction to Operations Research. Studies linear and nonlinear programming, the simplex method, duality sensitivity, transportation and network flow problems, some constrained and unconstrained optimization theory, and the Kuhn-Tucker conditions, as time permits. Preqs. linear algebra, and APPM 3310 or MATH 3130. Same as APPM 5120 and MATH 4120.


APPM 4380-3. Modeling in Applied Mathematics. Exposition of a variety of mathematical models arising in the physical and biological sciences. Models may be taken from applications in classical and celestial mechanics, fluid dynamics, traffic flow, population dynamics, economics, and elsewhere. Preqs. APPM 2360 and 3310.


APPM 4560-3. Markov Processes, Queues, and Monte Carlo Simulations. Tools are developed and then applied to the analysis of probability models used in engineering, management science, the physical and social sciences, genetics, and operation research. Preqs., APPM 3570. Same as APPM 5560.


APPM 4580-3. Statistical Methods for Data Analysis. Continuation of APPM 4570. Combines statistical methods with practical applications and computer software. Develops commonly used statistical models such as analysis of variance as well as linear and logistic regression. The statistical models are implemented and interpreted in the context of actual data sets using available statistical software. Preqs., any course in statistics. Same as APPM 5580.

APPM 4650-3. Intermediate Numerical Analysis I. Focuses on numerical solution of nonlinear equations, interpolation, methods in numerical integration, numerical solution of linear systems, and matrix eigenvalue problems. Stress significant computer applications and software. Preqs., APPM 2350 or MATH 2400; APPM 2360 and 3310 or MATH 3130; and knowledge of a programming language. Same as MATH 4650.


APPM 4720-3. Open Topics in Applied Mathematics. Provides a vehicle for the development and presentation of new topics that may be incorporated into the core courses in applied mathematics. Preqs., APPM 4350, 4360, 4650, and 4660 or equivalent, or instructor consent. Same as APPM 5720.

APPM 4840 (1-3). Reading and Research in Applied Mathematics. Introduces undergraduate students to the research foci of the Department of Applied Mathematics. Preqs., either APPM 3310 or MATH 3130. Recommended preqs., a course in ordinary or partial differential equations.

APPM 4955-3. Seminar in Applied Mathematics. Introduces undergraduate students to the research foci of the Department of Applied Mathematics and is a capstone experience for majors. Preqs., either APPM 3310 or MATH 3130. Recommended preqs., a course in ordinary or partial differential equations.

APPM 5120-3. Introduction to Operations Research. Same as APPM 4120 and MATH 5120.


APPM 5580-3. Methods in Applied Mathematics: Applications of Complex Variables. Reviews basic ideas of complex analysis, including solutions of ODEs and PDEs of physical interest via complex analysis, conformal mapping, including Schwarz-Christoffel transformation and generalizations. Computational methods: Riemann-Hilbert problems and topics in asymptotic methods. Prereq.: APPM 4560 or 5560, or instructor consent.

APPM 5540-3. Applied Analysis 1. Discusses the elements of basic real and complex analysis, Banach spaces, Lp spaces, and many relevant inequalities. Includes applications of existence and uniqueness of solutions to various types of ordinary differential equations, partial differential equations, and integral equations. Prereq.: MATH 4310 and 4320, or equivalent; MATH 3130 or equivalent; or instructor consent.

APPM 5540-3. Applied Analysis 2. Continuation of APPM 5540. Prereq.: APPM 5540 or instructor consent.

APPM 5560-3. Methods in Applied Mathematics: Dynamical Systems and Differential Equations. Chaos. Introduces the theory and application of dynamical systems through solutions to differential equations. Covers existence and uniqueness of solutions, local stability properties, qualitative analysis, global phase portraits, perturbation theory, and bifurcation theory. Special topics may include Melnikov methods, averaging methods, bifurcations to chaos, and Hamiltonian systems. Prereq.: graduate or undergraduate courses equivalent to APPM 2360, 3310, and MATH 4310.


APPM 5570-3. Introduction to Mathematical Statistics. Same as APPM 4520 and MATH 5520.

APPM 5550-3. Markov Processes, Queues, and Monte Carlo Simulations. Same as APPM 4560.


APPM 5720-3. Open Topics in Applied Mathematics. Same as APPM 4720.

APPM 6200-3. Mathematical Statistics. Emphasizes mathematical theory of statistics. Topics include distribution theory, estimation and testing of hypotheses, multivariate analysis, and nonparametric inference, with emphasis on theory. Prereq.: APPM 5520 or MATH 5520. Same as MATH 6200.

APPM 6540-3. Time Series Analysis. Focuses on basic properties, linear extrapolation, and filtering of stationary random functions. Also looks at spectral and cross-spectral analysis, estimation of the power spectrum using computer, nonstationary time series, and comparison of various computer programs. Prereq.: MATH 4510 or APPM 4560 or instructor consent. Same as MATH 6540.

APPM 6550-3. Introduction to Stochastic Processes. Systematic study of Markov chains and some of the simpler Markov processes, including renewal theory, limit theorems for Markov chains, branching processes, quantum theory, and birth and death processes, and Brownian motion. Applications to physical and biological sciences. Prereq.: MATH 4210 and MATH 4510, or APPM 5560, or instructor consent. Same as MATH 6550.


APPM 6500 (1-3). Independent Study.

APPM 6590 (1-6). Master's Thesis. May be repeated for a total of 12 credit hours.

APPM 7100-3. Dynamical Systems. Covers dynamical systems defined by mappings and differential equations. Also covers Hamiltonian mechanics, action-angle variables, results from KAM and bifurcation theory, phase plane analysis, Melnikov theory, strange attractors, chaos, etc. Prereq.: APPM 5460 and 5460 or equivalent, and PHYS 5210 or equivalent, or instructor consent.

APPM 7300-3. Nonlinear Waves and Integrable Equations. Includes basic results associated with nonlinear dispersive wave systems, further nonlinear wave equations, nonlinear dispersive wave equations, solitons, and the methods of the inverse scattering transform. Prereq.: APPM 5470 and 5460, or PHYS 5210, or instructor consent.

APPM 7400 (1-3). Topics in Applied Mathematics. Provides a vehicle for the development and presentation of new topics with the potential of being incorporated into the core courses in applied mathematics. May be repeated for a total of 6 credit hours. Prereq.: instructor consent.

APPM 7900 (1-3). Reading and Research in Applied Mathematics. Introduces graduate students to research topics on the Department of Applied Mathematics. Prereq.: instructor consent.

APPM 8000-1. Colloquium in Applied Mathematics. Introduces graduate students to the research focus of the Department of Applied Mathematics. Prereq.: instructor consent.

APPM 8100-1. Seminar in Nonlinear Equations. Introduces advanced topics in research in dynamical systems, partial differential equations, and integrable systems.

APPM 8200-1. Seminar in Computational Mathematics. introduces advanced topics and research in computational mathematics. Prereq.: instructor consent.

APPM 8990 (1-10). Doctoral Dissertation. All doctoral students must register for no fewer than 30 hours of dissertation credit as part of the requirements for the degree. No more than 10 credit hours may be taken in any one semester.

Arts and Sciences

Expository Writing

ABSC 1000-4. Expository Writing. Helps students develop their abilities to do college-level reading, writing, and thinking. Students are asked to read critically, then construct written responses that are revised and crafted into more formal essays and position papers. Offered through the Student Academic Services. Prereq.: program coordinator consent.

ABSC 1680-4. College Writing and Research. Helps students develop the ability to do college-level reading, writing, and thinking. Students begin with short position papers synthesizing course readings with personal observations and experiences, and move on to create some complex arguments informed by independent library research. Approved for arts and sciences core curriculum: written communication.

ABSC 1100 (3-4). Advanced Expository Writing. Continuation of the writing skills addressed in ABSC 1000. The advanced course requires students to create longer papers informed by independent research and containing more complex, multi-layered arguments. Offered through the Student Academic Services. Prereq.: ABSC 1000 or program coordinator consent. Approved for arts and sciences core curriculum: written communication.

ABSC 1150-3. Writing in Arts and Sciences. Emphasizes the development of effective writing skills with instruction provided in expository and analytical writing. Reviews basic elements of
gram, syntax, and composition as needed. Approved for arts and sciences core curriculum: written communication.

Special Curricula

ARS 1200-3. Topics in Arts and Sciences.

ARS 1300-2. American Indians in Higher Education: Leadership and Community Building 1. Part 1 of an interdisciplinary course that examines the issues that arise for American Indian college students and the role of leadership development, community building, and career awareness in facilitating American Indian student retention.

ARS 1310-2. American Indians in Higher Education: Leadership and Community Building 2. Part 2 of an interdisciplinary course that examines the issues that arise for American Indian college students and the role of leadership development, community building, and career awareness in facilitating American Indian student retention.

ARS 1400-1. MASP Co-seminar—CHEM 1 and 2. Designed to supplement and strengthen student experiences in chemistry. Allows particularly gifted students an opportunity to extend their understanding of the subject and to explore possible careers in science.

ARS 1420-1. MASP Co-seminar—EPO Biology. Designed to supplement and strengthen student experiences in biology. Allows particularly gifted students an opportunity to extend their understanding of the subject and to explore possible careers in science.

ARS 1440-1. MASP Co-seminar—Mathematics. Designed to supplement and strengthen student experiences in mathematics. Allows particularly gifted students an opportunity to extend their understanding of the subject and to explore possible careers in science.

ARS 1460-1. MASP Co-seminar—MCD Biology 1. Designed to supplement and strengthen student experiences in biology. Allows particularly gifted students an opportunity to extend their understanding of the subject and to explore possible careers in science.

ARS 1500-1. Environmental Sciences Seminar. May be repeated for a total of 2 credit hours.

ARS 1510-1. Environmental Sciences Seminar. May be repeated for a total of 2 credit hours.

ARS 1700-3. The Meaning of the University. Develops major historical, psychological, philosophical, and personal perspectives on education in general and university education in particular. Participants are encouraged to consider how the issues developed in the seminar bear on the choices they face in planning their own educations. Approved for arts and sciences core curriculum: ideals and values.

ARS 2274-3. Peer Counseling. Overview of the field of paraprofessional counseling. Introduces students to counseling theory and techniques. Students study the philosophy of a liberal arts education as well as policies and requirements of the College of Arts and Sciences.

ARS 2470-1. MASP Co-seminar—Physics 1 and Physics 2. Designed to supplement and strengthen student experiences in physics. Allows particularly gifted students an opportunity to extend their understanding of the subject and to explore possible careers in science.

ARS 3000-1. Journeys Between Self and Other. Explores typical ways Western sojourns have described what they have discovered while living in another culture and how they have been affected by that experience. Analyzes the cultural adjustment process and subsequent changes in personality and world view through film, novels, and students' personal experiences. Prereq.: one semester or year on a study abroad program and instructor consent.

ARS 3100-3. Multicultural Perspective and Academic Discourse. Emphasizes advanced critical thinking analytical skills in a process-oriented, portfolio-assessed format. How race, class, gender, and nationality affect academic discourse is investigated through multicultural readings and research. Offered through the Student Academic Services Center. Prereq.: lower-division writing course, or waiver. Approved for arts and sciences core curriculum: written communication.

ARS 3935 (1-6). Internship. May be repeated for a total of 6 credit hours.

ARS 4000-3. Multimedia Applications in Foreign/Second Language Education. Focuses on knowledge and skills in accessing, evaluating, and integrating technology-assisted, mediated material in the teaching and learning of foreign languages. Also focuses on hands-on design and production of instructional software for foreign languages. Recommended prereq.: a language teaching methodology course. Same as ARSC 5000.

ARS 4030-4. Comparative Environmental Policies: Ethics, Law, and Social Science. Taught in Italy by faculty from several different disciplines and countries. Explores environmental policies in Europe, the United States, and Australia from the perspective of ethics, law, and the social sciences. Prereq.: at least 12 hours in ECON, ENVS, PHIIL, PSYCH, or LAWS. Same as ARSC 5030.

Theses

ARS 4909 (2-6). Senior Thesis for Individually Structured Major.

Graduate Courses

ARS 5000-3. Multimedia Applications in Foreign/Second Language Education. Same as ARSC 4000.

ARS 5010-3. Environmental and Natural Resources Policy. Focuses on the integration of disciplinary perspectives in the formation and appraisal of public policy dealing with the use, protection of natural resources and the environment. Research emphasis: specific topic varies. Required for the environmental policy certificate. Prereq.: instructor consent. Same as ARSC 7010.


ARS 5090-3. Graduate Seminar in Feminist Theory. Begins with a reconsideration of contemporary Anglophone feminist theory, then focuses primarily on the debates of the last 25 years. Discusses how gender should be understood and how it intersects with our understandings of class, race, ethnicity, sexuality, and knowledge. Prereq.: instructor consent.

ARS 7010-3. Environmental and Natural Resources Policy. Same as ARSC 5010.


Asian Studies

ASIA 1000-4. Introduction to South and Southeast Asian Civilizations. An interdisciplinary survey of the major cultures and civilizations of South and Southeast Asia from ancient times to the present. Emphasizes cultural developments in the Indian Subcontinent that also influenced Indonesia and mainland Southeast Asia. Required for the Asian Studies major.

ASIA 1840, 2840. 3840, 4840 (1-3). Independent Study.

ASIA 4830-3. Senior Thesis in Asian Studies. Studies an approved East Asia topic, following guidelines established by the program director. Undertaken either as an independent study with an Asian studies faculty member or as part of a seminar course approved by the Asian studies faculty representative in the student's disciplinary option.

Astrophysical and Planetary Sciences

ASTR 1010.4. Introductory Astronomy 1. Introduces principles of modern astronomy for non-science majors; summarizing our present knowledge about the Earth, moon, planets, Sun, and origin of life. Similar to ASTR 1010, but with additional instruction in lab experience. Offers nighttime observing sessions at Sommers-Bausch Observatory. Approved for arts and sciences core curriculum: natural science.

ASTR 1020-3. Introductory Astronomy 2. Introduces principles of modern astronomy for non-science majors; summarizing our present knowledge about the Sun, stars, planets, Sun, and origin of the universe. Prereq.: ASTR 1010 or 1110. Requires nighttime observing sessions at Sommers-Bausch Observatory. Some sessions are at the Fiske Planetarium. Approved for arts and sciences core curriculum: natural science.

ASTR 1030-4. Accelerated Introductory Astronomy 1. Covers principles of modern astronomy summarizing our present knowledge about the Earth, moon, planets, Sun, and origin
of life. Similar to ASTR 1010 but taught at a higher intellectual level including a significant amount of quantitative analysis. Offers night-time observing sessions at Sonoma-Bausch Observatory. Some sessions are at the Fiske Planetarium. Prereq., algebra (MATH 1000, 1010, 1020, 1030, and 1040, or equivalent). Required in ASTR minor. Approved for arts and sciences core curriculum: natural science.

ASTR 1040-4. Accelerated Introductory Astronomy 2. Covers principles of modern astronomy summarizing our present knowledge about the sun, stars, planets, and galaxies. Opportunities to attend night-time observing sessions at Sonoma-Bausch Observatory. Some sessions are at the Fiske Planetarium. Prereq., algebra (MATH 1010 through 1040 or equivalent) and ASTR 1030. Required in ASTR minor. Approved for arts and sciences core curriculum: natural science.

ASTR 1110-3. General Astronomy: The Solar System. Examines principles of modern astronomy for non-science majors, summarizing our present knowledge about the Sun, stars, planets, and the origin of the universe. Similar to ASTR 1050 but taught at a higher intellectual level including a significant amount of quantitative analysis. Offers opportunities to attend night-time observing sessions at Sonoma-Bausch Observatory. Some sessions are at the Fiske Planetarium. Prereq., algebra (MATH 1010 through 1040 or equivalent) and ASTR 1030. Required in ASTR minor. Approved for arts and sciences core curriculum: natural science.

ASTR 1120-3. General Astronomy: Stars and Galaxies. Examines principles of modern astronomy for non-science majors, summarizing our present knowledge about the Sun, stars, and the origin of the universe. ASTR 1110 and 1120 may be taken in either order. Offers opportunities to attend night-time observing sessions at Sonoma-Bausch Observatory. Some sessions are at the Fiske Planetarium. Approved for arts and sciences core curriculum: natural science.

ASTR 2000-3. Ancient Astronomy of the World. Documents the many ways in which observational astronomy and cosmology have been features of ancient cultures. Includes: naked eye astronomy, archaic astronomy, heliocentric concepts, and cosmology. Approved for arts and sciences core curriculum: natural science.

ASTR 2010-3. Modern Cosmology—Origin and Structure of the Universe. A non-mathematical introduction to modern cosmology for non-science majors. Covers: the Big Bang, the age, size, and structure of the universe; and the origin of the elements and stars, galaxies, the solar system, and life. Approved for arts and sciences core curriculum: natural science.

ASTR 2020-3. Introduction to Space Astronomy. Discusses reasons for making astronomical observations, scientific goals, practical requirements for placing instruments in space, policies of starting new programs, and selected missions. Prereq., ASTR 1010 or 1020 or 1110 or 1120. Approved for arts and sciences core curriculum: natural science.

ASTR 2030-3. Black Holes. Black holes are one of the most bizarre phenomena of nature. Course introduces students to the properties of black holes, astronomical evidence for their existence and formation, and modern ideas about space, time, and gravity. Approved for arts and sciences core curriculum: natural science.

ASTR 2840 (1-3). Independent Study. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

ASTR 3060-3. Introduction to Space Exploration. Provides a systems perspective of space exploration for students in all disciplines. Surveys the scientific and technical research that can be accomplished from space, and the engineering principles and tools needed to make that research possible. Prereq., one semester of calculus (MATH 1060, 1070, and 1100, MATH 1300, or APMM 1350) and one year of general physics (PHYS 2100 and 2200, or PHYS 1110 and 1120). Same as ASRN 3060. Approved for arts and sciences core curriculum: natural science.

ASTR 3210-3. Intermediate Astronomy: Solar System. Discusses topics in modern solar-system astronomy. Topics vary but often include: life and evolution of the Sun; the planets and their moons; origins and evolution of the solar system; and space science. Prereq., ASTR 1030 or 1110. Approved for arts and sciences core curriculum: natural science.

ASTR 3220-3. Intermediate Astronomy: Stars and Galaxies. Presents topics in modern astronomy and cosmology outside the solar system. Topics vary but often include: stellar structure, life cycles, galaxies, quasars, and cosmology. Includes a project on a topic of student interest. Prereq., ASTR 1020 or 1120. Approved for arts and sciences core curriculum: natural science.

ASTR 3720-3. Planets and Their Atmospheres. Explores the physics and chemistry of the atmospheres of planets, moons, and their escape from our solar system. Topics include: planets, moons, and comets. Uses recent results of space exploration. Prereq., PHYS 1110 and 1120, and either MATH 1310 and 2300 or APMM 1350 and 1360. Elective for ASTR minor. Same as ATOC 3720.

ASTR 3730-3. Astrophysics I—Stellar and Interstellar. ASTR 3730 and 3830 provide a year-long introduction to physical processes, observations, and current research methods in stellar, interstellar, galactic, and extra-galactic astrophysics, with applications of gravity, radiation processes, spectroscopy, gas dynamics, and plasma physics. Prereq., PHYS 1110 and 1120, and either MATH 1300 and 2300 or APMM 1350 and 1360. Elective for ASTR minor.

ASTR 3740-3. Cosmology and Relativity. Special and general relativity as applied to astrophysics, cosmological models, observational cosmology, experimental cosmology, and the early universe. Prereq., PHYS 1110 and 1120, and either MATH 1300 and 2300 or APMM 1350 and 1360. Elective for ASTR minor.

ASTR 3750-3. Planets, Moons, and Rings. Approaches the physics of planets, emphasizing their surfaces, satellites, and rings. Topics include formation and evolution of planetary surfaces, history of the terrestrial planets, and dynamics of planetary rings. Both ASTR 3720 and ASTR 3750 may be taken for credit in any order. Prereq., PHYS 1110 and 1120, and either MATH 1300 and 2300 or APMM 1350 and 1360. Elective for ASTR minor.

ASTR 3810-3. Extraterrestrial Life. Discusses the scientific basis for the possible existence of extraterrestrial life. Topics include origin and evolution of life on Earth; possibility of life elsewhere in the solar system, including Mars; and the possibility of life on planets around other stars. Prereq., one-year sequence in a physical science. Same as GEOL 1010.

ASTR 3830-3. Astrophysics II—Galactic and Extragalactic. The course provides an introduction to physical processes, observations, and current research methods in stellar, interstellar, galactic, and extragalactic astrophysics, with applications of gravity, radiation processes, spectroscopy, gas dynamics, and plasma physics. Prereq., PHYS 1110 and 1120, calculus (MATH 1300 and 2300 or APMM 1350 and 1360), and ASTR 3730. Elective for ASTR minor.

ASTR 4010-3. Astrophysical Research Seminar. Offers an intensive seminar on the science and methods of astrophysical research. Involves work on theoretical backgrounds and an overview of ongoing research at CU; students work on individual research projects in an area of specialization. Prereq., two semesters of calculus, two semesters of physics, and a major in either math, physics, or engineering.

ASTR 4800-3. Space Science: Practice and Policy. Explores students to current controversies in science that illustrate the scientific method and the process of observation, theory, and scientific policy. Students work on both sides of the issues, which include strategies and spinoffs of space exploration, funding of science, big vs. small science, and scientific heresy and fraud. Prereq., PHYS 1110 and 1220, or ASTR 1010 and 1120, or PHYS 1110 and 1120, or PHYS 2100 and 2200. Approved for the arts and sciences core curriculum: critical thinking.

ASTR 4810-3. Science and Pseudo-Science in Astronomy. Stimulates students to critically distinguish science and pseudo-science in astronomical topics. Discusses current astronomical controversies, as well as pseudo-scientific topics. Prereq., ASTR 1110 and 1120, or ASTR 1010 and 1020, or PHYS 1110 and 1120, or PHYS 2100 and 2200. Approved for the arts and sciences core curriculum: critical thinking.

ASTR 4840 (1-3). Independent Study. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

ASTR 4841 (1-3). Independent Study. May be repeated for a total of 7 credit hours.

ASTR 5000-1. Seminar in Plasma Physics. May be repeated for a total of 4 credit hours. Same as PHYS 5000.

ASTR 5110-3. Internal Processes 1. Explores thermal, mechanical, quantum, and radiative processes in gases and plasmas, emphasizing
spectroscopy, atomic and molecular physics, statistical mechanics, and kinetic theory, with applications to astrophysics, planetary physics, and plasmas. Prereq., undergraduate physics.


ASTR 5250-3. Planetary Aeronomy. Focuses on basic physics of the processes that occur in the upper atmosphere between 80 km and several earth radii. Includes photodissociation, diffusion, and thermal conductivity of the thermosphere. Also covers structure and composition of the D, E, and F regions of the ionosphere, and escape of gases from the exosphere.

ASTR 5300-3. Introduction to Magnetospheres. Introduces solar and stellar winds, and planetary and stellar magnetospheres. Acquaints students with the guiding center theory for particle motion, magnetospheric topology, convection, radiation belts, magnetic storms and substorms, and auroras.

ASTR 5400-3. Introduction to Fluid Dynamics. Same as ATOC 5400.

ASTR 5410-3. Fluid Instabilities and Waves. Involves linear and nonlinear analyses of small-scale waves and instabilities in stratified fluids, with effects of rotation. Studies internal gravity and acoustic waves with terrestrial, planetary, and astrophysical applications. Also studies thermal and double-diffusive convection, homogeneous and stratified shear flow instabilities. Examines these topics from the onset of small amplitude disturbances to their nonlinear development and equilibration. Prereq., ASTR 5400 or ASTR 5060. Same as ASTR 5410.

ASTR 5540-3. Mathematical Methods. Presents an applied mathematics course designed to provide the necessary analytical and numerical background for courses in astrophysics, plasma physics, fluid dynamics, electromagnetism, and radiation transfer. Topics include integration techniques, linear and nonlinear differential equations, WKB and Fourier transform methods, adiabatic invariants, partial differential equations, integral equations, and integrodifferential equations. Draws illustrative examples from the areas of physics listed above. Same as ASTR 5540.

ASTR 5560-3. Radiative Processes in Planetary Atmospheres. Applies radiative transfer theory to problems in planetary atmospheres, with primary emphasis on the Earth's atmosphere; principles of atomic and molecular spectroscopy; infrared broad representation; absorption and emission of atmospheric gases; radiation flux and flux divergence computations; radiative transfer and fluid motions; additional applications such as the greenhouse effect and inversion methods and climate models. Same as ASTR 5560. Prereq., ASTR 5110 or instructor consent.


ASTR 5720-3. Galaxies. Highlights the classification, structure, content, dynamics, and other observational properties of galaxies, active galaxies, and clusters of galaxies. Discusses Hubble's Law, the cosmic distance scale, and the intergalactic medium. Prereq., undergraduate physics.


ASTR 5740-3. Interstellar Astrophysics. Highlights structure, dynamics, and "ecology" of the interstellar medium, stressing the physical mechanisms that govern the thermal, ionization, and dynamic state of the gas and dust; observations at all wavelengths: star formation; and relation to external galaxies. Prereq., ASTR 5110 or instructor consent.

ASTR 5750-3. Observational Astronomy. Surveys the tools of observational astronomy, emphasizing practical applications. Topics include telescopes, instruments, detectors, and techniques used from x-ray to radio wave lengths and error analysis and data reduction techniques. Emphasis on the Sommert-Bauch Observatory telescope, CCD, and image processing facility. Prereq., senior-level undergraduate physics or instructor consent.

ASTR 5760-3. Astrophysical Instrumentation. Covers the fundamentals underlying the design, construction, and use of instrumentation used for astrophysical research ranging from radio-wavelengths to gamma rays. Topics include Fourier transforms and their applications, optical design concepts, incoherent and coherent signal detection, electronics and applications, and signal acquisition and processing. Prereq., undergraduate physics.

ASTR 5770-3. Cosmology. Studies the smooth universe, including Friedmann-Reberboum-Walker metric, Friedmann equations, cosmological parameters, inflation, primordial nucleosynthesis, recombination, and cosmic microwave background. Also studies the lumpy universe, including linear growth of fluctuations, power spectra of CMB and galaxies, dark matter, and large scale flows. Covers galaxy formation and intergalactic medium. Prereq., undergraduate physics.

ASTR 5800-3. Planetary Surfaces and Interiors. Examines processes operating on the surface of solid planets and in their interiors. Emphasizes spacecraft observations, their interpretation, the relationship to similar processes on Earth, the relationship between planetary surfaces and interiors, and the integrated geologic histories of the terrestrial planets and satellites. Same as GEOG 5800. Prereq., undergraduate physics.


ASTR 5830-3. Topics in Planetary Science. Examines current topics in planetary science, based on recent discoveries, spacecraft observations, and other developments. Focuses on a specific topic each time the course is offered, such as Mars, Venus, Galilean satellites, exobiology, comets, and extrasolar planets. May be taken twice for credit. Prereq., undergraduate physics. Same as ASTR 5830 and GEOG 5830.

ASTR 5835-1. Seminar in Planetary Science. Studies current research on a topic in planetary science. Students and faculty give presentations. Subjects vary each semester. May be repeated for a total of 4 credit hours to meet candidacy requirements. Prereq., graduate standing or instructor consent.

ASTR 5920 (1-6). Reading and Research in Astrophysical and Planetary Sciences. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

ASTR 6000-1. Seminar in Astrophysics. Studies current research and research literature on an astrophysical topic. Students and faculty give presentations. Subjects vary each semester. May be repeated for a total of 4 credit hours to meet candidacy requirements. Prereq., graduate standing or instructor consent.

ASTR 6010-1. Seminar in Astrophysics. Offers a graduate seminar on a research topic related to a semester's core astrophysics course. Explores research literature. May be repeated with ASTR 6000 for a total of 4 credit hours to meet candidacy requirements. Prereq., graduate standing or instructor consent.


ASTR 6610-3. Earth and Planetary Physics 1. Examines mechanics of deformable materials, with applications to earthquake processes. Introduces seismic wave theory. Other topics include
inversion of seismic data for the structure, composition, and state of the interior of the Earth. Same as GEOL 6610 and PHYS 6610.

ASTR 6620-3. Earth and Planetary Physics 2. Covers space and surface geologic techniques as well as potential theory. Other topics are the definition and geophysical interpretation of the geoid and of surface gravity anomalies; isostasy; post-glacial rebound; and tides and the rotation of the Earth. Same as GEOL 6620 and PHYS 6620.

ASTR 6630-3. Earth and Planetary Physics 3. Examines the solar system, emphasizing theories of its origin and meteorites. Highlights distribution of radioactive materials, age dating, heat flow through continents and the ocean floor, internal temperature distribution in the Earth, and mantle convection. Also covers the origin of the oceans and atmosphere. Same as GEOL 6630 and PHYS 6630.

ASTR 6640-3. Introduction to Planetary Science. Provides an overview of the nature of the solar system. Topics include geologic processes and histories of solid planets, planetary chemistry, interiors and atmospheres, outer planets, planetary rings, comets, asteroids, extraterrestrial planets, and formation of the solar system. Preprq., graduate standing in a physical science, and basic undergraduate physics. Same as GEOL 6640.

ASTR 6650 (I-3). Seminar in Geophysics. Advanced seminar studies in geophysical subjects for graduate students. Same as GEOL 6650 and PHYS 6650.

ASTR 6940 (1-3). Master's Degree Candidate. ASTR 6950 (4-6). Master's Thesis.


ASTR 7430-3. Fluid Turbulence and Nonlinear Processes. Topics covered include deterministic models and transition to chaos in fluids; statistical descriptions of small- and large-scale turbulence in planetary and stellar atmospheres; dimensionality and intermittency; and mathematical and physical closure models. Preprq., ASTR 5410 or 7420, and ASTR 5400. Same as ASTR 7430.

ASTR 7500 (1-3). Special Topics in Astrophysical and Planetary Sciences. Acquaints students with current research in astrophysical and planetary sciences. (Topics vary each semester.) May be repeated for a total of 9 credit hours.

ASTR 7920 (1-6). Reading and Research in Astrophysical and Planetary Sciences. May be repeated for a total of 6 credit hours. Preprq., instructor consent.

ASTR 8990-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Atmospheric and Oceanic Sciences

ATOC 1050-3. Weather and the Atmosphere. Introduces principles of modern meteorology for non-science majors, with emphasis on scientific and human issues associated with severe weather events. Includes description, methods of prediction, and impacts of blizzards, hurricanes, thunderstorms, tornadoes, lightning, floods, and wildfires. Approved for arts and sciences core curriculum: natural science.


ATOC 1070-1. Weather and the Atmosphere Laboratory. Optional laboratory for ATOC 1050. Laboratory experiments illustrate fundamentals of meteorology. Covers collection, analysis, and discussion of data related to local weather. Uses computers for retrieval and interpretation of weather data from Colorado and across the U.S. Preprq. or coreq. ATOC 1050 or consent of instructor. Approved for arts and sciences core curriculum: natural science.

ATOC 3180-3. Aviation Meteorology. Familiarizes students with a wide range of atmospheric behavior pertinent to air travel: rudiments of aerodynamics; aircraft stability and control; atmospheric circulation, vertical motion, turbulence, and wind shear; fronts, clouds, and storms. Preprq., ATOC 1050 or equivalent. Approved for arts and sciences core curriculum: natural science.

ATOC 3300-3. Analysis of Climate and Weather Observations. Discusses instruments, techniques, and statistical methods used in atmospheric observations. Covers issues of data accuracy and analysis of weather maps. Provides application to temperature and precipitation records, weather forecasting, and climate change trends. Uses computers to access data sets and process data. Preprq., ATOC 1050 or ATOC 3600/GEOG 3601, or GEOL 1001, and a statistics course. Same as GEOL 3301. Approved for arts and sciences core curriculum: natural science.


ATOC 3600-3. Principles of Climate. Describes the basic components of the climate system: the atmosphere, ocean, cryosphere, and lithosphere. Investigates the basic physical processes that determine climate and link the components of the climate system. Covers the hydrological cycle and its role in climate, climate stability, and global change. Includes forecasting climate and its application and human dimensions. Preprq., one semester calculus or instructor consent. Same as GEOL 3601. Approved for arts and sciences core curriculum: natural science.

ATOC 3720-3. Planets and Their Atmospheres. Covers the physics and chemistry of the atmospheres of Mars, Venus, Jupiter, Saturn, and Titan; the evolution of the atmospheres of Earth, Venus, and Mars; the escape of gases from the Galilean satellites, Titan, and Mars; the orbital characteristics of planets, moons, and comets; and recent results of space exploration. Preprq., one year of physics and one year of calculus. Same as ASTR 3720.

ATOC 4100-3. Modeling the Environment and Climate. Examines models of the environment and climate, including climate change. Construction of simple climate and environmental models from first principles. These models are used to examine the interrelationships that exist within the climate and the environment and to test hypotheses and theories related to climate and environmental change. Preprq., one year of calculus and physics; ATOC 1050 and 1060, or ATOC 3600, or equivalent. Same as ASTR 5100.

ATOC 4710-3. Atmospheric Physics. Structure and physical processes occurring in the Earth's atmosphere. Thermodynamics and stability of moist air, cloud physics, precipitation, and thunderstorms, solar and thermal radiation; the global energy balance; and effects of clouds, aerosols, and greenhouse gases on the climate. Preprq., one year of calculus and one year of physics with calculus. Same as ASTR 5710.


ATOC 5000-3. Critical Issues in Climate and the Environment. Discusses current issues such as ozone depletion, global warming, and air quality for graduate students in nonscience fields. Provides the scientific background necessary to understand, follow scientific developments, and critically evaluate these issues.

ATOC 5050-3. Physical Processes in Atmospheres and Oceans. Atmospheric thermodynamics, hydrodynamics, cloud and radiative processes, and chemical cycles. Elementary dynamics with application to the earth and
planetary atmosphere. PAOS graduate core course.

ATOC 5060-3. Dynamics of the Atmosphere. Large-scale motions in a stratified rotating atmosphere. Quasi-geostrophic flow, barotropic and baroclinic instabilities, cyclogenesis, global circulations, and boundary layer processes. Ageostrophic motions, including Kelvin waves, internal gravity waves, and the theory of frontogenesis are also considered. Prereq.: ASTR 5120. PAOS graduate core course.

ATOC 5061-3. Dynamics of Ocean. Theory of the large-scale wind-driven and thermostatic circulations in the oceans. Models of boundary currents, western intensification, ventilation, equatorial surface and undercurrents, ocean waves, and eddies. Prereq: ASTR 5400 or ASTR 5060, or an equivalent course covering basic fluid dynamics. PAOS graduate core course.


ATOC 5151-3. Atmospheric Chemistry. Basic kinetics and photochemistry of atmospheric species. Stratospheric chemistry with emphasis on processes controlling ozone abundance. Thermospheric chemistry focusing on photochemical smog and deposition, oxidation capability of the atmosphere, and global climate change. Prereq. graduate standing or instructor consent. PAOS graduate core course. Same as CHEM 5151.


ATOC 5225-3. Thermodynamics of Atmospheres and Oceans. Examines the thermodynamics of water in the Earth's atmosphere including the formation of clouds and cloud physics and the impact on global climate. The thermodynamics of clouds and sea ice are also examined. Prereq.: ASEN 2023, MCEN 2022, or instructor consent. Same as ASEN 5225. PAOS graduate core course.

ATOC 5235-3. Remote Sensing of Atmospheres and Oceans. Examines fundamentals of radiative transfer, extinction and scattering, and passive remote sensing. Applications of remote sensing to climate and ocean processes. Prereq.: ASTR 5120 or ASTR 5060, or instructor consent. PAOS graduate core course. Same as ASTR 5235.

ATOC 5400-3. Introduction to Fluid Dynamics. Covers governing equations of fluid motion relevant to meteorology, and stellar atmospheres, effects of rotation and viscosity, and scale analysis. Includes vorticity dynamics, boundary layers, and waves. PAOS graduate core course. Same as ASTR 5400.

ATOC 5410-3. Fluid Instabilities and Waves. Prereq.: ASTR 5120, ASTR 5060, or 5400. Same as ASTR 5410.


ATOC 5560-3. Radiative Transfer in Planetary Atmospheres. Application of radiative transfer theory to problems in planetary atmospheres, with primary emphasis on the Earth's atmosphere, principles of atomic and molecular spectroscopy, infrared band representation, absorption and emission of atmospheric gases; radiation flux and flux divergence computations; radiative transfer and fluid motions; additional applications such as the greenhouse effect, inversions, and climate models. Prereq.: ASTR 5110 or ASTR 5050 or instructor consent. PAOS graduate core course. Same as ASTR 5560.

ATOC 5720-3. Atmospheric Dynamics. Same as ASTR 4720.


ATOC 5960-3. Theories of Climate and Climate Variability. Critical review of current theories of climate variability based on analysis of different physical processes affecting climate. Same as GEOG 5961.

ATOC 6020-1. Seminar in Atmospheric and Oceanic Sciences. Studies an area of current research in the atmospheric and oceanic sciences. Students read selected papers from the literature, and then present and participate in discussions. Prereq.: graduate standing or instructor consent.

ATOC 6100-3. Predicting Weather and Climate. The description of the background theory and the procedures used in weather and climate prediction on a variety of space and time scales. Issues discussed include the forecasting of weather on time scales of hours or days, numerical model predictions of El Nino and Indian monsoon variability, predictions of the impact of anthropogenic influence on climate. The course consists of lectures and a weekly laboratory. Prereq.: ASTR 5050 or ASTR 5060 or instructor consent.

ATOC 6940-1. Master's Degree Candidate. ASTR 6950. Master's Thesis (4-6).

ATOC 7430-3. Fluid Turbulence and Nonlinear Processes. Prereqs. ASTR 5400, and either ASTR 5410 or ASTR 7420. Same as ASTR 7430.

ATOC 7590-1. Special Topics in Atmospheric and Oceanic Sciences. Students with current research in atmospheric sciences, oceanic processes, and climate. Topics may vary each semester. May be repeated for a total of 9 credit hours.

ATOC 8990-10. Doctoral Dissertation. All doctoral students must register for a minimum of 3 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Bibliography

BBIL 2000-3. Research Strategies on the Electronic Campus. Critical examination and practical exploration of computer technologies, digital communication, and electronic information systems and services for new students. Restricted to freshmen and sophomores only.


BBIL 3900-1. Independent Library Research I. In-depth library research project. For upper-division students. Arranged with instructor consent.

BBIL 4900-1. Independent Library Research II. In-depth library research project. For upper-division students. Arranged with instructor consent.

Biological Sciences

See Environmental, Population, and Organismic Biology, or Molecular, Cellular, and Developmental Biology.

Central and East European Studies

CRES 1000-3. Introduction to Central and East European Studies. Examines major themes in the history of Russia and East-Central Europe since the early modern era, introduces the literature and arts of the region, and presents current political, social, and economic issues. Same as HIST 1002. Approved for arts and sciences core curriculum: historical context.

Chemistry and Biochemistry

CHEM 1011-3. Environmental Chemistry I. Lec. Introduces basic principles of chemistry with applications to current environmental issues including toxic chemicals, air and water pollution, energy sources and their environmental impact, and climate change resulting from the greenhouse effect. No credit given for CHEM 1011 if students already have credit in any chemistry course numbered 1051 or higher. Approved for arts and sciences core curriculum: natural science.

CHEM 1021-4. Introductory Chemistry. Lec., rec., and lab. For students with no high school chemistry or a very weak chemistry background. Remedies a natural science deficit in RAAP and prepares students for CHEM 1111. CHEM 1021 does not count toward fulfillment of the natural science core requirement. No credit is given for CHEM 1021 if students already have credit for any other college-level chemistry course. Prereq., one year of high school algebra or equivalent enrollment in math modules MATH 1000, 1010, and 1029.

CHEM 1031-4. Environmental Chemistry II. Lec. and lab. Applications of chemical principles to current environmental issues including acid rain, atmospheric ozone depletion, the Antarctic ozone hole, solar energy conversion and fuel cells, and the environmental consequences of nuclear war. Laboratory experience is
CHEM 4411-3. Physical Chemistry with Biochemistry Applications 1. Lect. Introduces thermodynamics and kinetics, emphasizing macromolecular and biochemical applications. Includes thermodynamics, chemical and physical equilibria, solution chemistry, transport properties, multiple site binding phenomena, and the rates of chemical and biochemical reactions. prerequisite to CHEM 4511. Designed for biochemistry and biology majors. Prereq.: CHEM 3311 or 3551, MATH 2400 or APPM 2350, and PHYS 1110 or 2010. Coreq. or coreq., PHYS 1120 or 2020, or instructor consent. Same as CHEM 4511. Students may receive credit for only one of CHEM 4411, 4511, and 4541.

CHEM 4431-3. Physical Chemistry with Biochemistry Applications 2. Lect. Principles of physical chemistry (second semester) for students in the biological sciences. Topics include quantum mechanics, chemical bonds, principles of spectroscopy, statistical mechanics, and transport processes with application to biological systems. Mathematical background (integral and differential calculus including partial differentiation) required. Prereq., CHEM 4411 or 4511, and MATH 2400 or APPM 2350, and PHYS 1120 or 2020. Students may receive credit for only one of CHEM 4431, 4531, and 4541.

CHEM 4511-3. Physical Chemistry 1. Lect. Physical thermodynamics and kinetics. Includes study of laws of thermodynamics, thermochemical entrophy, free energy, chemical potential, chemical equilibria, and the rates and mechanisms of chemical reactions. Prereq., CHEM 3311 or 3551, MATH 2400 or APPM 2350, and PHYS 1110, or instructor consent. Coreq., PHYS 1120. Students may receive credit for only one of CHEM 4511, 4411, and 4541.

CHEM 4531-3. Physical Chemistry 2. Lect. Introduces the quantum theory of atoms, molecules and chemical bonding, and statistical thermodynamics. Includes principles of quantum mechanics and their application to atomic structure, molecular spectroscopy, symmetry properties, and the determination of molecular structure. Also includes principles of statistical mechanics and their applications to properties of gases, liquids, and solids. Prereq., CHEM 4511 or 4411 and PHYS 1120 or 2020. Students may receive credit for only one of CHEM 4531, 4431, and 4541.

CHEM 4541-2. Physical Chemistry Laboratory. One lect. and one three-hour lab per week. Instruction in experimental techniques of modern physical chemistry emphasizing experiments illustrating fundamental principles of chemical thermodynamics, quantum chemistry, statistical mechanics, and chemical kinetics. Prereq., CHEM 4411 or 4511 or equivalent course in thermodynamics. Not open to chemistry majors.

CHEM 4551-3. Advanced Physical Chemistry. Lect. Selected topics in advanced physical chemistry intended for students planning to go to graduate school in chemistry or to work in the physical chemistry area. Covers topics such as molecular spectroscopy, quantum chemical calculations of electronic structures of molecules, transition state theory, chemical dynamics, laser and photochemistry, and condensed phase and surface chemistry. Prereq., CHEM 4411 or 4531.

CHEM 4561-3. Experimental Physical Chemistry. One lect. and two three-hour labs per week. Instruction in experimental techniques of modern physical chemistry, emphasizing experiments illustrating fundamental principles of chemical thermodynamics, quantum chemistry, statistical mechanics, and chemical kinetics. Prereq., CHEM 4411 or 4511 or equivalent course in thermodynamics. Prereq. or coreq., CHEM 4431 or 4531.

CHEM 4711-3. General Biochemistry 1. Lect. Topics include structure, conformation, and properties of proteins, nucleic acids, carbohydrates, and membranes; enzyme mechanisms, kinetics, and regulation; intermediary metabolism, energetic and metabolic control; electron transport and oxidative phosphorylation. Prereq., CHEM 3531 or CHEM 3571. Same as CHEM 5711.

CHEM 4731-3. General Biochemistry 2. Lect. Continuation of CHEM 4711. Metabolism of carbohydrates, lipids, amino acids, and nucleic acids; photosynthesis; biochemistry and function of macromolecules including DNA, RNA, and proteins; biochemistry of subcellular systems; and special topics. Prereq., CHEM 4711. Same as CHEM 5731.

CHEM 4761-4. Biochemistry Laboratory. Two five-hour periods per week. The first hour of each period is lecture; the remainder is laboratory. Introduces modern biochemical techniques. Topics include enzymology, spectroscopy, electrophoresis, affinity chromatography, radiotracers, recombinant DNA, and molecular cloning. Prereq., CHEM 4711; CHEM 4731 or MCB 3500 highly recommended. Approved for arts and sciences core curriculum: critical thinking.

CHEM 4901 (1-6). Independent Study in Chemistry and Biochemistry. For undergraduates. May be repeated for a total of 8 credit hours. Prereq., instructor consent.


CHEM 5151-3. Atmospheric Chemistry. Lect. Basic kinetics and photochemistry of atmospheric species. Stratospheric chemistry with emphasis on processes controlling ozone abundance. Tropospheric chemistry focusing on photochemical smog and deposition, oxidative capacity of the atmosphere, and global climate change. Prereq., graduate standing or instructor consent. Same as ATOC 5151.

CHEM 5161-3. Analytical Spectroscopy. Lect. Special topics in spectrochemical analysis, including atomic and molecular spectroscopy, laser analytical methods, electron spectroscopy, surface analytical methods, and their applications to environmental, atmospheric, and bioanalytical problems. Prereq., undergraduate physical chemistry or instructor consent.

CHEM 5171-3. Electroanalytical Chemistry. Lect. Establishes a background for understanding electrochemical systems through a review of the relevant thermodynamic, kinetic, and electronic principles. Compares classical and modern electrochemical methods of analysis. Several special topics are discussed in depth. Prereq., undergraduate physical chemistry or instructor consent.


CHEM 5191-3. Chemistry and Biochemistry of the Biosphere. Lect. Same as CHEM 4191. Not open to undergraduates. Prereq., CHEM 3311/3331 or CHEM 3531/3571, or instructor consent. Biochemistry or inorganic chemistry strongly recommended.


CHEM 5411-3. Physical Chemistry with Biochemistry Applications 1. Lect. Introduces thermodynamics and kinetics, emphasizing macromolecules and biochemical applications. Intended for biology graduate students. Not open to students in chemistry or other physical sciences. Prereq., three semesters of calculus, one year of physics, and instructor consent or graduate standing. Same as CHEM 4411. Students may receive credit for only one of CHEM 5411, 4411, and 4511.

CHEM 5431-3. Physical Chemistry with Biochemistry Applications 2. Lect. Principles of physical chemistry (second semester) for graduate students in biology. Not open to students in chemistry or the physical sciences. Prereq., graduate standing and CHEM 4411, or instructor consent. Same as CHEM 4431. Students may receive credit for only one of CHEM 5431, 4431, and 4531.

CHEM 5541-3. Chemical Dynamics. Lect. Discussion of mechanism and rate of chemical reactions from a fundamental point of view. Discusses nature of collision and development of concepts of cross section and rate constant. Theories of elementary bimolecular and decay processes are critically examined. Prereq., undergraduate physical chemistry.

CHEM 5551-3. Mathematical Methods of Chemistry. Lect. Develops and applies a variety of mathematical techniques important in physical chemistry. Topics include complex analysis, ordinary and partial differential equations, integral transforms, and some numerical analysis. Prereq., undergraduate physical chemistry.


CHEM 5581-3. Introductory Quantum Chemistry. Lect. Basic principles and techniques of quantum mechanics and applications to questions of chemical interest. Quantum dynamics of atoms, molecules, and spin; electronic structure of atoms and molecules. Prereq., two semesters of physical chemistry and graduate standing or instructor consent.

CHEM 5591-3. Advanced Molecular Spectroscopy. Lect. Rotational, vibrational, and electronic spectra of molecules, and their interpretation in terms of the quantum theory of molecular structure. Prereq., two semesters of physical chemistry and graduate standing or instructor consent.


CHEM 5731-3. General Biochemistry 2. Same lectures as CHEM 4731. Course work includes library studies and report preparations. Not open to undergraduates. Prereq., CHEM 5711 and graduate standing, or instructor consent.

CHEM 5771-5. Advanced General Biochemistry 1. Lect. In-depth analysis of DNA structure and replication, RNA synthesis and processing, protein synthesis, enzyme function and mechanism, protein structure, protein dynamics, and physical chemistry of macromolecules. Intended as a comprehensive treatment of areas central to modern biochemistry for entering graduate students. Prereq., CHEM 4731 or equivalent, and graduate standing, or instructor consent.

CHEM 5781-5. Advanced General Biochemistry 2. Lect. Detailed consideration of contemporary topics in biochemistry, including protein structure (primary, secondary, tertiary, and quaternary), methods of structure determination and prediction, protein folding (kinetics, thermodynamics, denaturation, and renaturation), and protein dynamics (internal motions and methods of analysis). Prereq., CHEM 5771 or instructor consent.

CHEM 6001-1. Seminar: Inorganic Chemistry. Students, faculty, and guest presentations and discussions of current research in inorganic chemistry and related topics (transition elements and main group element compound properties, inorganic compound in biological, industrial, and materials applications). Required of all inorganic chemistry graduate students. Credit deferred until presentation of satisfactory seminar. Prereq., graduate standing or instructor consent.

CHEM 6021 (1-3). Special Topics in Inorganic Chemistry. Lect. Subjects of current interest in inorganic chemistry. Primarily used for graduate-level presentations of special topics by visiting and resident faculty. Variable class schedule. May be repeated for a total of 7 credit hours. Prereq., graduate standing or instructor consent.

CHEM 6101-1. Seminar: Analytical Chemistry. Students, faculty, and guest presentations and discussions of current research in analytical chemistry. Required of all analytical chemistry graduate students. Credit deferred until presentation of satisfactory seminar. Prereq., graduate standing or instructor consent.

CHEM 6111 (1-3). Special Topics in Analytical Chemistry. Lect. Subjects of current interest in analytical chemistry. Used for graduate-level presentations of special topics by visiting and resident faculty. Variable class schedule. May be repeated for a total of 7 credit hours. Prereq., graduate standing or instructor consent.

CHEM 6301-1. Seminar in Organic Chemistry. Discussions principally concerned with recent literature in organic chemistry. Required of all organic chemistry graduate students. Prereq., graduate standing or instructor consent.

CHEM 6311(1-3). Special Topics in Synthetic Organic Chemistry. Selected topics in synthetic organic chemistry, encompassing both methods and/or total synthesis of complex molecules. Prereq., CHEM 5311 and graduate standing, or instructor consent.

CHEM 6321 (1-3). Special Topics in Physical Organic Chemistry. Selected topics in physical organic chemistry, which may include photochemistry, carbene chemistry, free radical chemistry, molecular orbital methods, organic materials, or gas phase ion chemistry. Prereq., CHEM 5321 and graduate standing, or instructor consent.

CHEM 6331 (1-3). Special Topics in Bioorganic Chemistry. Selected topics in bioorganic chemistry, which may include molecular synthesis, gene cloning techniques, aspects of enzymology in organic chemistry, photobiology, biodynamics, or the use of catalytic antibodies in organic chemistry. Prereq., CHEM 5321 and graduate standing, or instructor consent.

CHEM 6341-1. Open Topics in Organic Chemistry. Diverse topics in organic chemistry as presented by distinguished experts in the field of organic chemistry. Required of all organic chemistry graduate students. Prereq., CHEM 5311 and 5321 and graduate standing, or instructor consent.

CHEM 6411 (1-3). Advanced Topics in Physical Chemistry. May be repeated for a total of 7 credit hours. Prereq., graduate standing or instructor consent.

CHEM 6601-1. Biochemistry Seminar. Required of all biochemistry graduate students. Credit is deferred until presentation of satisfactory seminar. Prereq., graduate standing or instructor consent.

CHEM 6711, 6731 (3-6). Advanced Topics in Biochemistry. Detailed study of current literature relative to one main topic is undertaken each semester. Topics covered on a rotating basis include enzyme kinetics and mechanisms, lipids and lipoproteins, chemistry and enzymology of nucleic acids, biochemistry of nucleic acids in eukaryotic cells, and protein chemistry. Presentations include faculty lectures and student reports. Credit for one semester is 3 hours. May be repeated for a total of 12 hours credit. Prereq., one year of biochemistry courses, graduate standing, and instructor consent.

CHEM 6801-0. Departmental Research Seminar. Lectures by visiting scientists and occasionally by staff members and graduate students on topics of current research. Meets once a week and is required for all graduate students in chemistry. Prereq., graduate standing or instructor consent.

CHEM 6901 (1-6). Special Topics in Chemistry. May be repeated for a total of 30 credit hours. Prereq., graduate standing or instructor consent.


CHEM 7011-2. Seminar: Synthetic Chemistry of Nonmetallic Compounds. Informal talks and discussion of current research in areas of synthetic and structural nonmetallic inorganic chemistry. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7021-2. Seminar: Structural Inorganic Chemistry. Current research in the area of structural inorganic chemistry. Concerned topics related to electronic and molecular structure of transition metal complexes. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7031-2. Seminar: Synthetic Chemistry of Transition Metal Compounds. Involves study of organometallic and coordination compounds with special emphasis on methods of synthesis, characterization techniques, and reactivity studies. Students are directed toward the synthesis and mechanistic understanding of homogeneous catalysis. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7051-1. Seminar: Chemistry of Materials. Seminar in inorganic chemistry concerned with advanced materials design, synthesis, and
CHEM 7261-1. Seminar: Organometallic Chemistry. Specialized aspects of synthesis of organometallic reagents and their utility in organic synthesis. Emphasizes current research results being obtained both at the University of Colorado and from other research groups. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7271-1. Seminar: Pseudosecond Dynamics of Reactions. Includes development and application of pseudosecond laser spectroscopy to organic and organometallic reactions. Emphasizes relationship between current theoretical developments and experiments. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7291-1. Seminar: Physical Organic Chemistry. Modern experimental techniques and theoretical models in physical organic chemistry are discussed in relation to the development of new materials, such as molecular size "tanker-toys" to the development of novel photochemical systems and their spectroscopies. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7301-1. Seminar: Synthetic and Mechanistic Chemistry. Discusses particularly the synthesis of complex organic molecules and the mechanism of re-agents used in organic synthesis. Includes a study of transition metal mediated organic reactions. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7421-2. Seminar: Nuclear Chemistry. Topics in nuclear chemistry emphasizing fundamental aspects of nuclear structure and reactions. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7431-1. Seminar: Topics in Theoretical Chemical Physics. Seminar presented on a variety of topics in theoretical chemical physics. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7441-2. Research Seminar: Theoretical Chemistry. Seminar presented on a variety of topics in theoretical chemical physics. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7451-2. Seminar: Reaction Dynamics. Topics in reaction dynamics, photochemistry, and photochemistry of molecules and their interactions with light. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

CHEM 7651-2. Seminar: Environmental Biochemistry. Topics in various aspects of current biochemical and environmental research. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 7681-1. Seminar: Molecular Genetics of Signaling in Yeast. The course is a seminar in molecular and genetic analysis of signaling pathways and their interaction with protein-coding pathways in the yeast Saccharomyces cerevisiae. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 7691-1. Seminar: Protein Dynamics and the Mechanism of Sensory Proteins. Discusses recent results and current literature in the area of the mechanism of sensory proteins, internal motions of proteins, and protein folding. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 7701-1. Seminar: Enzyme Mechanisms and Kinetics. Studies experimental approaches to understand the mechanisms of enzymatic catalysis. Techniques include steady-state and pre-steady-state kinetics, isoform trapping, and inhibition by substrate analogues, and covalent modification of proteins. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 7711-1. Seminar: Analysis of Intracellular Transport. Survey of genetic and biochemical approaches to the study of intracellular transport. Topics include protein translocation, vesicular transport between organelles, specific retention of organelle-resident proteins, and sorting of proteins during transport. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 7731-1. Seminar: Structure and Function of Proteins and Nucleic Acids. Covers protein and nucleic acid structure, emphasizing crystallization macromolecules and structure determination by X-ray crystallography. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 7741-1. Seminar: Signal Transduction and Protein Phosphorylation. Devoted to experimental methods for understanding mechanisms of signal transduction in mammalian cells through pathways involving regulation of protein phosphorylation. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 7751-1. Seminar: Protein Structure and Folding. Studies structure and folding of proteins and protein complexes using physical methods, including nuclear magnetic resonance (NMR), circular dichroism, and fluorescence spectroscopy. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 7761-1. Seminar: Eukaryotic Transcriptional Regulation. The regulation of transcription by RNA polymerase II from human promoters. May be repeated for a total of 7 credit hours. Preeq., instructor consent.

CHEM 8991-1-10. Doctoral Dissertation. All doctoral students must register for 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Classics

General Classics

No Greek or Latin Required

CLAS 1010-3. The Study of Words. Studies English words of Latin and Greek origin, focusing on etymological meaning by analysis of component parts (prefixes, bases, suffixes) and on the ways in which words have changed and developed semantically.

CLAS 1100-3. Greek Mythology. Covers the Greek myths as doctines of early human religious experience and imagination, the source of Greek culture, and part of the fabric of Western cultural tradition. Of particular interest to students of literature and the arts, psychology, anthropology, and history. Approved for arts and sciences core curriculum: literature and the arts.

CLAS 1110-3. Masterpieces of Greek Literature in Translation. Surveys Greek authors whose works have most influenced Western thought: Homer, Aeschylus, Sophocles, Euripides, Aristophanes, and Plato. Approved for arts and sciences core curriculum: literature and the arts.

CLAS 1120-3. Masterpieces of Roman Literature in Translation. Surveys ideas and culture of the Romans through a study of representative literature: comedy, tragedy, history, philosophy, oratory, the novel, lyric, epic, and didactic poetry. Approved for arts and sciences core curriculum: literature and the arts.

CLAS 1140-3. Roman Civilization. Surveys the outstanding achievements of Roman culture as reflected in literature, philosophy, and art, private and official religion, and political thought. Approved for arts and sciences core curriculum: historical context.

CLAS 2020-3. Science in the Ancient World. Covers the development of scientific modes of thought, theory, and research from mythological origins (e.g., Heliodorus' poetry) through pre-Socratic philosophers. Culminates in theories and research of Plato and Aristotle, including the Roman Empire. Students read original sources in translation. Approved for arts and sciences core curriculum: natural science.

CLAS 2100-3. Women in Ancient Greece. Examines evidence of art, archaeology, and literature of Greek antiquity from a contemporary feminist point of view. Focuses on women's roles in art, literature, and daily life. Same as WMST 2100. Approved for arts and sciences core curriculum: cultural and gender diversity.

CLAS 2110-3. Women in Ancient Rome. Uses art, archaeology, and literature to study, from a contemporary feminist point of view, the status of women in works of Roman art and literature, the development of attitudes expressed toward them, and their daily life. Same as WMST 2110. Approved for arts and sciences core curriculum: cultural and gender diversity.

CLAS 2610-3. Paganism to Christianity. Offers a cultural history of Greek and Roman religion. Students read ancient texts in translation and use evidence from archaeology to reconstruct the shift from paganism to Christianity in antiquity. Same as PHIL 2610. Approved for arts and sciences core curriculum: ideals and values.

CLAS 2840-1-3. Independent Study. May be repeated for a total of 7 credit hours.

CLAS 3330-3. Ancient Athletics. Examines the role of athletics and recreation in Classical Greece, Rome, and the Roman Empire (especially Constantinople) with special emphasis upon religious and political significance (e.g., of the Olympic Games) and philosophical speculations on athletics by Plato, Aristotle, and others.

CLAS 4110-3. Greek and Roman Epic. Students read in English translation the major epics of Greek-Roman antiquity such as the Iliad, Odyssey, Argonautica, Aris, and Metamorphoses. Topics discussed may include the nature of classical epic, its relation to the novel, and its legacy. Same as CLAS 5110. Approved for arts and sciences core curriculum: literature and the arts.


CLAS 4840-1-3. Independent Study. May be repeated for a total of 7 credit hours.

CLAS 5110-3. Greek and Roman Epic. Same as CLAS 4110.

CLAS 5120-3. Greek and Roman Tragedy. Same as CLAS 4120.

CLAS 5130-3. Greek and Roman Comedy. Same as CLAS 4130.

CLAS 5800-3. Philosophy of Plato. Same as PHIL 5800.

CLAS 5810-3. Philosophy of Aristotle. Same as PHIL 5810.

CLAS 5840-1-3. Graduate Independent Study. May be repeated for a total of 7 credit hours.

CLAS 6940-1-3. Master's Degree Candidate.

CLAS 7840-1-3. Graduate Independent Study. May be repeated for a total of 7 credit hours.

Ancient History

CLAS 1051-3. The World of the Ancient Greeks. Presents a survey of the emergence, the major accomplishments, the failures, and the decline of the ancient Greeks, from the Bronze Age civilizations of the Minoans and Mycenaeans through the Hellenistic Age (c. 2,000-30 B.C.). Same as HIST 1051. Approved for arts and sciences core curriculum: historical context.

CLAS 1061-3. The Rise and Fall of Ancient Rome. Presents a survey of the rise of ancient Rome in the eighth century B.C. to its "fall" in the fifth century A.D. Emphasizes political institutions, foreign policy, leading personalities, and unique cultural accomplishments. Same as HIST 1061. Approved for arts and sciences core curriculum: historical context.

CLAS 4021-3. Athens and Greek Democracy. Studies Greek history from 800 B.C. (the rise of
the city-state) to 323 B.C. (the death of Alexander the Great). Emphasizes the development of democracy in Athens. Readings are in the primary sources. Same as CLAS 5021 and HIST 4021.

CLAS 4031-3. Alexander and the Hellenistic World. Focuses first on the careers of Philip of Macedon and his son Alexander and second on the Hellenistic Age, especially its culture, from Alexander’s death (323 B.C.) to the defeat of Cleopatra and Antony by Octavian in 31 B.C. Same as CLAS 5031 and HIST 4031.

CLAS 4041-3. Classical Greek Political Thought. Studies main representatives of political philosophy in antiquity (Plato, Aristotle, Cicero) and of the most important concepts and values of ancient political thought. Same as CLAS 5041, HIST 4041, PHIL 4210, and FSCI 6094. Prereq.: for classics or history: CLAS/HIST 1051 or 1061, or HIST 1010; for philosophy: PHIL 3000; for political science: FSCI 2004.

CLAS 4051-3. Greek Constitutional History. Studies primarily Athenian constitutional and legal history with some consideration given to other Greek states. Same as CLAS 5051.

CLAS 4061-3. The Twilight of Antiquity. Same as HIST 4061.

CLAS 4081-3. The Roman Republic. Studies the Roman Republic from its foundation in 753 B.C. to its conclusion with the career of Augustus. Emphasizes the development of Roman republican government. Readings are in the primary sources. Same as CLAS 5081 and HIST 4081.

CLAS 4091-3. The Roman Empire. Intense survey of Imperial Rome from the Roman revolution to the passing of centralized political authority in the western Mediterranean. Emphasizes life, letters, and personalities of the empire. Same as CLAS 5091 and HIST 4091.

CLAS 4761-3. Roman Law. Studies the constitutional and legal history of ancient Rome, emphasizing basic legal concepts and comparisons with American law. Same as CLAS 5761 and HIST 4761.

CLAS 5021-3. Athens and Greek Democracy. Same as CLAS 4021.

CLAS 5031-3. Alexander and the Hellenistic World. Same as CLAS 4031.

CLAS 5041-3. Classical Greek Political Thought. Same as CLAS 4041.

CLAS 5051-3. Greek Constitutional History. Same as CLAS 4051.

CLAS 5081-3. The Roman Republic. Same as CLAS 4081.

CLAS 5091-3. The Roman Empire. Same as CLAS 4091.

CLAS 5761-3. Roman Law. Same as CLAS 4761 and HIST 5761.


Classical Philology

CLAS 6952 (1-6). Master’s Thesis.

CLAS 7012-3. Graduate Seminar. Topic to be specified in the Registration Handbook and Schedule of Courses. May be repeated for a total of 9 credit hours for different topics. Prereq.: graduate standing (M.A. or Ph.D. students only).

CLAS 8992 (2-10). Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Greek

Students will not receive credit for a lower level course in foreign language instruction taken after credit has been given for a higher level course in the same language sequence. For example, students will not receive credit for CLAS 1013 if it is taken after they have passed CLAS 1023.

CLAS 1013-4. Beginning Classical Greek 1. For students with no previous knowledge of Greek. Introduces basic grammar and vocabulary. Same as CLAS 1013 or equivalent.

CLAS 1113-3. Intermediate Classical Greek 1. Reading of selected prose texts of authors such as Plato, Xenophon, Lysias, and selections from the Greek New Testament. Incorporates review of grammar. Prereq.: CLAS 1013 and 1023 or equivalent.

CLAS 1123-3. Intermediate Classical Greek 2. Reading of a Greek tragedy with attention to literary form and context as well as advanced grammar and syntax.

CLAS 1131-3. Topics in Greek Prose. Author or topic to be specified in Registration Handbook and Schedule of Courses (e.g., Thucydides, Herodotus, Plato, Aristotle, Antic Orators). May be repeated for a total of 9 credit hours for different topics. Same as CLAS 5101.

CLAS 4012-3. Topics in Greek Poetry. Author or topic to be specified in Registration Handbook and Schedule of Courses (e.g., Homer, Hesiod, Lyric Poetry, Tragedy, Comedy). May be repeated for a total of 9 credit hours for different topics. Same as CLAS 5012.

CLAS 4843 (1-3). Independent Study. May be repeated for a total of 7 credit hours.

CLAS 5012-3. Topics in Greek Prose. Same as CLAS 4012. May be repeated for a total of 9 credit hours.

CLAS 5023-3. Topics in Greek Poetry. Same as CLAS 4023. May be repeated for a total of 9 credit hours.

CLAS 5033-3. Greek Prose Composition. Same as CLAS 4033. May be repeated for a total of 9 credit hours.

CLAS 5043-3. Greek Poetry Composition. Same as CLAS 4043. May be repeated for a total of 9 credit hours.

CLAS 5053-3. Greek Prose Composition. Same as CLAS 4053. May be repeated for a total of 9 credit hours.

CLAS 5063-3. Greek Poetry Composition. Same as CLAS 4063. May be repeated for a total of 9 credit hours.

Latin

Students will not receive credit for a lower level course in foreign language instruction taken after credit has been given for a higher level course in the same language sequence. For example, students will not receive credit for CLAS 1014 if it is taken after they have passed CLAS 2114.

CLAS 1014-4. Beginning Latin 1. For students with no previous knowledge of Latin. Introduces basic grammar and vocabulary.

CLAS 1024-4. Beginning Latin 2. Completes the presentation of grammar and introduces reading of literature. For students with previous experience of Latin the course incorporates review of fundamentals. Prereq.: CLAS 1014 or equivalent.

CLAS 2114-4. Intermediate Latin 1. Readings from Caesar and/or Cicero, with review of grammar. Prereq.: CLAS 1024, or equivalent.

CLAS 2124-4. Intermediate Latin 2. Selections from Virgil’s Aeneid with attention to literary form and context as well as advanced grammar and syntax.

CLAS 3014-3. Introduction to Latin Prose. Author or topic to be specified in Registration Handbook and Schedule of Courses (e.g., Cicero, Livy, Pliny). May be repeated for a total of 9 credit hours for different topics.

CLAS 3024-3. Introduction to Poetry. Author or topic to be specified in Registration Handbook and Schedule of Courses (e.g., Virgil, Ovid, Catullus, Horace). May be repeated for a total of 9 credit hours for different topics.

CLAS 4014-3. Topics in Latin Prose. Author or topic to be specified in Registration Handbook and Schedule of Courses (e.g., Roman Historians, Roman Epistolography, Cicero, Roman Novel). Prereq., CLAS 3014 and 3024, or equivalent. Same as CLAS 5014.

CLAS 4024-3. Latin Prose Composition. Reviews grammar and syntax. Introduces Latin prose style and composition. Prereq., CLAS 3014 and 3024, or equivalent. Same as CLAS 5024.

CLAS 4044-3. Topics in Latin Poetry. Author or topic to be specified in Registration Handbook and Schedule of Courses (e.g., Roman elegy, Neoroman Poetry, Lucan, Roman Satire). Prereq., CLAS 3014 and 3024, or equivalent. Same as CLAS 5044.


CLAS 4844 (1-3). Independent Study. May be repeated for a total of 7 credit hours.

CLAS 5014-3. Topics in Latin Prose. Same as CLAS 4014.
CLAS 5024-3. Latin Prose Composition. Same as CLAS 4024.
CLAS 5044-3. Topics in Latin Poetry. Same as CLAS 4044.
CLAS 5404-3. Special Projects: Teaching. Required of master's candidates teaching of Latin; option. Students to prepare classroom-ready materials which are then tested in the students' own classes. Prereq. Fulfillment of the remaining requirements for M.A. (teaching of Latin) or 27 hours of graduate work in classes.
CLAS 5814-3. Accelerated Latin II. Continuation of CLAS 5804. For graduate students.
CLAS 5824-3. Latin Teaching Methods: Open Topics. Same as CLAS 4824.
CLAS 6604-3. Graduate Reading. Author or topic to be specified in the Registration Handbook and Schedule of Classes. May be repeated for a total of 9 credit hours for different topics.
CLAS 6844 (1-3). Graduate Independent Study. May be repeated for a total of 7 credit hours.
CLAS 7614-3. Graduate Seminar in Latin Literature. May be repeated for a total of 7 credit hours.

Honor
CLAS 1105-3. Honors - Greek Mythology.

Art and Archaeology
CLAS 1609-3. Introduction to Greek Art and Archaeology. Discusses the major prehistoric and classical sites in Greece; presents the arts, such as frescoes, pottery, figurines, of each cultural period and discusses related theories and interpretations. Same as FINE 1009. Approved for arts and sciences core curriculum: literature and the arts.
CLAS 1619-3. Introduction to Roman Art and Archaeology. Introduces the major monuments and sites of Rome and the Roman Empire in their historical, social, and geographical contexts. Explores the production and visual messages of Roman buildings, sculpture, painting, mosaic, and urban planning. Same as FINE 1019. Approved for arts and sciences core curriculum: literature and the arts.
CLAS 4649-5. Pre-Classical Art and Archaeology. Greece and Crete from the Neolithic period to the end of the Mycenaean world. Same as CLAS 5049 and FINE 4049.
CLAS 4659-3. Classical Art and Archaeology. Greek art and archaeology from the end of the Mycenaean world through the Hellenistic era. Same as CLAS 5059 and FINE 4059.
CLAS 4679-3. Roman Art and Archaeology. Covers a millennium of development in Roman art and architecture, from the foundation of Rome (753 B.C.) to Constantine (A.D. 306-337). Geographical scope includes far-flung imperial provinces as well as the Italian homeland. Same as CLAS 5079 and FINE 4079.
CLAS 4849 (1-3). Independent Study. May be repeated for a total of 7 credit hours.
CLAS 5049-3. Pre-Classical and Art Archaeology. Same as CLAS 4049 and FINE 4049.
CLAS 5059-3. Classical Art and Archaeology. Same as CLAS 4059 and FINE 4059.
CLAS 5069-3. Prehistoric Greek Art and Archaeology. In-depth study of the Late and Bronze Age Aegeans (ca. 7000-1200 B.C.). Topics selected from architecture, frescoes, pottery, and minor arts. Emphasizes interpretation of materials. Prereq., CLAS 4049 or 4059, or instructor consent. Same as FINE 5069.
CLAS 5079-3. Roman Art and Archaeology. Same as CLAS 4079 and FINE 4079.
CLAS 5089-3. Classical Greek Art. Concentrates on the architecture, sculpture, pottery, and minor arts of the period 500-300 B.C. Regional characteristics and development assessed. Same as FINE 5089.
CLAS 5099-3. Ancient Greek Art. Concentrates on architecture, sculpture, pottery, and minor arts of the period 700-500 B.C. Regional characteristics and development assessed. Prereq., CLAS 4099 or FINE 4099 or instructor consent. Same as FINE 5099.
CLAS 5119-3. Hellenistic Art and Archaeology. Art and archaeology from the period following the death of Alexander the Great (fourth century B.C.) to the conquest of Greece by the Romans (second century B.C.). Prereq., CLAS 5059 or 5099, or instructor consent. Same as FINE 5119.
CLAS 5849 (1-3). Graduate Independent Study. May be repeated for a total of 7 credit hours.
CLAS 7849 (1-3). Graduate Independent Study. May be repeated for a total of 7 credit hours.

Communication
COMM 1300-3. Public Speaking. Covers theory and skills of speaking in various public settings. Treats fundamental principles from rhetorical and communication theory and applies them to oral presentations.
COMM 1600-3. Interaction Skills. Covers basic theories, concepts, and characteristics that underlie face-to-face interactions in interpersonal, small group, and organizational settings. Activities stress the development of both task and relational skills in these settings.
COMM 2210-3. Perspectives on Human Communication. Studies communication in a variety of contexts and applications. Topics include basic concepts and general models of communication, ethics, language and nonverbal communication, personal relationships, group decision making, organizational communication, and impact of technological developments on communication. Approved for arts and sciences core curriculum: contemporary societies.
COMM 2310-3. Principles and Practices of Argumentation. Focuses on principles of argument, the process of critical decision making, and uses and limitations of logic and evidence. Contemporary issues (personal, social, political, or philosophical) are analyzed and debated. Required for majors. Prereq., COMM 1500.
COMM 2400-3. Communication and Society. Seeks to increase students' awareness of the ways in which gender, class (social, race, and social class), and cultural background influence communication behavior and its consequences. Deepens understanding of communication as a social process, making students more sophisticated observers and participants in their own and other cultures. Approved for arts and sciences core curriculum: contemporary societies.
COMM 2500-3. Interpersonal Communication. Focuses on basic processes in face-to-face interaction, including verbal and nonverbal messages, coordination in conversation, messages about self and others, and communication in personal relationships. Emphasizes theory and concepts rather than skills.
COMM 2600-3. Organizational Communication. Provides a communicatively based definition of formal organization and deals with individual-organizational relationships by means of the concept of identification and commitment. Monitors, authority, power, control, and ethics are treated from a rhetorical and empirical perspective.
COMM 3300-3. Rhetorical Foundations of Communication. Introduces humanistic communication concepts from rhetorical theories of contemporary and earlier periods; discusses application of these concepts for communication analysis; and considers the implications of rhetorical practice and analysis for social interaction. Recommended prerequisite, COMM 1300 and 3210.
COMM 3560-3. Rhetorical Criticism: Applies key concepts from rhetorical theory to the analysis of specific speeches, written texts, and social situations within the humanistic tradition. Students read a variety of types of criticism and are encouraged to develop their own strategies for critical analysis. Recommended prerequisite, COMM 3000.
COMM 4000-3. Special Topics. Analyzes special interest areas of communication research and practice. Course format is lecture, discussion, investigative analysis, and practical applications. May be taken twice for credit for different topics.

COMM 4220-3. Senior Seminar: Functions of Communication. Discusses functions of communication across interpersonal, organizational, and public contexts. Reviews current research and theory on topics such as communication and conflict, persuasion, and ethical dimensions of communication practices. May be taken twice for credit on different topics. Recommended preq. COMM 3210 and/or 3300.

COMM 4300-3. Senior Seminar: Rhetoric. Reviews current research and theory on topics such as rhetoric and publics, rhetoric as an interpretive social science, rhetoric of social movements, and political campaigns. May be taken twice for credit on different topics. Recommended preq., COMM 3500.

COMM 4400-3. Senior Seminar: Communication Codes. Reviews current research and theory on topics such as the relationship between verbal and nonverbal codes, interaction processes, and cultural differences in communication processes. May be taken twice for credit on different topics. Recommended preq., COMM 2400.

COMM 4510-3. Senior Seminar: Interpersonal Communication. Reviews current research and theory on topics such as strategic interaction, relationship formation and maintenance, and identity and self-presentation. May be taken twice for credit on different topics. Recommended preq., COMM 2500.

COMM 6600-3. Senior Seminar: Organizational Communication. Reviews current research and theory on topics such as communication and organizational decision making, organizational culture, communication and power in organizations. May be taken twice for credit on different topics. Recommended preq., COMM 2600.

COMM 4840 through 4900 (1-6). Undergraduate Independent Study. Note: the 6-hour limit in the major applies to any combination of independent study and internship credit. This course does not count toward the 33 credit hours required for the major. May be repeated for a total of 6 credit hours. Preq., COMM 3250 or 3300.

COMM 4930 (1-6). Senior Internship. For majors only. Studies are pursued in communication-related work experience projects. These internships generally require 45-75 hours on the job per credit hour and evidence (journal, paper, employer evaluation) of significant learning. Preq., COMM major status, 72 hours of overall course work and 18 hours of communication course work completed, 2.50 overall GPA, and a faculty sponsor. Note: The 6-hour limit in the major applies to any combination of independent study and internship credit. Typical internships are worth 3 hours of credit for a semester of work. Does not count toward the 33 hours required for the major. May be repeated for a total of 6 credit hours.

COMM 4950 (1-6). Senior Thesis—Honors. For exceptional communication majors who wish to graduate with departmental honors and receive credit for writing an honors thesis. Preq., overall GPA of 3.50 or better, a COMM GPA of 3.50 or better, section 800 of COMM 3100, and the ability and motivation to complete an independent and original research project. COMM 6010-3. Communication Research and Theory. Provides an integrative overview of areas of study in the Ph.D. program, including rhetorical and communication theory, interpersonal, and organization communication. Required for graduate students in communication. Preq., graduate standing.

COMM 6020-3. Qualitative Research Methods. Introduces students to the practice of empirical research: conceptualization and critique of research projects; coding, experimental and survey approaches; reliability and validity; and statistical reasoning and methods of analysis. Required for graduate students in communication. Preq., graduate standing.

COMM 6030-3. Interpretive Research Methods. Introduces students to a range of interpretive and critical approaches to inquiry. Focuses on philosophical issues undergirding research as well as specifics of ethnographic observation, interviewing, and methods of textual analysis. Required for graduate students in communication. Preq., graduate standing.

COMM 6200-3. Seminar: Selected Topics. Designed to facilitate understanding of current and past theory on a selected topic in commu- nication and to develop new theory on that topic. May be taken up to three times for credit on different topics. Preq., graduate standing or instructor consent.

COMM 6300-3. Advanced Readings in Organizational Communication. Graduate-level survey of traditional and contemporary readings in organizational communication. Treats theory, research, and application from a variety of perspectives. Required for graduate students in communication. Preq., graduate standing or instructor consent.

COMM 6400-3. Advanced Readings in Interpersonal Communication. Graduate-level survey course of advanced readings in interpersonal communication. Focuses on historical and contemporary works with emphasis on theory and research. Required for graduate students in communication. Preq., graduate standing or instructor consent.

COMM 6500-3. Advanced Readings in Rhetoric. Graduate-level survey of classical and contemporary readings in rhetoric. Preq., graduate standing or instructor consent.

COMM 6790 (1-3). Master's Degree Candidature.

COMM 8840 (1-6). Doctoral Independent Study. May be repeated for a total of 7 credit hours.

COMM 8990 (1-10). Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Communication Disorders and Speech Science


Comparative Literature and Humanities

HUMN 1010-6. Introduction to Humanities. 1. Six meetings a week (three discussion classes and three lecture-demonstrations in art and music). Provides an analytical and comparative study of works in literature, music, and visual art from Aegaeon to Basquie era. Emphasizes structure, content, and style in specific examples. Approved for arts and sciences core curriculum: historical context, or literature and the arts.

HUMN 1020-6. Introduction to Humanities 2. Examines from Basquie to contemporary styles in literature, music, and visual arts. Emphasizes the cultural context in which art was created. Credit cannot be received for both HUMN 1010 and 1020 and ENGL 2601 and 2610. Approved for arts and sciences core curriculum: historical context, or literature and the arts.

HUMN 2000-3. Topics in Humanities. Provides a transition from the introductory courses to the upper-division courses. Introduces the various technical and contextual methods and topics encountered in the department's comparative and interdisciplinary upper-division courses, including cultural studies, rhetoric, translation, hermeneutics, world/image studies, etc. Preq., HUMN 1010 or 1020.

HUMN 2123-3. The Dramatic Arts in Great Britain. Examines drama from an interdisciplinary point of view. The basis of the course is six live performances, four in London and two in Stratford. These productions are examined in comparison to versions of the same or a similar narrative in art, music, and literature and in reference to physical locations in and around London. Offered abroad only. Preq., instructor consent.

HUMN 3015-3. Jung, Film, and Literature. Studies the basic themes of C.G. Jung's archetypal psychology (shadow, anima/animus, arch- aytvontypology, and individuation). Critically analyzes selected films and literary texts of the Modern period. Preq., humanities major or Earnard student and instructor consent. Same as FILM 3015.

HUMN 3035-3. The Comic Sense. Offers an interdisciplinary approach to comedy, examining art, music, literature, and film from different periods. Comic theory interfaced with the study of particular works.

HUMN 3045-3. The Tragic Sense. Studies some of the great tragic works of art, music, and literature from the Greeks to the 20th century. Tragic theory is invoked as an aid to interpretation.

HUMN 3065-3. Feminist Theory/Women's Art. Focuses on several key issues in feminist thought through the analysis of women's art (literature, film, visual art, performance) and theory. Approved for arts and sciences core curriculum: cultural and gender diversity, or literature and the arts.
HUMN 3092-3. Studies in Humanities. Students should check with the department for specific semester topics. May be repeated for a total of 12 credit hours, provided the topics vary.

HUMN 3093-3. Topics in Humanities. Students should check with the department for specific semester topics. May be repeated for a total of 12 credit hours, provided the topics vary.

HUMN 3145-3. African-America in the Arts. Explores interrelationships in the arts of African Americans, learning to recognize and appreciate the African-American contribution to American culture as a whole. Students also learn to think critically and avoid oversimplification when dealing with racism and stereotyping. Prereq., HUMN 2000 or junior/senior standing. Approved for arts and sciences core curriculum: cultural and gender diversity or United States context.

HUMN 3440-3. Literature and Medicine. Offers reading and discussion of the works of Anton Chekhov, William Carlos Williams, Oliver Sacks, and other physician-writers to explore the physician-patient relationship, ethical problems in medicine, death and dying and other topics in medicine. Taught by a physician from the CU School of Medicine. Approved for arts and sciences core curriculum: literature and the arts, or ideals and values.

HUMN 3505-3. The Enlightenment: Toleration and Emancipation. Examines the Enlightenment belief in reason and the common humanity of all individuals and cultures. Emphasizes arguments for and against freedom of religion, abolition of slavery, and emancipation of women in 18th-century European and American literature and thought. Same as GRMN 3505. Approved for arts and sciences core curriculum: ideals and values.

HUMN 3552-3. Patronage, Artists and Politics: 15th to 19th Centuries. Study of the relationship between political leadership and cultural patronage in Western Europe as seen at the courts of the dukes of Urbino (Renaissance Italy), Charles I of England (early 17th century), Louis XIV of France (late 17th century), Frederick the Great of Prussia (18th century), and Napoleon. Prereq., HUMN 1010 or 1020 or equivalent.

HUMN 3930 (1-6). Humanities Internship. Students gain academic credit and professional experience working in museums, galleries, art administration, and publishing. They work 3 to 18 hours per week with their professional supervisor and regular with a faculty advisor who determines the reading and writing requirements. Prereq., junior standing and interview with faculty advisor.


HUMN 4004-3. Film Theory. A philosophical attempt to define the nature of cinema. An intensive seminar, involving a great deal of reading in classic and contemporary film theory. Requires a working knowledge of silent film history. Same as FILM 4004. Approved for arts and sciences core curriculum: critical thinking.


HUMN 4023-3. The Epic Tradition. Comparative and interdisciplinary study of the figure of the hero and the concept of fate in the epic tradition and the modern novel. Explores literary, religious, philosophical, and ethical issues in works like Gilgamesh, Ilad, Aeneid, Beowulf, Madame Bovary, and Invisible Man. Prereq., HUMN 2000 or junior/senior standing.

HUMN 4032-3. Comparative Study of Modern Poetry. An interdisciplinary and comparative course on modern poetry combining the traditional analytical study of poetic texts and the practice of writing creatively. Authors studied include Apollinaire, Garcia Lorca, Neruda, Muriel, Rilke, Bachmann, Eliot, Pound, Stevens, Lowell, Merwin, and Rich. Prereq., HUMN 1010 or 1020 or equivalent; creative writing experience desirable.

HUMN 4042-3. Early Modernism. Comparative, interdisciplinary period course examining some of the major artists and issues that informed the beginnings of modernism from the mid-19th to the early 20th century. Artists studied include Dostoevsky, Baudelaire, Nietzsche, Van Gogh, and Kafka. Prereq., HUMN 2000 or junior/senior standing.


HUMN 4092-3. Period Studies. May be repeated for a total of 9 credit hours. Students should check with the department for specific semester offerings. Prereq., HUMN 2000 or junior/senior standing.

HUMN 4093-3. Studies in Humanities. May be repeated for a total of 9 credit hours. Students should check with the department for specific semester offerings. Prereq., HUMN 2000 or junior/senior standing.


HUMN 4133-3. The Dramatic Arts. Interdisciplinary course that examines and compares various forms of the dramatization of narrative: written texts, audiotapecs, videotapes, film, and live performance. Compares different versions of the same narrative or theme, especially if different media are used and different time periods are involved. Prereq., HUMN 2000 or junior/senior standing.

HUMN 4135-3. Art and Psychoanalysis. Explores psychoanalytic theory as it relates to our understanding of literature, film, and other arts. After becoming familiar with some essential Freudian notions (repression, narcissism, ego/libido, dream work, etc.), students apply these ideas to works by several artists (e.g., Flaubert, James, Kafka, Hoffmann, and Hitchcock). Prereq., HUMN 2000 or junior/senior standing.


HUMN 4160-3. Myth in the Arts. Studies representative myths in the arts, music, and literature of ancient and modern worlds. Prereq., HUMN 1010 or 1020, CLAS 1100, or junior/senior standing.

HUMN 4333-3. Myth, Desire, and the Western Lyric Voice. Introduces lyric as a gesture giving voice to (private) desire through the (public) language of myth. By way of critical theory from Plato to Barthes, examines how lyric, from Sappho to Ashbury, exploits myth to articulate desire and subjectivity. Prereq., HUMN 2000 or junior/senior standing.

HUMN 4500-2. Reading the Orient: French Literature and Exotism. Examines representations of the non-western world in French literature from the 16th century to the present. Includes Imperialism, sexuality, the relationship between literature and the visual arts, and the role of post-colonial literature in the canon. Works include texts by Montaigne, Flaubert, Baudelaire, Levi-Strauss, Arata, and Edward Said, and paintings by Delacroix, Moreau, and Redon. Taught in English. Prereq., FREN 3100, 3140, and 320 or HUMN 1020, or instructor consent. Same as FREN 4500. Approved for arts and sciences core curriculum: cultural and gender diversity, or literature and the arts.

HUMN 4502-3. Nietzsche: Literature and Values. Emphasis is placed on Nietzsche's major writings spanning the years 1872-1888, with particular attention to the critique of Western values. A systematic exploration of doctrines, concepts, and ideas leading to the values of creativity. Same as GRMN 4502. Approved for arts and sciences core curriculum: ideals and values.

HUMN 4504-3. Goethe's Faust. Systematic study of the Faust motif in Western literature, with major emphasis on Faust I and II by Goethe. Same as GRMN 4504. Approved for arts and sciences core curriculum: literature and the arts.

HUMN 4522-3. The Art of Courty Love: The Culture of the Medieval Troubadours. Comparative, interdisciplinary study of the poetry, music, art, customs, beliefs, and practices of the culture surrounding the medieval Provencal trou-
HUMN 4555-3. The Arts of Interpretation. Introduces various interpretive methodologies (literary, philosophical, critical, biblical, etc.) with which to examine the question of interpretation. Methodologies are studied in close conjunction with particular works of art. Prereq., HUMN 2500 or junior/fellow standing. Approved for arts and sciences core curriculum: critical thinking.

emphasizes reading, speaking, and writing modern Chinese, including continued study of both full-form and simplified characters. Introduces dictionaries, principles of character formation and classification, and the phonetic writing system (shu-yin fuhao). Prereq., CHIN 1026.

HUMN 4821-3. 20th-Century Russian Literature and Art. Interdisciplinary course emphasizing the influence of art in 20th-century Russian literature. Follows the changing cultural landscape from the time when Russia was in the vanguard of modern European literature to the gradual cultural reclusion that culminated in censors and glammers. Same as RUSN 4821. Approved for arts and sciences core curriculum: literature and the arts.

HUMN 4825-3. Law and Literature. Explores law as theme and structure in literary texts from different periods, plus readings in legal materials. Emphasizes the influence of law on literature and literature on law. Same as SCLL 4825. Approved for arts and sciences core curriculum: contemporary societies.

HUMN 4840 (1-3). Independent Study. May be repeated for a total of 6 credit hours.

Comparative Literature
The following course titles represent broad areas and general topics which, together, constitute a program of inquiry in the discipline of comparative literature. In any given semester, selected courses are listed with specific topics and instructors in the Registration Handbook and Schedule of Courses. Please consult the Comparative Literature Program for more detailed plans.

COML 5500 (1-3). Prospects. Introduces basic issues in comparative literature and basic problems in literary history. Provides an overview of history and traditions in the discipline, and selected areas of research, and recent developments. Prereq., graduate standing or instructor consent. With director's approval, may be repeated for a total of 7 hours.

COML 5350-3. Studies in Prose Narrative. Examines both short and long narrative fiction from a variety of periods and from diverse national literatures. Emphasizes on areas of defining genre and on the origins and significance of narrative prose within its cultural context. May be repeated once for credit. Prereq., graduate standing or instructor consent.

COML 5360-3. Studies in Drama. Covers selected drama topics using a comparative approach. May be repeated once for credit. Same as COML 7360 and THTR 5041. Prereq., graduate standing or instructor consent.

COML 5370-3. Studies in Poetry. Explores topics and problems in rhetoric and poetic practice from antiquity to the present day. May be repeated once for credit. Prereq., graduate standing or instructor consent.

COML 5410-3. Theory and Practice of Literary Translation. After reviewing theories and practices of literary translation in their historical, linguistic, and cultural dimensions, students translate a substantial portion of their significant literary work to their chosen foreign language, and provide a detailed commentary on the process. Prereq., graduate standing or instructor consent and advanced knowledge of one ancient or modern language.

COML 5610-3. Introduction to Literary Theory. Covers major trends in 20th-century literary criticism. May be repeated once for credit. Prereq., graduate standing or instructor consent.

COML 5620-3. History of Literary Criticism I. Prereq., graduate standing or instructor consent.

COML 5630-3. History of Literary Criticism II. Prereq., graduate standing or instructor consent.

COML 5640-3. Themes, Motifs, and Characters. May be repeated once for credit. Prereq., graduate standing or instructor consent.

COML 5830-3. Topics in Comparative Literature and History. Prereq., graduate standing or instructor consent.

CHIN 1010-5. Beginning Chinese 1. Introduces modern Chinese (Mandarin), emphasizing speaking as well as reading and writing. Students learn both traditional full-form characters, and the simplified versions used in mainland China.
such as lei-shu, cuang-shu, dictionaries, dynastic histories, geographical treatises, gazetteers, and private historiography. Prereq., CHIN 4220 or equivalent.

CHIN 5020-3. Methods of Teaching Chinese. An overview of pedagogical theory and methods for the teaching of Chinese as a second language, including issues of presentation, interaction, and evaluation. Prereq., graduate standing or instructor permission.

CHIN 5040-3. History of the Chinese Language. Focuses on the changes in Chinese in the last two thousand years. Examines what type of language Chinese was and what type of language it is now. Prereq., CHIN 4210.

CHIN 5060-3. Topics in Chinese Linguistics. Examines topics in Chinese dialectology, discourse analysis, historical linguistics, phonetics, and syntax (both synchronically and diachronically). Topics vary from year to year. May be repeated three times for credit. Prereq., CHIN 4120 or equivalent.

CHIN 5150-3. Theory and Practice of Literary Translation. Covers strategies for handling a variety of texts and genres as well as professional standards and ethics. Prereq., graduate standing or instructor consent.

CHIN 5210-3. Ancient Prose. Studies selected pre-imperial and Han prose texts important in their own time and for the influence they exerted on the later development of Chinese literary history. Focuses on works such as the Lun yu, Meng tsu, Chuang tzu, Hsii-nan tsu, Shih chi, Han shu, and Lun heng. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5220-3. Ancient Poetry. Studies selected pre-imperial and Han poetic works important in their own time and for the influence they exerted on the later development of Chinese literary history. Focuses on the Shi hing and the Chu qu, as well as the fu and shih of Han writers. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5280-3. Topics in Ancient Literature. Examines a specific problem or issue in ancient literature, e.g., early Chinese views and formulations of language's relationship to reality, or the commentary tradition and the emergence of allegorical and metaphorical approaches to interpreting texts. Topics vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5410-3. Medieval Prose. Explores selected works of Six Dynasties and T'ang prose works, emphasizing major writers and texts. Covers works written in both parallel prose and the ku-wen ("old style") form. Individual writers include Wang Hsin-ch'iu, Tao Ch'ien, Li Hua, Hsueh Yu, Liu Tsung-yuan, and Liu Yu-hsi. In addition, selected works from the anonymous records are read. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5420-3. Medieval Poetry. Studies selected works of Six Dynasties and T'ang poetry. Studies major figures, prosodie and stylistic variations, and the culturally revealing relationship of poetry to the natural and supernatural world of medieval China. Focuses on poets such as Hsueh Ling-yun, Tao Ch'ien, Shen Yueh, Wang Wei, Li Po, Tu Fu, as well as important medieval anthologies of verse. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5630-3. Medieval Thought and Religion. Studies selected works of Six Dynasties and T'ang intellectual and religious inspiration, important in the development of the medieval Chinese world view and for their role in medieval Chinese literature. Focuses on fundamental texts of both literary and religious value from the Taoist and Buddhist canons, such as the Huang-t'ing ching, Chen kuo, Man-fu lien-hua ching, and T'ang ching. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5640-3. Topics in Medieval Literature. Examines a specific problem or issue in medieval literature, e.g., the role of encyclopedias and anthologies in literary training, the place and form of literary composition at the imperial court, etc. Topics vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5650-3. Early Modern Prose. Studies Sung, Ming, and Ch'ing prose texts selected for their inherent literary merit and for their significance in the Chinese literary tradition. Typically focuses on works by major authors such as Ou-yang Hui, Su Shih, and Yuan Hsung-tao. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5660-3. Early Modern Prose. Studies Sung, Yuan, Ming, and Ch'ing poetry. Stresses major figures, stylistic variations, various poetry schools, new directions in shih verse, and the rise and development of Zu. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5670-3. Early Modern Fiction. Explores selected vernacular and classical fiction of the Ming and Ch'ing periods. Normally focuses on long novels such as Hsi-yu chi, San-kuo yen-i, Shui-hu chuan, Chin Ping Mei, as well as short fiction by Feng Meng-lung and Ling Meng-ch'iu. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5680-3. Topics in Early Modern Literature. Examines a specific problem or issue in early modern literature, e.g., the relationships among religion, folklore, and early fiction, the issue of genre and tradition, the role of elite versus popular culture in the composition of fiction, and the relationship of the state and courtship and the southern philosophical schools to the publication of fiction. Topics vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4220 or equivalent.

CHIN 5750-3. Taoism. Same as CHIN 4750 and RLST 5750.

CHIN 5810-3. Modern Literature. Examines selected texts in various genres of Chinese literature from the May Fourth period (beginning ca. 1917) to the establishment of the People's Republic of China (1949). Focuses on major and influential works produced in this fertile period of experimentation with Western, modernist types of literature. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4120 or equivalent.

CHIN 5820-3. Contemporary Literature. Examines selected texts in various genres of Chinese literature from 1949 (the establishment of the People's Republic of China) to the present. Focuses on major works from the very different literary worlds of Taiwan and mainland China. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4120 or equivalent.

CHIN 5880-3. Topics in 20th-Century Literature. Examines a specific problem or issue in 20th-century literature, e.g., feminist fiction in China, modernism in fiction and poetry, and the role of literary criticism in modern literature. Topics vary from year to year. May be repeated for a total of 6 credit hours. Prereq., CHIN 4120 or equivalent.

CHIN 5900 (1-3). Independent Study. May be repeated for a total of 6 credit hours.

CHIN 6900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

Chinese Courses in English

The following courses require no knowledge of Chinese.

CHIN 1051-3. Masterpieces of Chinese Literature in Translation. Surveys Chinese thought and culture through careful reading and discussion of selected masterworks of Chinese literature in accessible translation. Texts include significant works of poetry and fiction, philosophical and historical writings from various eras. Taught in English. Approved for arts and sciences core curriculum: literature and the arts.

CHIN 2441-3. Film and the Dynamics of Chinese Culture. Through studying a group of Chinese films in light of modern Chinese history and literature, students examine a series of cultural dilemmas and issues in 20th-century China and develop skills in analyzing literary and filmic texts.

CHIN 3311-3. The Tao and the World in Medieval China. An interdisciplinary examination of Chinese culture from the third to the 10th centuries A.D., encompassing the intellectual and religious ferment of the Period of Division and the literary and artistic achievements of the glorious T'ang dynasty. Studies personal aspects of the world inhabited and created by medieval Chinese civilization, particularly relations with Taoism, Buddhism, natural history, court politics, and celestial and imaginative realms. Taught in English. Recommended preq., EALL 1011 or CHIN 1051.

CHIN 3321-3. Culture and Literature of Ancient China. Focuses on the religious, cultural, philosophical, and literary aspects of ancient Chinese civilization (ca. 1500 B.C. to
220 A.D.). Special attention is paid to founding features and important works that influence later developments in Chinese culture. All readings are in English. Recommended prereq., EALL 1011 or CHIN 1051.

CHIN 3331-3. Culture and Literature of Late Imperial China. The late imperial period was marked by growth of great metropolitan areas, expanded urban entertainments, and an extensive popular culture. This course focuses on the literature and artifacts of this urban culture as well as the hegemonic culture of the state and of traditional social codes and their literary manifestations. Also considers growing contacts with the West and the transition to the modern period. All readings are in English. Recommended prereq., EALL 1011 or CHIN 1051.

CHIN 3341-3. Modern Chinese Literature in Translation. Surveys modern/contemporary Chinese literature in translation. Selected stories, novels, and poems are read and discussed in class. Short oral reports and final exam are required. Recommended prereq., EALL 1011 or CHIN 1051.

CHIN 3351-3. Reality and Dream in Traditional Chinese Fiction. Explores how early Chinese fiction offers a means of synthesizing societal values, culture, and intellectual developments in premodern China. Special attention is given to The Story of the Stone (also known as Dream of the Red Chamber), the masterpiece novel of the Qing dynasty (1644-1911), as well as other popular novels from the third to the 10th century and selected vernacular stories written in the Ming (1368-1644). Considers various approaches to literary analysis and interpretation. Taught in English. Prereq., junior standing or instructor consent.

CHIN 3361-3. Women and the Supernatural in Chinese Literature. Explores the relationship between the worlds of women and the supernatural in Chinese literature, from ancient to modern times. Focuses on selected significant works of classical and vernacular fiction, religious texts, and poetry (read in acceptable translations). Studies the variety of ways in which the folklore of the feminine is shaped and recast in different verbal creations and in different periods. Taught in English. Prereq., junior standing or instructor consent.

CHIN 3441-3. Chinese Language and Society. Deals with major linguistic characteristics of Chinese as a medium of communication. Discusses complex linguistic processing of social status and empathy relationships, for example, with reference to the structure of Chinese society and political system. Prereq., CHIN 2120.

East Asian Languages and Literatures

EALL 1011-4. Introduction to Traditional East Asian Civilizations. Introduces the history, literature, religion, and art of both China and Japan before major contact with the western world. Approved for arts and sciences core curriculum: cultural and gender diversity.

EALL 4911-3, 4912-3, 4913-3, 4914-3. Practicum in Asian Languages 1, 2, 3, and 4. Introduces elementary or intermediate Chinese or Japanese language and culture and East Asian language pedagogy. Designed for students in TESOL track (Teaching English to Speakers of East Asian Languages) through EALL or Linguistics; open to others by permission. Courses must be taken in sequence. Prereq., department approval. Same as EALL 5911-5914.

EALL 4930 (1-6). Internship. Selected students are matched with supervised internships in business, public and private service organizations, and educational institutions. Internships focus on the application of knowledge and skills. Students meet regularly with instructor and supervisor, keep a journal, and submit a final paper. Prereq., JPSN 2120 or CHIN 2120. Recommended prereq., JPSN 3120 or CHIN 3120.

EALL 5911-3, 5912-3, 5913-3, 5914-3. Practicum in Asian Languages 1, 2, 3, and 4. Same as EALL 4911, 4912, 4913, and 4914.

EALL 5950-1. Perspectives on East Asian Literatures. Read and discuss issues in contemporary literatures, cultural differences, linguistic analysis, and methodological issues related to the teaching of English to speakers of East Asian languages. May be repeated for a total of 6 credit hours.

Japanese

Students will not receive credit for lower-level coursework for foreign language instruction taken after credit has been given for a higher-level course in the same language sequence. For example, students will not receive credit for JPN 1010 if it is taken after they have passed JPN 2110.


JPN 4030-3. Japanese Syntax. Deals with syntactic phenomena from five areas of Japanese grammar that cause the most difficulty for learners. Their characteristics are explored in forms and discoursal functions that go beyond the explanations in basic, prescriptive grammars of Japanese. Prereq., JPN 3120 or 4120 or instructor consent.

JPN 4110-3. Advanced Readings in Modern Japanese 1. Surveys a wide variety of material written in modern Japanese, including texts from literature, the social sciences, religion, and cultural history. Emphasizes content and style. Texts and selections vary from year to year. May be taken for credit twice. Prereq., JPN 3120.


JPN 4300-3. Open Topics: Readings in Japanese Literature. Examines selected texts on a particular topic taught by regular or visiting faculty. Topics change each term; course may be repeated for a total of 6 credit hours. Prereq., instructor consent.


JPN 4900 (1-3). Independent Study. May be repeated for a total of 6 credit hours.


JPN 5501-3. Bibliography and Research Methods. Introduces research materials on Japan in both Japanese and English, including bibliographic tools, style sheets, and library resources. Overview of secondary sources and publication outlets/methods of disseminating research. Prereq., graduate standing or instructor consent.


JPN 5504-3. History of the Japanese Language. Studies the evolution of the Japanese language from its hypothetical origins to its contemporary form through distinct stages of development. Highlights Japanese linguistic scholarship in relation to historical reconstruction of the earlier forms of Japanese. Prereq., graduate standing or instructor consent.

JPN 5505-3. Japanese Sociolinguistics. Surveys past achievements and current research con-
cerns of Japanese sociolinguistics in areas such as speech variety, language behavior and attitude, and linguistic contact and change as well as their guiding theories and central fieldwork methods. 

PreReq. Graduate standing or instructor consent.

JPN 5060-3. Advanced Japanese Syntax. Examines controversial syntactic topics that have inspired a variety of explanations. Alternative linguistic explanations are sought within the framework of an analytical investigation from the viewpoint of language dynamics. Prereq.: JPN 4050 or instructor consent.

JPN 5150-3. Japanese Literary Translation. Explores theories and practice of translation of literary texts as applied to Japanese-English translation; strategies for handling a variety of texts; and professional standards and ethics. Prereq.: Graduate standing or instructor permission.


JPN 5210-3. Classical Prose Literature. Examines selected prose works and authors from the Classical, or Heian, period (784-1185). Texts may include selections from diaries, letter literature, and noh authors such as principal Shikunii Nikki, Gendai Makoto, and Makoto no Soshi. Texts and selections vary from year to year. May be for credit twice. Prereq.: Two semesters of classical Japanese language.

JPN 5220-3. Watara, Renga, and Hatitude. Studies the three most important poetic forms in Japanese literary history. Emphasizes the reading and analysis of selected texts and authors which best represent these genres. Readings include selections from each of the eight imperial poetry anthologies (kakushin), famous renga sequences (Minato Sanga Hiyukuri, for example), and the hakku of Basho. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq.: Two semesters of classical Japanese language.

JPN 5280-1-3. Topics in Classical Japanese Literature. Studies a specific problem or issue in classical (eighth through twelfth century) Japanese literature, e.g., the development of specifically Japanese theories of literature or the concept of genre in the Japanese tradition. Topics vary from year to year. May be repeated for a total of 6 credit hours.

JPN 5410-3. Medieval Prose Literature. Focuses on selected prose works and authors from the Medieval, or Kamakura and Muromachi, periods (1185-1600). Texts may include selections from a variety of war tales, histories, country fiction, diaries, memoirs, short prose narratives (oroku-son), noh plays, and Buddhist literature such as Heike Monogatari, Towa-zugi, Iyai Nikki, Tsurezuregusa, and Shashikushi. Texts and selections vary from year to year. May be for credit twice. Prereq.: Two semesters of classical Japanese language.

JPN 5420-3. Japanese Buddhist Literature. Studies selected works from the Japanese literary tradition in which Buddhism plays a significant thematic role. Focuses on texts such as the Nihon Ryoki. Buddhist poetry (shakyo-ka) from the imperial poetry anthologies, Heike Monogatari, Haigiku, the poetry of Saijyo and Basho, and selected noh plays. Texts and selections vary from year to year. May be repeated for a total of 6 credit hours. Prereq.: Two semesters of classical Japanese language.

JPN 5480-1-3. Topics in Medieval Literature. Focuses on a specific problem or issue in medieval literature, e.g., the spread of literary composition beyond the court. Topics vary from year to year. May be repeated for a total of 6 credit hours.

JPN 5610-3. Japanese Dramatic Literature. Examines major writers and texts of the no, kyo- gen, kabuki, and bunraku theaters, including the plays and critical writings of such authors as Kan-mari Kiyotomu, Zeami Morikoyo, Komuso Zencho, and Chikanoue Morinne. Texts and secondary readings vary from year to year. May be repeated for a total of 6 credit hours. Prereq.: Two semesters of classical Japanese language.

JPN 5810-3. Modern Japanese Literature. Studies selected texts in Japanese literature from the Meiji Restoration (1868) to the end of the Pacific War. Surveys various literary genres, emphasizing the development of the modern novel as an aspect of Japan's response to western cultural forms. The unique cultural politics of each of the periods—Meiji, Taisho, and Showa—are illuminated through the filter of both canonical and more marginalized texts. Specific selections vary from year to year. May be repeated for a total of 6 credit hours.

JPN 5820-3. Contemporary Japanese Literature. Covers developments in Japanese prose fiction, from the end of the Pacific War in 1945 to the present. Late modern texts of writers such as Kusama Yukio, Kawabata Yasunari, Enchi Funuko, and Tanizaki Junichiro (generally taken to represent "modern Japanese literature") are read in the light of works by more recent writers (and critics) such as Oe Kenzaburo, Yoshimoto Tatsuki, Murakami Haruki, and Yanada Eimi. May be repeated for a total of 6 credit hours.

JPN 5830-3. Readings in Modern and Contemporary Japanese Thought and Culture. Examines central issues in Japanese culture and society since the Meiji Restoration (1868) through selected readings of the works of major writers in the fields of literature, anthropology, feminism, political science, and religion, among others. Provides a broad context for cultural studies in modern and contemporary Japan by positioning the most important commentators within their historical and social situations. May be taken for credit twice.

JPN 5835-1-3. Topics in Modern Literature and Culture. Focuses on a specific problem or issue in modern or contemporary literature or culture, e.g., transwar literary nationalism. Topics vary from year to year. May be repeated for a total of 6 credit hours.

JPN 5900-1. Independent Study. May be repeated for a total of 6 credit hours.

JPN 5900-1-6. Independent Study. May be repeated for a total of 6 credit hours.

Japanese Courses in English
The following courses require no knowledge of Japanese.


JPN 3441-3. Language and Japanese Society. Deals with major linguistic characteristics of Japanese as a medium of communication. Discusses complex linguistic processing of social status and empathy relationships, for example, with reference to the structure of Japanese society from ancient to contemporary times. Prereq.: JPN 2120.

JPN 3811-3. Classical Japanese Literature in Translation. Surveys the major works and authors of classical Japanese literature, both poetry and prose, from the earliest historical records and literary anthologies through the Heian period (784 to 1185). Taught in English. Recommended prereq.: JPN 1051.


JPN 3831-3. Early Modern Japanese Literature in Translation. Surveys the major works, authors, and genres of literature from the Tokugawa through Meiji periods in their historical and cultural contexts. Attention is given to various approaches of literary analysis and interpretation. Taught in English. Recommended prereq.: JPN 1051.

JPN 3841-3. Modern Japanese Literature in Translation. Surveys the major works, authors, and genres of literature from the late Meiji period and 20th century in their historical and cultural contexts. Attention is given to various approaches of literary analysis and interpretation. Taught in English. Recommended prereq.: JPN 1051.

Economics

Theory and History of Economic Thought

ECON 1009-4. Introduction to Economics. Introduces an economic way of thinking, emphasizing its critical importance in cases where people want to make themselves as well off as possible, but can't have everything they want. Focuses on how economic thought affects all choices. Topics include scarcity, decision-making, and markets. Students may not receive credit for ECON 1000 and 1001 or 2010 or 2020, or ECON 1000 and ECON 2111 or 2121. Approved for arts and sciences core curriculum: contemporary societies.

ECON 1001-3. Introduction to Economics: Kitchin Housers. Introduces an economic way of thinking, focusing on how economic thought affects all choices. Topics include scarcity, decision-making, and markets. Students may not receive credit for ECON 1001 and 1000 or 2010 or 2020. Approved for arts and sciences core curriculum: contemporary societies.
ECON 2010 (3-4). Principles of Microeconomics. Examines basic concepts of microeconomics, e.g., the behavior and interactions of individuals, firms, and government. Topics include determining economic problems, how consumers and businesses make decisions, how markets work and how they fail, and how government actions affect markets. Students may not receive credit for ECON 2010 and 2011 or 1000 or 1001. Approved for arts and sciences core curriculum: contemporary societies.

ECON 2011-3. Principles of Microeconomics. Same as ECON 2010. For Kiertridge Honor students only. Students may not receive credit for ECON 2011 and 2010 or 1000 or 1001. Approved for arts and sciences core curriculum: contemporary societies.

ECON 2020 (3-4). Principles of Macroeconomics. Provides an overview of the economy, examining the flows of resources and outputs and the factors determining the levels of income and prices. Explores policy problems of inflation, unemployment, and economic growth. May be taken before ECON 2010. Students may not receive credit for ECON 2020 and 2021 or 1000 or 1001. Approved for arts and sciences core curriculum: contemporary societies.

ECON 2021-3. Principles of Macroeconomics. Same as ECON 2020. For Kiertridge Honor students only. Students may not receive credit for ECON 2021 and 2020 or 1000. Approved for arts and sciences core curriculum: contemporary societies.

ECON 3070-3. Intermediate Microeconomic Theory. Explores theory and application of models of consumer choice, firms, and market organization, and general equilibrium. Extensions include intertemporal decisions, uncertainty, externality, and strategic interaction. Prereq.: ECON 1000 or 2010 and ECON 1078 or 1088 or equivalent.

ECON 3080-3. Intermediate Macroeconomic Theory. Examines theories of aggregate economic activity including the determination of income, employment, and prices, as well as economic growth and fluctuations. Explores macroeconomic policies in both closed and open economy models. ECON 3070 and 3080 may be taken in any order; there is no recommended sequence. Prereq.: ECON 1000 or 2010 and ECON 1078 and 1088, or equivalent.

ECON 4070-3. Topics of Microeconomics. Studies utility maximization under uncertainty, risk, game theory, moral hazard, and adverse selection. Applications include insurance markets and the theory of contracts. Prereq.: ECON 3070 and 3808 or equivalent, or instructor consent.

ECON 4070-3. Applied Microeconomic Theory. Develops competence in techniques of applied micro theory for those going into policy and problem-solving jobs. Also useful to undergraduates considering graduate study in economics. Topics include macroeconomic demand, cost, and production functions; operational models of production; processes from industry/agriculture; capital theory; and benefit-cost analysis. Prereq.: ECON 3070 and 3808.

ECON 4080-3. Applied Macroeconomic Theory. Develops competence in techniques of applied macro theory. Topics include theoretical and empirical work on consumption, investment, money demand and supply, and open economy macroeconomic models. Also covers different expectations models, the policy ineffectiveness proposition, and policy credibility. Prereq.: ECON 3080 and 3808.


Money, Banking, and Public Finance


ECON 4211-3. Economics of the Public Sector. Focuses on taxation and public expenditures. Topics include economic rationale for government action, economic theory of government behavior, and effects of government policies on allocation of resources and distribution of income. Prereq.: ECON 3070.


ECON 6211-3. Public Economics. Covers principles of taxation and public expenditures. Specific topics include the incidence of taxes, the allocative effect of taxes, public goods, externalities, voting, bureaucratic behavior, and cost-benefit analysis. Prereqs.: ECON 6070 and 6080.

ECON 8121-3. Advanced Monetary Theory. Presents major ideas and issues in development of contemporary monetary and financial economics. Prereqs.: ECON 6111 or 7020.

ECON 8131-3. Contemporary Monetary Theory and Policy. Explores contemporary issues and debates in monetary and financial economics. Prereq.: ECON 6111 or 7020.

ECON 8211-3. Seminar: Public Economics Taxation. Part of a year-long graduate seminar in public economics. Focuses on taxation and examines the effects of taxation on economic incentives, the distribution of income, and the allocation of resources. May be taken independently for credit. Prereq.: ECON 6211 or 7010.


Urban and Regional Economics

ECON 4252-3. Urban Economics. Analyzes the level, distribution, stability, and growth of income and employment in urban regions. Examines topics of urban poverty, housing, land use, transportation, and local public services with special reference to economic efficiency and social progress. Prereq.: ECON 3070.

ECON 4292-3. Migration, Urbanization, and Development. Examines historical and current patterns of national settlement system development. Focuses on quantitative analysis of problems associated with population growth and decline, urbanization, and economic structural change in more developed and less developed countries. Prereq.: instructor consent. Same as GEOG 4292.

ECON 8252-3. Seminar: Urban and Regional Economics 1. Covers basic theories in spatial location of economic activity and land use and survey techniques developed to analyze, measure, and predict regional and urban structure and growth, such as economic base studies, regional social accounts, and input-output analysis. Prereq.: ECON 6070 or 7010.

ECON 8262-3. Topics in Urban and Regional Economics. Investigates various theoretical topics in urban and regional economics and focuses on policy issues. Involves student research and presentations. Prereq.: ECON 6070 or 7010.

International Trade and Finance

ECON 3403-3. International Economics and Policy. Examines national and supranational policies that affect the international economy, with attention to trade barriers, economic nationalism and regionalism, international political economy, exchange market intervention, and international transmission of economic perturbations. Open to nonmajors only. Prereq.: ECON 1000, or 2010 and 2020. Approved for arts and sciences core curriculum: contemporary societies.

ECON 4423-3. International Finance. Covers balance of payments; foreign exchange market, income, trade and capital flows; asset market adjustment mechanisms; stabilization policies in an open economy; and problems of international monetary systems. Prereq., ECON 3080.

ECON 4433-3. Economics of the Pacific Area. Analyzes economic interrelationships in the Pacific Area, emphasizing the United States, Japan, China, and Asian nations. Considers aspects of economic conflict, growth, and commercial policy. Prereq., ECON 3403, 4413, or 4423.


ECON 6423-3. International Monetary Economics. Covers balance of payments; foreign exchange market, income, trade, and capital flows; asset market adjustment mechanisms; stabilization policies in an open economy; and problems of international monetary systems. Prereq., ECON 6070 and 6080.

ECON 6433-3. Computational Economic Equilibrium Analysis. Provides graduate students in economics with the mathematical and computing knowledge required for building and analyzing large-scale numerical equilibrium models. Topics include applications in public finance, trade, and environmental economics. Prereq., ECON 6070 or 7010 or equivalent.

ECON 8323-3. Continuities and Changes in Modern World Economy. Introduces globalization and democratization from an interdisciplinary perspective. Examines major changes to the global political economy and explores implications for local, national, regional, and international political and economic processes. Same as PSCI 7223.

ECON 8333-3. Globalization and Democratization: An Introduction. Introduces research on globalization and democratization from an interdisciplinary perspective. Examines ongoing interdisciplinary research on the global political economy. Students learn about ongoing research, critique current efforts, and design their own research project. Same as PSCI 7333.


ECON 8433-3. Seminar: Topics in Money and International Economics. Explores advanced work in various aspects of international economics, such as empirical trade analysis, public choice, and interactions between real and monetary phenomena in the world economy. Prereq., ECON 6413, 6423, 8413, or 8423.


ECON 4774-3. Economic Reform in the Developing Countries. Explores competing paradigms of economic development, emphasizing the confrontation between the structuralist/directive paradigm and the neoliberal public choice paradigm. Analyzes economic reforms underway in developing countries are analyzed, including stabilization policy and structural adjustment. Also explores political reforms are explored, including the pluralist revolution and the design of a constitutional framework in developing societies. Prereqs., ECON 1000, or 2010 and 2020.

ECON 4784-3. Economic Development. Explores empirical, theoretical, and policy issues in economic development. Examines topics with reference to the developing countries: income distribution and poverty, demographic change, labor force employment and migration, human capital, physical capital, natural resources and the environment, industrial structure, international trade, and finance. Prereq. ECON 1000, or 2010 and 2020.

ECON 6774-3. Economic Reform in Developing Countries. Covered stabilization policy and structural adjustment. Specific topics include Orthodox stabilization policies (fiscal, monetary, and exchange rate policies); hteicrco development policies (price, wage, and interest controls); trade liberalization; financial liberalization; privatization and deregulation. Prereqs., ECON 6070 and 6080.

ECON 8534-3. Economic History of North America. Examines North America's past from the perspective of economics. Topics include wealth and welfare in the colonial period; staple products, agricultural development, and the emerging industrialsm in the antebellum period; transformation of the North American economy to 1914; the interwar years and the Great Depression; and economic integration since 1945. Prereqs., ECON 6070 and 6080, or ECON 7010.

ECON 8764-3. History of Economic Development. Covers in historical perspective the causes of economic development including why some areas develop faster than others and why development occurs more rapidly in some eras than others. Prereqs., ECON 6070 and 6080, or ECON 7010. Same as HIST 7214.


ECON 8784-3. Economic Development. Explores empirical, theoretical, and policy issues in economic development. Examines the political economy, income distribution and poverty, demographic change, labor force employment and migration, human capital, physical capital, natural resources and the environment, industrial structure, international trade, and finance, stabilization policy, and structural adjustment. Prereq., ECON 6774 or 7010.


Natural Resources and Environmental Economics

ECON 3535-3. Natural Resource Economics. Integrates economic analysis with life science aspects of natural resource systems to develop social policies for use of natural resources. Studies economists' approaches to resources policy analysis and applies them to energy, forestry, fisheries, mineral, and water systems. For non-majors. Students may not receive credit for both ECON 3545 and 4555. Prereqs., ECON 1000 or 2010. Approved for arts and sciences core curriculum: contemporary societies.

ECON 3545-3. Environmental Economics. Highlights causes of excessive environmental pollution and tools for controlling it through economic analysis, values of preservation, and distribution of costs and benefits from environmental protection programs. For non-majors. Students may not receive credit for both ECON 3545 and 4555. Prereqs., ECON 1000 or 2010. Approved for arts and sciences core curriculum: contemporary societies.

ECON 4535-3. Natural Resource Economics. Analyzes problems associated with socially optimal use of renewable and non-renewable natural resources over time. Emphasizes problems of common property resources, irreversible forms of development, and preservation of natural areas. Students may not receive credit for both ECON 3545 and 4555. Prereqs., ECON 3070 and 4808.

ECON 4545-3. Environmental Economics. Aquaints students with effects of economic growth on the environment. Applies economic theory of external diseconomies, cost-benefit analysis, program budgeting, and welfare economics to problems of the physical environment. Students may not receive credit for both
ECON 3545 and 4545. Prereqs., ECON 3070 and 4808.

ECON 6553-3. Resources and Environment. Studies the economics of resource and environmental problems. Topics include benefit-cost analysis, microeconomic foundations of optimal static and intertemporal usage of both renewable and nonrenewable natural resources, and philosophical issues. Prereqs., ECON 6070 and 6800.


ECON 8553-3. Seminar: Natural Resources. Analyzes problems associated with socially optimal use of renewable and nonrenewable natural resources over time. Describes problems of common property resources, irreversible forms of development, and preservation of natural areas. Prereqs., ECON 6555 and 6070, or ECON 7010.


Labor and Human Resources

ECON 4806-3. Introduction to Demography. Covers issues relating to the causes and consequences of population growth and decline and examines the determinants of, an individual's decisions about child bearing, marriage, divorce, migration, labor supply, and investments in education and health. Analyzes how these decisions affect an individual's economic well-being and studies the family as the institution within which many of these decisions are made. Prereq., ECON 3070.

ECON 4616-3. Labor Economics. Examines the influence of factors, unions, and government on labor allocation and remuneration. Analyzes human capital, discrimination, mobility and migration, productivity, unemployment, and inflation. Compares outcomes under competition with those in a world marked by shared market power and bargaining. Prereq., ECON 3070.

ECON 4626-3. The Economics of Inequality and Discrimination. Examines the unique insights available through economic analysis regarding the causes, mechanisms, and consequences of inequality and discrimination. Examines the extent of inequality, the variances and extents of discrimination, and explores the economic models that suggest explanations. Prereq., ECON 3070. Approved for arts and sciences core curriculum: cultural and gender diversity.

ECON 8665-3. Economic Demography. Investigates economic determinants and consequences of demographic behavior in developing and developed countries. Issues include fertility and female labor supply interactions, the demographic transition, the effect of population growth on income distribution, family investments in children, and intergenerational mobilization. Prereqs., ECON 3070 and 3080.

ECON 8676-3. Seminar: Labor Economics 1. Focuses on the demand side of labor markets. Topics include standard static and dynamic models of labor demand, labor market discrimination, composition of compensation, labor hierarchies within enterprises, unionization, efficient contracts and macroeconomics of labor markets. Prereq., ECON 6070 or 7010.

ECON 8686-3. Seminar: Labor Economics 2. Focuses on special topics in labor economics: dynamic theories of labor supply, employment, and unemployment; labor supply in a household framework; and labor market activity and income distribution. Explores both theoretical models and empirical tests in each area. Prereq., ECON 6070 or 7010.

Industrial Organization

ECON 4697-3. Industrial Organization and Regulation. Examines neoclassical theory of the firm, the determinants of industrial structure, and the purposes and institutions of public policy to control or maintain a competitive environment. Recommended preparation, ECON 3070 or 4808. Prereq., ECON 1000, or 2010 and 2020. Approved for arts and sciences core curriculum: United States context.

ECON 6697-3. Industrial Organization and Regulation. Explores theory and application of economic models of industrial organization, emphasizing neoclassical and game theoretic models of markets range from competitive to collusive. Also examines the laws and regulations that affect business in the U.S. Prereq., ECON 6070 and 6808.

ECON 8747-3. Industrial Organization Theory. Highlights economics of regulation of industry and markets, industry studies, and the application of lab methods to industrial organization. Prereqs., ECON 6697 or 7010.

ECON 8757-3. Industrial Organization and Public Policy. Addresses the theory of interaction of firms within markets and industries, emphasizing importance of the number, relative size of firms, market institutions, firm strategies, and nature of consumer demand. Examines neoclassical and game theoretic models, empirical industry studies, and laboratory tests of theoretical models and policies. Prereq., ECON 6697 or 7010.

Quantitative Economics

ECON 1078-3. Mathematical Tools for Economists 1. Teaches mathematical skills and logical thinking for use in economics. Topics include algebra, graphs, functions, and probability. Includes many "real-world" examples and some illustrative computer assignments. Approved for arts and sciences core curriculum: quantitative reasoning and mathematical skills.


ECON 3818-4. Introduction to Statistics with Computer Applications. Introduces statistical methods and their applications in quantitative economic analysis. Prereqs., ECON 1000, or 2010 and 2020, and ECON 1078 and 1088, or equivalent.

ECON 4808-3. Introduction to Mathematical Economics. Introduces the use of mathematics in economics. Topics include vectors and matrices, differential calculus, and optimization theory, with economic applications. Prereqs., ECON 1000, or 2010 and 2020, and ECON 1078 and 1088 or equivalent.

ECON 4818-3. Introduction to Econometrics. Provides undergraduate economics majors with an introduction to econometric theory and practice. Develops the multiple regression model and problems encountered in its application in lecture and individual applied projects. Prereq., ECON 3818.


ECON 4838-3. Microcomputer Applications in Economics. Addresses innovative uses of personal computers in economic analysis and model building techniques. Acquaints students with economic models through individualized, computer-generated exercises. Topics include input-output analysis, linear programming, nonlinear approximation, and simulation. Prereqs., ECON 1088 or MATH 1300, and ECON 3070.

ECON 6808-3. Introduction to Quantitative Economics. Topics include multivariable optimization problems with and without constraints, simple difference and differential equations, stability, introduction to linear and nonlinear programming, and calculus of variations. Prereqs., ECON 4808.


ECON 6828-3. Applied Time Series Analysis (Box-Jenkins) and Forecasting. Introduces first-year graduate students to time series approach of model building and forecasting. Basic topics are autoregressive integrated moving average models, nonstationarity and co-integr-
tion, vector autoregressions, and the evaluation of forecasts from such models. Emphasizes applied computer assignments. Prereq.: ECON 4450.


ECON 8838-3. Seminar: Econometrics 2. Teacher advanced econometric theory. Topics include asymptotic theory, maximum likelihood estimation, dependent variables analysis, and other frontier areas of econometrics such as the method of moment estimation and semiparametric and nonparametric estimation procedures. Prereq.: ECON 8828.

Independent Study and Other Courses

ECON 4309-3. Economics Honors Seminar 1. Open only to qualified seniors. For information consult the department's director of honors. Approved for arts and sciences core curriculum: critical thinking.

ECON 4339-3. Economics Honors Seminar 2. Open only to qualified seniors. For information consult the department's director of honors. This course does not count toward major requirements. Prereq.: ECON 4309.

ECON 4909 (1-3). Independent Study. Offered only to students with a GPA of 3.00 or better. May be repeated for a total of 3 credit hours. Prereq.: ECON 1000 or 2010 and 2020; instructor and department consent also required.

ECON 4939 (2-6). Internship/Seminar. Offers students the opportunity to integrate theoretical concepts of economics with practical experience in economics-related institutions. The theoretical portion arises from seminars and readings, the practical from activities in organizations related to the economics field. A minimum of 3 credit hours will count toward major requirements. Prereqs.: ECON 3070 and 3080; junior or senior major standing and instructor consent.

ECON 4999-3. Economics in Action: A Capstone Course. Encourages students to read about economic topics, to think about and research them in economics terms, and to improve their ability in writing and critical thinking. Prereqs.: ECON 1000, or 2010 and 2020, and junior or senior standing. May not be taken more than once for credit. Approved for arts and sciences core curriculum: critical thinking.

ECON 6209-3. Research Methods in Economics. Trains graduate students in scientific methodology and research in economics. Culminates in a research project that normally leads to thesis work. Prereqs.: ECON 6070, 6080, 6108, and 6818.

ECON 6339 (1-3). Teaching Economics. Explores and varied topics applicable to the study and teaching of economics. Emphasizes theses, topics, and strategies most appropriate to motivate students' interest in economics. Courses offered through the Colorado Council for Economic Education. Not an option for economics majors or economics graduate students. ECON 6099 (1-4). Independent Study. May be repeated for a total of 7 credit hours. Prereq.: instructor and department consent.

ECON 6549 (1-3). Master's Candidate.

ECON 6699 (1-4). Master's Thesis.


ECON 8999 (1-4). Independent Study. May be repeated for a total of 7 credit hours. Prereq.: instructor and department consent.

English

Course numbers are grouped by the last digit under a subheading that relates to a specific field of study. Questions regarding the courses should be directed to the English Undergraduate Studies Office in Helms 111.

General Literature and Language

ENGL 1010-3. Critical Analysis 2: Prose. A basic skills course designed to equip the student to handle the English major. Emphasizes critical reading and the acquisition of basic techniques and vocabulary of literary criticism through close attention to various prose language. Restricted to English majors only.

ENGL 1200-3. Introduction to Fiction. Emphasizes reading and analysis of short stories and novels.

ENGL 1200-3. Introduction to Women's Literature. Introduces literature by women in England and America. Covers both poetry and fiction and varying historical periods. Acquaints students with the contribution of women writers to the English literary tradition and investigates the nature of this contribution. Same as WMS 2260. Approved for arts and sciences core curriculum: cultural and gender diversity.

ENGL 1300-3. Introduction to Drama. Offers reading and analysis of plays.

ENGL 1400-3. Introduction to Poetry. Offers reading and analysis of poetry.

ENGL 1500-3. Masterpieces of British Literature. Introduces students to a range of major works of British literature, including at least one play by Shakespeare, a pre-20th-century English novel, and works by Chaucer and/or Milton. Approved for arts and sciences core curriculum: literature and the arts.

ENGL 1600-3. Masterpieces of American Literature. Enhances student understanding of the American literary and artistic heritage through an intensive study of a few centrally significant texts, emphasizing works written before the 20th century. Approved for arts and sciences core curriculum: cultural and gender diversity.

ENGL 1840 (1-3). Independent Study, Lower Division. Creative Writing. May be repeated for a total of 8 credit hours.

ENGL 1850 (1-3). Independent Study, Lower Division. Literature/Language. May be repeated for a total of 8 credit hours.

ENGL 2000-3. Literary Analysis. Provides a basic skills course designed to equip students to handle the English major. Emphasizes critical reading and the acquisition of basic techniques and vocabulary of literary criticism through close attention to poetic and prose language. Restricted to English majors only.

ENGL 2010-3. Introduction to Literary Theory. Introduces students to a wide range of critical theories that English majors need to know. Covers major movements in modern literary critical theory, from Matthew Arnold through new criticism to contemporary post-modern frameworks. Restricted to English majors only.

ENGL 3000-3. Shakespeare for Nonmajors. Introduces students to Shakespeare's major works—the histories, comedies, and tragedies. May include the nondramatic poetry as well. Prereq.: sophomore standing. Approved for arts and sciences core curriculum: literature and the arts.

ENGL 3060-3. Modern and Contemporary Literature. Close study of significant 20th-century poetry, drama, and prose works. Readings range from 1920s to the present. Prereq.: sopho-
more standing. Approved for arts and sciences core curriculum: literature and the arts.

ENGL 3901 (1-3). Internship. Provides academically supervised opportunity for upper-division students to work in public or private organizations on projects related to students’ career goals and to relate classroom theory to practice. May be repeated for a total of 6 credit hours.

Prereq.: junior standing and instructor consent.

ENGL 3940 (1-3). Service Learning Practicum. Under faculty supervision, students participate in a service project correlated with the academic subject. May be repeated for a total of 6 credit hours.

ENGL 4100-3. The English Language. Outlines history of the language, including a brief survey of sound changes affecting modern English, history of grammatical forms, and the vocabulary. Assumes elementary knowledge of English grammar. Prereq.: junior standing.

ENGL 4200-3. Contemplation/Poetry/Self. Focuses on contemplative practices across several spiritual traditions: ecstatic poetry, poetry that describes mythical stories, and historical and contemporary ideas of self as articulated in early and western philosophy, psychology, and literature. Prereq.: junior standing. Same as WMST 4200.

ENGL 4250-3. Modern Novel. Close study of masterpieces by such novelists as Proust, Joyce, Woolf, Lawrence, Mann, Kafka, and Faulkner. Prereq.: junior standing.


ENGL 4460-3. Modern Poetry. Selects works of British and American poets from 1900 to the present. Prereq.: junior standing.


ENGL 4840 (1-3). Independent Study, Upper Division. Creative writing. May be repeated for a total of 8 credit hours.

ENGL 4850 (1-3). Independent Study, Upper Division. Literature/language. May be repeated for a total of 8 credit hours.

Undergraduate Writing

ENGL 1001-3. Freshman Writing Seminar. Provides training and practice in writing. Focuses on the writing process, the fundamentals of composition, and the structure of argument. Provides numerous and varied assignments with opportunity for revision. Prereq.: College of Arts and Sciences freshman or sophomore standing. Not open to business or engineering majors. Approved for arts and sciences core curriculum: lower division written communication.

ENGL 1191-3. Introduction to Creative Writing. Introduces techniques of fiction and poetry. Student work is scrutinized by the instructor and discussed in a workshop atmosphere by other students. May not be taken concurrently with ENGL 2021 or 2051. Not open to graduate students. May not be repeated.

ENGL 2021-3. Introductory Poetry Workshop. Introductory course in poetry writing. Prereq.: ENGL 1191 with a grade of B- or better, or equivalent transfer course work. May be repeated for a total of 9 credit hours.

ENGL 2051-3. Introductory Fiction Workshop. Introductory course in fiction writing. Prereq.: ENGL 1191: with a grade of B- or better, or equivalent transfer course work. May be repeated for a total of 9 credit hours.

ENGL 3021-3. Intermediate Poetry Workshop. Intermediate course in poetry writing. Prereq.: instructor consent based on submission of manuscript (five to seven poems). May be repeated for a total of 9 credit hours.

ENGL 3051-3. Intermediate Fiction Workshop. Intermediate course in fiction writing. Prereq.: instructor consent based on submission of manuscript (one short story). May be repeated for a total of 9 credit hours.

ENGL 3061-3. Literary Publishing: Why and How. Surveys the history and purposes of literary publishing and explores its methods and practices, from editing to the art of nonfiction prose. In addition to lectures and class discussion, offers optional hands-on experience with university-affiliated publications.

ENGL 3071-3. The Practice of Publishing. Surveys the history and technical evolution of book and journal publishing and equips students with a working knowledge of contemporary publishing practices. In addition to lectures and class discussion, offers optional hands-on experience with university publications.

ENGL 3081-3. Intermediate Nonfiction Workshop. Discussion and practical criticism of student work and discussion of relevant works of literary nonfiction. Prereq.: instructor consent based on submission of manuscript. May be repeated for a total of 9 credit hours.

ENGL 3151-3. Advanced Composition: Stylistic Form. Same as UWPR 3150.

ENGL 4021-3. Advanced Poetry Workshop. Advanced course in poetry writing. Prereq.: instructor consent based on submission of manuscript. May be repeated for a total of 9 credit hours.

ENGL 4051-3. Advanced Fiction Workshop. Advanced course in fiction writing. Prereq.: instructor consent based on submission of manuscript (one short story). May be repeated for a total of 9 credit hours.

ENGL 4071-3. Scriptwriting Workshop. Designed to give students practical criticism of their script writing and technical format requirements. Either stage plays or screenplay are studied, and announced. Admission by submission of manuscript and permission of instructor. May be repeated for a total of 9 credit hours. Same at ENGL 5289.

ENGL 4081-3. Playwriting. Prereq.: instructor consent. May be repeated for a total of 9 credit hours.

Backgrounds to Literature in English

ENGL 2222-3. Foundations of British and American Literature. Studies major texts of medieval and Renaissance writers who fundamentally influenced the course of English writing. Ordinarily deals with Chaucer, Shakespeare, and Milton, though other classical, medieval, and Renaissance authors may be substituted.

ENGL 2502-3. British Literary History 1. Provides a chronological study of great figures and forces in English literature from Beowulf to 1660. Restricted to English, humanities, and film studies majors only.

ENGL 2512-3. British Literary History 2. Provides a chronological study of great figures and forces in English literature from 1660 to the present. Restricted to English, humanities, and film studies majors.

ENGL 2602-3. Introduction to Western European Literature 1. Close study of literary classics of Western civilization: the Odyssey or Iliad, Greek drama, and several books of the Bible.

ENGL 2612-3. Introduction to Western European Literature 2. Close study of literary classics of Western civilization: major Roman and medieval texts.


ENGL 3312-3. The Bible as Literature. Surveys literary achievements of the Judeo-Christian tradition as represented by the Bible. Prereq.: sophomore standing.

British Literature to 1660


ENGL 3553-3. Chaucer: The Canterbury Tales. Short introduction to Middle English precedes study of the poetry. Restricted to English and humanities majors only. Prereq.: sophomore standing.

ENGL 3563-3. Shakespeare 1. Shakespeare’s works through 1600. Restricted to English, humanities, and theatre majors only. Prereq.: sophomore standing.

ENGL 3573-3. Shakespeare 2. Shakespeare’s works after 1600. Restricted to English, humanities, and theatre majors only. Prereq.: sophomore standing.


ENGL 4503-3. Medieval Literature 1. Intensive study of the major literary works of the Middle Ages in Europe. Prereq.: junior standing.

ENGL 4513-3. Medieval Literature 2. Intensive
study of the major literary works of the Middle Ages in Britain. Prereq. junior standing.


ENGL 4673-3. Anglo-Saxon Language and Literature. Introduces Anglo-Saxon (Old English) language and literature. Emphasizes rapid acquisition of a reading knowledge of the language. Prose readings are followed by highlights of the shorter poetry (Widsipê, Seafarer, Battle of Maldon, etc.). Prereq., junior standing. Same as ENGL 5679.

ENGL 4683-3. Browning. Students read and analyze Browning in the original language, with some attention to additional background readings. Prereq., junior standing.

British Literature after 1660

ENGL 3164-3. History and Literature of Georgian England. Provides an interdisciplinary study of England in one of its most vibrant cultural and historical periods. Topics include politics, religion, family life, and the ways contemporary authors understood their world. Prereq., sophomore standing. Same as HIST 3163. Approved for arts and sciences core curriculum: historical context.

ENGL 4203-3. Development of the English Novel 1. From the beginnings to 1830. Prereq., junior standing.


ENGL 4544-3. The Age of Satire: 1660-1740. Dryden, Defoe, Swift, Pope, Addison, Steele, and their contemporaries. Restricted to English and humanities majors only. Prereq., junior standing.

American Literature


Advanced Theory, Genre Studies, and Popular Culture

ENGL 3116-3. Topics in Advanced Theory. Studies special topics in theory; specially designed for English majors. Topics vary each semester. May be repeated for a total of 6 credit hours for different topics. Prereq., sophomore standing.

ENGL 3226-3. Folklore 1. Emphasizes formal study of folk traditions—including tales, songs, games, customs, beliefs, and crafts—within a theoretical framework, using examples from several cultures. Prereq., sophomore standing.

ENGL 3246-3. Topics in Popular Culture. Studies special topics in popular culture; specially designed for English majors. Topics vary each semester. May be repeated for a total of 6 credit hours for different topics. Prereq., sophomore standing.


ENGL 3856-3. Topics in Genre Studies. Studies special topics in genre studies; specially designed for English majors. Topics vary each semester. May be repeated for a total of 6 credit hours for different topics. Prereq., sophomore standing.

ENGL 4006-3. Literature and Psychology. Critically applies basic concepts of psychology to world literature. Prereq., junior standing.

ENGL 4016-3. Literature and Psychopathology. Studies major psychological disorders in those they are given dramatic and descriptive treatment by literary artists in poems, plays, short stories, and novels. Emphasis is primarily descriptive; some attention is paid to contemporary views of etiology and anatomy. Prereq., junior standing.

ENGL 4286-3. Folklore 2. Upper-level studies of folk groups, events, texts, and contexts as they reflect traditional "knowing"—folk perceptions and teachings about the structure and purpose of the universe. Prereq., ENGL 3225 and junior standing.

Multicultural and Gender Studies

ENGL 2207-3. Introduction to Lesbian, Bisexual, and Gay Literature. Offers students at sophomore and junior levels an introduction to some of the forms, concerns, and genres of contemporary lesbian, bisexual, and gay writing in English. Prereq., sophomore standing.

ENGL 2717-3. Native American Literature. Surveys traditional and contemporary North American Native American literature, from traditional oral forms to contemporary genre literature of novels, short stories, and poetry. Same as AIST 2712.


ENGL 2747-3. Survey of Chicano Literature. Introduces Chicano literary studies, focusing on narrative works by major Chicanos/la writers. Examines diverse range of Chicano/a writing, as it addresses recurring social issues, as it engages language, race and class oppression, questions of identity, and gender relations. Same as CHST 2742.


ENGL 2767-3. Survey of Post-Colonial Literature. Surveys the development of literatures in English in former British colonies. Topics include the spread and adaptation of English language literary forms in Asia, Africa, the Caribbean, and the "Far New World" (Australia and New Zealand). Students learn the causes of the dispersion and the motivations for the clearly different usages of English literary forms in the ex-colonies. Same as ETHN 2765.

ENGL 3217-3. Topics in Gender Studies. Studies special topics in gender studies; specially designed for English majors. Topics vary each semester. May be repeated for a total of 6 credit hours for different topics. Prereq., sophomore standing.


ENGL 3577-3. Topics in Multicultural Literature. Studies special topics in multicultural literature; specially designed for English majors. Topics vary each semester. May be repeated for a total of 6 credit hours for different topics. Prereq., sophomore standing.
ENGL 3677-3. Jewish-American Fiction and Old World Backgrounds. Explores cross-cultural transitions, influences, and ethnicity in the social and literary history of Europe and America through Jewish experience, expressed in the works of such writers as Hein, Sholom Aleichem, Preetz, Babel, Singer, Malamud, Roth, and Woody Allen. Prerequisites, sophomore standing. Approved for arts and sciences core curriculum: cultural and gender diversity.

ENGL 4277-3. Topics in Women's Literature. Focuses on areas of research interest in the study of women's literature, such as selected themes or critical issues. Students are expected to contribute original research to the topic under consideration. Prerequisites, junior standing. Same as WMST 4278.

ENGL 4287-3. Studies in Lesbian, Gay, Bisexual, and Transgender Literature. Examines selected British, American, and French literary representations of lesbian and gay identity from the early 16th century to the present. Discusses the changing status of homosexuality as a literary and cultural topic, including how same-sex desire is defined, and the rhetorical and ideological difficulties involved in its representation. Specific topics vary each semester. Prerequisite, junior standing.


Critical Studies in English

ENGL 4038-3. Critical Thinking in English Studies. Concerned with developments in the study of literature that have significantly influenced our conception of the theoretical bases for study and expanded our understanding of appropriate subject matter. May not be repeated. Restricted to English and humanities majors only. Prerequisite, junior standing. Approved for arts and sciences core curriculum: critical thinking.

ENGL 4728-3. Seminar: Topics in English. Studies such topics as heroism in 18th-century literature, eros and violence, South African women writers, politics and religion in 16th-century literature, and American humor. Specifically designed for senior English majors. May not be repeated. Prerequisites, junior standing.

Graduate Courses

ENGL 5009, 5019, 5029-3. Studies in Major Authors. Individual British, American, and Continental authors. (Author for any given semester is specified in the Registration Handbook and Schedule of Courses.) May be repeated for a total of 9 credit hours.

ENGL 5109 through 5199-3. Studies in Special Topics. Special topics in British and American language and literature. May be repeated for a total of 9 credit hours.

ENGL 5209-3. Studies in the Novel. In-depth analyses of novels that are significant in mainstream traditions or that display major departures.

ENGL 5219 and 5229-3. Poetry Workshop. Designed to give students practical criticism of their poetry and to develop a sense of critical standards. Admission by submission of manuscript and/or instructor consent. May be repeated for a total of 9 credit hours.

ENGL 5239 and 5249-3. Fiction Workshop. Designed to give students practical criticism of their fiction and to develop a sense of critical standards. Admission by submission of manuscript and/or instructor consent. May be repeated for a total of 9 credit hours.

ENGL 5259-3. Nonfiction Workshop.鬃

ENGL 5269-3. Publishing Workshop. Provides practical experience in the editorial, design, and business procedures of the publishing industry. May be repeated for a total of 9 credit hours.

ENGL 5279-3. Studies in Poetry. Covers poetry, mainly American, written since World War II.

ENGL 5289-3. Scriptwriting Workshop. Designed to give students practical criticism of their script writing and technical format requirements. Either stage plays or screenplays are studied, as announced. Admission by submission of manuscript and/or permission of instructor. May be repeated for a total of 9 credit hours. Same as ENGL 4071.

ENGL 5299-3. Studies in Fiction. Covers fiction, mainly American, written since World War II.

ENGL 5309-3. Playwriting. Admission by submission of manuscript and/or instructor consent.

ENGL 5599-3. Medieval Literature. Analyzes selections representative of life and thought of the Middle Ages up to 1500.

ENGL 5529-3. Renaissance and 17th-Century Literature.

ENGL 5549-3. Restoration and 18th-Century Literature. Explores poetry, novel, and nonfiction prose of the period, with rotating emphasis on genres and topics.


ENGL 5659-3. Readings in American Literature. Extensive reading in the history of American literature as the basis for a graduate major or minor in the field.

ENGL 5669-3. 20th-C. American Literature.

ENGL 5679-3. Anglo-Saxon Language and Literature. Same as ENGL 4673.


ENGL 5849 (1-3). Independent Study (Graduate Level 1). Independent investigation of topics of specific interest to individual students. Students wishing to enroll in independent study must petition the Director of Graduate Studies prior to the beginning of the semester. May be repeated for a total of 8 credit hours.

ENGL 5859 (1-3). Tutorials in Medieval Studies. May be repeated for a total of 7 credit hours.

ENGL 5869 (1-3). Tutorials in Renaissance Studies.

ENGL 5879 (1-3). Tutorials in Restoration and 18th-Century Studies. May be repeated for a total of 7 credit hours.

ENGL 5889 (1-3). Tutorials in Romantic Studies. May be repeated for a total of 7 credit hours.

ENGL 5899 (1-3). Tutorials in Victorian Studies. May be repeated for a total of 7 credit hours.

ENGL 5909 (1-3). Tutorials in Modern Studies. May be repeated for a total of 7 credit hours.

ENGL 6849 (1-3). Tutorials in American Studies. May be repeated for a total of 7 credit hours.

ENGL 6859 (1-3). Tutorials in Author Studies. May be repeated for a total of 7 credit hours.

ENGL 6869 (1-3). Tutorials in Creative Writing. May be repeated for a total of 7 credit hours.

ENGL 6949-3. Master's Degree Candidate.


ENGL 7009-3. Studies in Major Authors. Intensive study of works of one major British, American, or significant Continental author. (Author for a given semester is specified in the Registration Handbook and Schedule of Courses.)


ENGL 7119-3. History of English Studies. Surveys the intellectual, institutional, and pedagogic origins and development of the study of English and American literature and language in universities from the 18th through the 20th centuries.

ENGL 7489-3. Problems in Literary Theory.

ENGL 7849 (1-3). Independent Study (Graduate Level 2). May be repeated for a total of 7 credit hours.

ENGL 7889-1. Interdisciplinary Seminar in British Studies. Exposes students to methodologies of current work in English, history, theatre, and art history. With a different focus each semester, the seminar may be taken up to three times. Same as HIST 7183.

ENGL 8999-10. Doctoral Dissertation. All doctoral students must register for no fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Environmental, Population, and Organismic Biology

The Department of Environmental, Population, and Organismic (EPO) Biology offers three general biology sequence: (1) EPOB 1210 and 1220 are lecture-only courses intended for science majors. The accompanying labs (EPOB 1230 and 1240) are designed for and required of EPOB majors; they also are suitable for other science majors. (2) EPOB 1610 and 1620 are lecture-only honors
Courses designed for biology majors and others with at least one year each of high school biology and chemistry. (c) EPOB 1030, 1040, and 1050 are designed for non-science majors.

Students who receive a C or lower in the AP biology test have 5 hours of credit and are exempt from EPOB 1210 and 1240. Students who score in the 800th percentile or higher on the CLEP test in biology receive 6 hours of credit and are exempt from EPOB 1210 and 1220. Credits for EPOB 1210 and 1230 can be used as credit for MCDB 1150 and 1151, but not MCDB 2120 and 2121. Students majoring in biology who transfer biology credit from other institutions must consult their departmental advisor.


EPOB 1050-1. Biology: A Human Approach Laboratory. One-two-hour lab per week. Conducts experiments and exercises relating to concepts presented in EPOB 1030 and 1040. Laboratory: A Human Approach 1 and 2. Recommended for science majors. This course uses animals and/or animal tissues. Approved for arts and sciences core curriculum: natural science.


EPOB 1230-1. General Biology Laboratory. One three-hour lab per week. Conducts experiments and exercises to provide an extension of basic concepts and scientific approaches presented in the general biology lecture course. Recommended for science majors who are not EPOB majors. Approved for arts and sciences core curriculum: natural science.

EPOB 1240-1. General Biology Laboratory. One three-hour lab per week. Examine diversity, physiology, and ecology of whole organisms. Provides direct experience with experimental procedures, identification of organisms, and report preparation. Recommended for science majors who are not EPOB majors. This course uses animals and/or animal tissues. Approved for arts and sciences core curriculum: natural science.

EPOB 1250-1. General Biology Laboratory. One three-hour lab per week. Examine diversity, physiology, and ecology of whole organisms. Provides direct experience with experimental procedures, identification of organisms, and report preparation. Recommended for science majors who are not EPOB majors. This course uses animals and/or animal tissues. Approved for arts and sciences core curriculum: natural science.

EPOB 1260-1. General Biology Laboratory. One three-hour lab per week. Examine diversity, physiology, and ecology of whole organisms. Provides direct experience with experimental procedures, identification of organisms, and report preparation. Recommended for science majors who are not EPOB majors. This course uses animals and/or animal tissues. Approved for arts and sciences core curriculum: natural science.

EPOB 1270-1. General Biology Laboratory. One three-hour lab per week. Examine diversity, physiology, and ecology of whole organisms. Provides direct experience with experimental procedures, identification of organisms, and report preparation. Recommended for science majors who are not EPOB majors. This course uses animals and/or animal tissues. Approved for arts and sciences core curriculum: natural science.

EPOB 1280-1. General Biology Laboratory. One three-hour lab per week. Examine diversity, physiology, and ecology of whole organisms. Provides direct experience with experimental procedures, identification of organisms, and report preparation. Recommended for science majors who are not EPOB majors. This course uses animals and/or animal tissues. Approved for arts and sciences core curriculum: natural science.

EPOB 1290-1. General Biology Laboratory. One three-hour lab per week. Examine diversity, physiology, and ecology of whole organisms. Provides direct experience with experimental procedures, identification of organisms, and report preparation. Recommended for science majors who are not EPOB majors. This course uses animals and/or animal tissues. Approved for arts and sciences core curriculum: natural science.

EPOB 1300-3. Topics in Biological Sciences. Designed to cover special topics in biology for freshmen or nonmajors. Introduces scientific methods and principles in biology, as well as issues of current interest in biology. Does not count toward the major in EPOB.

EPOB 1860-1. Independent Study (Freshman). May be repeated for a total of 6 credit hours.

EPOB 1870-1. Independent Research (Freshman). May be repeated for a total of 6 credit hours.

EPOB 1950-3. Introduction to Scientific Writing. Lect. Reviews writing skills with emphasis on three most important scientific writing: Focuses on analysis and argument with attention to organization, data presentation, and style; easy and research paper writing; and reading comprehension. May not be used for credit toward the EPOB major. Approved for arts and sciences core curriculum: written communication.

EPOB 2010-1. Environmental Issues and Biology. Lect. The natural environment is currently stressed by a variety of human actions. Examines the nature of these environmental problems and their impact on living organisms, both human and non-human species. Recommended. EPOB 1210 or equivalent.

EPOB 2060-4. Environmental Biology. Lect. and lab. Introduces biology as a discipline, focusing on patterns and processes in populations, including behavioral interactions, biotic communities, landscape, ecosystems, and the biosphere; conservation ecology is a recurrent theme. Laboratories focus on techniques of ecology and field biology and introduce laboratory and research skills through the EPOB majors' core. This course uses animals and/or animal tissues. Recommended for EPOB majors.

EPOB 2080-4. Evolution and Biodiversity. Lect. and lab. Covers principles of organic evolution, origins and history of life, population genetics, microevolutionary change, and macroevolution; and principles of systematic biology. Laboratories include computer-based simulations and phylogenetic analysis, as well as a survey of biodiversity. Labs use animals and/or animal tissues. Recommended for EPOB majors. Prereqs. EPOB 2050, 2060, and 2070.

EPOB 2110-1. Environmental Issues and Biology. Lect. The natural environment is currently stressed by a variety of human actions. Examines the nature of these environmental problems and their impact on living organisms, both human and non-human species. Recommended. EPOB 1210 or equivalent.

EPOB 2500-4. Introduction to Horticulture. Lect and lab. Covers the principles and techniques of plant science applied to cultivated plants. Emphasizes basic plant biology, aspects of the culture environment as variable, and the tools and technology utilized in culture, propagation, and protection. Includes a brief survey of the industries related to cultivated plants. Prereqs. EPOB 1210-1240 or equivalent.

EPOB 2860-1. Independent Study (Sophomore). May be repeated for a total of 6 credit hours.

EPOB 2870-1. Independent Research (Sophomore). May be repeated for a total of 6 credit hours.


EPOB 3090-3. Introduction to Neurobiology. Lect. Covers sensation, action potential generation, synaptic transmission, and neuronal integration in terms of the neurophysiology and biophysics of single nerve cells. Introduces information processing by neural circuits and neuronal changes underlying selected behavioral modifications. Recommended for students with 60 to 180 quarter credit hours. Prereqs. EPOB 1210, 1220, 1230, and 1240. CHEM 1111; and CHEM 1120 (or 117) or BIOL 1970. Similar to EPOB 3100.

EPOB 3150-3. Introduction to Tropical Conservation Biology. This intensive five-week course (first summer session) is held partly on the Boulder campus (two weeks) and partly in Puerto Rico (three weeks). Emphasizes practical aspects of conservation biology, especially as they pertain to the tropical regions of the world. Prereqs. one year of introductory biology (EPOB 1230, 1240, or EPOB 1250, 1260, 1270, or 1280). Approved for arts and sciences core curriculum: natural science.

EPOB 3160-3. Paleontology. Lectures and lab. Studies the history of modern biotic communities; background of climatic history as setting for the study of contemporary studies of evolution, genetics, and ecology; the myth of stable tropical biotas, ephorical instability in North America; extinction of large mammals; and reasons behind why environmental planning ignores historical perspective. Prereqs. EPOB 1210 and 1220 or equivalent.
EPOB 3170 (3-4). Arctic and Alpine Ecology. Lecture and field trips. Focuses on the biology of arctic and alpine environments, limiting physical factors (such as geomorphology and climatic history), and human interaction with cold-stressed environments, especially the arctic. Prereq.: EPOB 3120 and 3220, or equivalent, or GEOG 1010, or GEOG 1992.


EPOB 3190-3. Tropical Marine Ecology. Lect. Examines the biology and ecology of marine ecosystems, emphasizing those occurring in tropical regions such as coral reefs. Studies how these ecosystems are changing and the future impact of human stress on the marine environment. Prereq.: EPOB 1210 and 1220 or equivalent. Approved for arts and sciences core curriculum: natural science.


EPOB 3240-4. Animal Behavior. Lecture and recitation. Topics include basic concepts and history, methods of study, ethical issues, neurobiology and behavior, and the development of behavior, predator-prey relationships, communication, aggression dominance, mating systems, cognitive and ecological. When possible, life-history strategies, the evolution of behavior, and behavioral ecology are stressed. Prereq.: EPOB 1210 and 1220, or equivalent, or PSYC 1001, or ANTH 2020.

EPOB 3250-3. Principles of Evolution. Lect. Introduces evolutionary biology, including the patterns of evolutionary history and the processes that give rise to them, history of evolutionary ideas, phylogeny, diversification of life, microevolutionary processes, population variation, speciation, molecular evolution, and human evolution. Prereq.: EPOB 1210 and 1220 or equivalent.

EPOB 3400-4. Microbiology. Lecture and lab. Surveys distinguishing characteristics of microorganisms based on structural-functional relationships, taxonomy, growth, and physical-chemical agents of control including antibiotics, metabolism, and genetics. Introduces applied microbiology emphasizing infectious diseases, basic concepts of bioremediation, and microbial ecology. Prereq.: EPOB 1210-1220 or equivalent. This course uses animals and/or animal tissues.

EPOB 3420-5. Introduction to Human Anatomy. Lecture and lab. Introduces basics of human anatomy. Prereq.: EPOB 1210-1240 or equivalent. This course uses animals and/or animal tissues and human cadavers.

EPOB 3430-5. Human Physiology. Lecture, lab, and recitation. Introduces human physiology, primarily for students in allied health programs. Prereq.: EPOB 1210-1240 or equivalent, and CHEM 1071, 1131, or 1171: EPOB 3430 strongly recommended. This course uses animals and/or animal tissues.


EPOB 3470-3. History of Biology. Lect. Surveys major themes in the development of biological theory from ancient times to present, emphasizing complementary roles of observation, experiment, and technical innovation, and in understanding of general cultural environment on scientific advance. Prereq.: EPOB 1210 and 1220 or equivalent.


EPOB 3510-4. Plant Anatomy and Development. Lecture and lab. Introduces structures of seed plants, especially angiosperms, and developmental history of these structures. Studies cell types, and their location and function in plants and animals. The laboratory provides an opportunity to examine plant tissues and to prepare tissues for examination by the light microscope. Surveys role of plant structures in the living plant. Prereq.: EPOB 1210-1240 or equivalent.

EPOB 3520-4. Plant Systematics. Lecture and lab. Studies the principles and techniques of modern systematics of organisms, illustrated with examples from the plant kingdom, usually the angiosperms. Framework of course is evolutionary and ecological, as well as taxonomic. Prereq.: EPOB 1210-1240 or equivalent.

EPOB 3530-4. Essentials of Plant Physiology. Lecture and lab. Explores mechanisms of plant functioning and how such functioning relates to the performance of the plant under different environmental conditions. Phenomena include water relations, growth and development, and metabolic processes including photosynthesis, respiration, and responses to stress. Prereq.: EPOB 1210-1240 or equivalent.

EPOB 3600-2. Developmental Biology Laboratory. Lab for EPOB 3650 and MCDB 4650. Studies live and prepared embryos from a variety of organisms, including amphibians, fish, nematodes, and insects. Topics include descriptive and experimental embryology, development genetics, and molecular biology methods applied to developing systems. Prereq.: EPOB 3200 or MCDB 2150, coreq.: EPOB 3650 or MCDB 4650. Same as MCDB 4660.

EPOB 3700-5. Comparative Animal Physiology. Lecture, lab, and recitation. Introduces principles of animal physiology and responses to environmental change. Prereq.: EPOB 1210-1240 or equivalent. This course uses animals and/or animal tissues.

EPOB 3720-5. Comparative Vertebrate Anatomy. Lecture and lab. Introduces major components of the vertebrate body and how they are organized into a whole organism, emphasizing function, evolution, and diversity of these features. Laboratories involve dissection of rats and demonstrations. Prereq.: EPOB 1210-1240 or equivalent. This course uses animals and/or animal tissues.

EPOB 3770-4. Vertebrate Zoology. Lecture, lab, and field trips. Studies the natural history of the major groups of living vertebrates, including their origin and evolution, behavior, ecology, anatomy, and physiology. Prereq.: EPOB 1210-1240 or equivalent. This course uses animals and/or animal tissues.

EPOB 3840 (1-6). Independent Study (Junior). May be repeated for a total of 6 credit hours.

EPOB 3870 (1-6). Independent Research (Junior). May be repeated for a total of 6 credit hours.

EPOB 3930 (1-6). Internship. Provides an academically supervised opportunity for upper-division students to work in public or private organizations. Projects are usually related to students' career goals. Each project has both academic and work components. May be repeated for a total of 6 credit hours.


EPOB 4010 (1-2). Teaching Biology. Provides an opportunity to assist in teaching of specific laboratory sections in EPOB Biology under direct faculty supervision. Students must make arrangements with the faculty member responsible for the course in which they plan to assist. May be repeated for a total of 4 credit hours.

EPOB 4020-3. Stream Biology. Lecture. Offers a geological, physical, chemical, and biological study of flowing water with special reference to streams and rivers as ecosystems. A laboratory course is offered (see EPOB 4150). Prereq.: EPOB 3020. Same as EPOB 5020.

EPOB 4030-3. Limnology. Lect. Examines the ecology of inland waters, including a detailed
consideration of physical, chemical, and biologi-
ical properties of freshwater ecosystems; origins
and major characteristics of lakes and streams,
survey of chemical and nutrient cycles in fresh-
water habitats, and survey of biotic composition
of freshwater environments. Important themes
in modern freshwater ecology are considered,
including energy flow, nutrient cycles, dis-
tribution, and management of freshwater
ecosystems. Prereq. EPOB 5030. Same as
EPOB 5030.

Applies principles of population ecology, popu-
lation genetics, biogeography, animal behavior,
and palaeobiology to the maintenance of global
biodiversity and natural systems. Resulting
theory is then applied to conservation policy
and management techniques. Prereq. EPOB 3020.
Same as EPOB 5040.

EPOB 4045-3. Medical Ecology and Environ-
mental Health. Lect. Concerns the ecology of
evolution, and environmental relationships for
disease. Emphasizes zoonotic infections, i.e.,
animal diseases transmissible to humans, such
as encephalitis and Lyme disease; and environmen-
tal factors in chronic diseases. Prereq. EPOB 1210
and 1220 or equivalent. Same as EPOB 5045.

EPOB 4050-3. Vegetation Description and
Analysis. Covers quantitative methods of vege-
tation science including sampling, classification,
field description, gradient analysis, mapping,
history of vegetation science, vegetation communi-
ties of Colorado, applications of GIS and
remote sensing. Emphasizes vegetation spatial
and temporal patterns in relationship to environ-
mental factors. Prereq. EPOB 1210, 1220, and
3020, or equivalent. Recommended prereqs.
EPOB 3520 and 4410. Same as EPOB 5050.

Surveys geological and tectonic distribution of
animals on a world basis, surveys focusing on
how number and kinds of species vary from
region to region, and how we can account for
this variation. Also looks at patterns of distribu-
tion of animals in terms of historical geological,
ecological, and evolutionary processes that have
caused them. Emphasizes ecological aspects.
Pre-
req. EPOB 3020. Same as EPOB 5070.

EPOB 4090-2. Coral Reef Ecology. Two-week,
fall semester course beginning after Christmas.
Includes one week of lectures in Boulder and
one week of field studies on one of the most
complex and beautiful ecosystems in the world,
the Caribbean reefs at Cayman, Mexico. Pre-
reqs., EPOB 3020 and SCUBA certification.

EPOB 4110, 4110, 4140 (2-4). Advanced
Ecology. Studies specific aspects of ecology,
emphasizing faculty specialties. May be repeated
for a total of 7 credit hours. Prereqs., EPOB
1210 and 1220 or equivalent and EPOB 3020.
Same as EPOB 5110, 5110, 5140. Courses
may use animals and/or animal tissues.

EPOB 4150 (1-2). Techniques in Ecology.
Emphasizes application of modern ecological
techniques, such as stream biology, aquatic biol-
y, environmental measurement and control,
and techniques in geo-ecology. May be repeated
for a total of 6 credit hours. Same as EPOB
5150. Prereq. EPOB 3020. Coreq. EPOB
4020.

Examines distribution patterns of communities
and ecosystems, and ecological processes that
affect those patterns over time. Considers spatial
and temporal scales in ecological analyses is
required to understand and predict response to
broad-scale environmental change. Prereqs.,
EPOB 1210, 1220 and 3020, or equivalent.
Same as EPOB 5165.

Focuses on concepts and approaches to studying
ecosystem processes, including primary and
secondary production, energy flows, and element-
cycles. Gives attention to biotic and abiotic con-
trols on biogeochemical cycles and the potential
for anthropogenic changes in ecosystem pro-
cesses. Prereq. EPOB 3020. Same as EPOB
5170.

EPOB 4180-3. Ecological Perspectives on
Global Change. Lect. Discusses evolulory
and recent geological history of modern envi-
nvironmental problems, using natural changes in
diversity, drought, desertification, defore-
sation, forest destruction, etc., as a basis of
increased awareness and influence of humans
and pollution. Prereq. EPOB 3020 or 4180
or MCDB 5320. Same as EPOB 5220.

EPOB 4220-3. Advanced Topics in Animal
Behavior. Lect. Covers special areas of ethology
such as sociobiology, animal communication,
cognitive ethology, human ethology, moral
and ethical issues. Prereq. EPOB 3240. Same
as EPOB 5240. Approved for arts and sciences
core curriculum: critical thinking.

EPOB 4270-3. Population Genetics and Evolu-
tion. Lect. Focuses on evolutionary mech-
isms influencing levels of genetic variation
within populations and the differentiation of
populations. Emphasizes recent research
programmes, laboratory experiments, and simula-
tions studies. Special topics include population
statistics, natural selection, and mechanisms of speciation.
Prereq. EPOB 3220. Same as EPOB
5270. Approved for arts and sciences core curriculum:
critical thinking.

EPOB 4350 (1-4). Biological Field Studies.
Stresses broad areas of biology and employs field
approaches. Prereqs., EPOB 1210 and 1220 or
equivalent. May be repeated for a total of 4
credit hours. Same as EPOB 5350. This course
uses animals and/or animal tissues.

EPOB 4360-3. microbial Ecology. Lecture
and lab. Explores microbial ecological methods
and solutions to environmental problems: areas in
which microorganisms play a major role: biodegradation, soil and
waste management, pollution control, phytoremediation, energy produc-
tion, ecological control of pests, and biotechnology.
Prereqs., EPOB 1210-1220 or equivalent. Same as EPOB 5360.
This course uses animals and/or animal tissues.

EPOB 4380-3. Respiratory Adaptations to
the Environment. Lect. Investigates the evolu-
tion of adaptations to respiratory gas exchange
systems, including the physical properties of
ions and their exchange in burrows, water, high
alpine species, and the response of many respira-
tory mechanisms in these environments.
Prereqs., EPOB 3430 or 3760. Same as
EPOB 5380. Approved for arts and sciences
core curriculum: critical thinking.

Focuses on the common methods of statistical
inference, procedures, simulations, assumptions, limitations, and applications
emphasizing techniques appropriate to realistic
biological problems. Includes data file manage-
ment using interactive computer techniques.
Prereqs., EPOB 1210-1220 or equivalent. Same
as EPOB 5410.

EPOB 4440-3. Mammalian Endocrinology.
Examines the structure and function of the endo-
crine system. Focus on the evolution and modifi-
cation of the endocrine system in mammals.
Prereqs., EPOB 3430 or 3760. Same as EPOB
5440.

EPOB 4460 (1-4). Special Topics. Familiarizes
students with specialized areas of biology. May
be repeated for a total of 4 credit hours. Pre-
reqs., EPOB 1210 and 1220 or equivalent.
Same as EPOB 5460.

EPOB 4470 (1-4). Special Topics Lab. Special
topics in biology laboratory. May be repeated for
a total of 4 credit hours. Same as EPOB
4470.

EPOB 4520-3. Plants of Colorado. Lecture,
lab, and field trips. Systematic survey of color-
ocan plants including algae, fungi, lichens,
mosses, ferns, gymnosperms, and flowering
plants. Plant collections are required. Pre-
reqs., EPOB 1210 and 1220 or equivalent.

EPOB 4530-3. Biology of Fungi. Lecture and
field trips. Includes an introduction to the biology
and ecology of fungi. Focuses on the ecological
and evolutionary aspects of fungi. Emphasizes
the role of fungi in the natural and human
environment.

EPOB 4550-3. Advanced Botany. Covers
special areas of botany including courses in algae,
mycology, ichthyology, plant physiology, evolu-
tion and ecology of domesticated plants,
advanced classification of flowering plants, plant
ecology, plants of Colorado, developmental
plant anatomy, and Cenozoic paleobotany.
Prereq. EPOB 3020. May be repeated for a total of 4
credit hours. Same as EPOB 5550.

EPOB 4570-3. Advanced Plant Physiology.
Lect. Critical evaluation of various concepts
underlying the functioning of plants, including
current controversies in the field. Emphasizes
the responses of plants to various environmental
factors. Prereq. EPOB 3530 or 4080. Same
as EPOB 5570. Approved for arts and sciences
core curriculum: critical thinking.
EPOB 4580 (2-4). Advanced Topics in Plant Physiology. Studies special areas of plant physiological processes such as growth, development, photosynthesis, respiration, water relations, etc. Topics vary from year to year. Prereq.: EPOB 1210 and 1220 or equivalent, and one of the following: EPOB 3520, 3510, 3520, or 3530. May be repeated for a total of 7 credit hours. Same as EPOB 3590.

EPOB 4590-3. Plants and Human Affairs. Lect. Considers plants as living entities and as essential to human survival, as well as to human well-being and the quality of life. Covers medical botany, forested botany, plant foods, and human ecology. Prereq.: EPOB 1210 and 1220 or equivalent; EPOB 3400, 3510, or 3520; and EPOB 3200 or 5700. Approved for arts and sciences core curriculum. Critical thinking.

EPOB 4630 (2-6). Field Techniques in Environmental Science. Field and laboratory course in assessing the abiotic and biotic environment. Emphasizes field techniques in climatology, surveying skills, geology, vegetation, plant and animal ecology, and environmental law. Evaluation by written module reports and maps. Instructor consent required. Prereq.: EPOB 3020. Same as EPOB 5630. This course may use animals and/or animal tissues.

EPOB 4640 (2-4). Plant Field Studies. Field-oriented course offered at irregular intervals during the academic year or during summer sessions. May include field botany and plants of Colorado. May be repeated for a total of 7 credit hours. Same as EPOB 5640.

EPOB 4650-4. Invertebrate Zoology. Lecture and lab. Offers a broad study of the biology of the major groups of invertebrates. Topics include ecology, physiology, evolution, and morphology of aquatic and terrestrial forms. Prereq.: EPOB 1210-1220 or equivalent. Same as EPOB 5650. Recommended coreq. EPOB 4690/4690W. This course uses animals and/or animal tissues.

EPOB 4660-6. Insect Zoology. Lecture and lab. Introduces evolution, ecology, physiology, and behavior of insects. Emphasizes how insects have solved problems such as maintaining water balance or finding food, that are shared by all animals but for which there may be unique solutions among the insects. Agricultural and human health problems related to entomology are discussed. Prereq.: EPOB 1210 or equivalent. Same as EPOB 5660. This course uses animals and/or animal tissues.

EPOB 4670 (2-4). Advanced Invertebrate Biology. Lect. Specific taxa and/or special aspects of invertebrate biology. Topics offered include animal taxonomy, aquatic invertebrate ecology, biology of soil invertebrates, benthic and aubetal ecology. May be repeated for a total of 7 credit hours. Prereq.: EPOB 1210 and 1220 or equivalent. Same as EPOB 5670. This course uses animals and/or animal tissues.

EPOB 4690 (1-6). Invertebrate Zoology Field Course. Intensive week-long course held during spring break at the CEDO marine biological station on the Sea of Cortez, Baja California, Mexico. Emphasis on natural history, identification and morphology of marine invertebrates, and on quantitative techniques using transects to assess local species distributions. May be repeated for a total of 6 credit hours. Coreq.: EPOB 4560. Same as EPOB 4690.

EPOB 4710-3. Biology of Mollusks. Lecture and lab. Lectures deal with eight mollusc classes and their basic functional morphology, development, physiology, ecology, distribution, phylogeny, and evolution. Four labs for dissection and classification of small snails. Prereq.: EPOB 4630 or EPOB 1210-1220 or equivalent. Same as EPOB 5710. This course uses animals and/or animal tissues.

EPOB 4740-3. Biology of Amphibians and Reptiles. Lect. Comparative morphology, taxonomy, ecology, behavior, and geographic distribution of amphibians and reptiles. Prereq.: PSYC 101 and 201, or EPOB 1210 and 1220 or equivalent. Same as EPOB 5740 and PSYC 4740. This course uses animals and/or animal tissues.

EPOB 4750-3. Ornithology. Lecture, lab, and field trips. Origin, evolution, ecology, physical and behavioral characteristics, and taxonomy of orders and families of birds of North America. Field work with local species emphasizing avian ecology. Prereq.: EPOB 3020. Same as EPOB 5750. This course uses animals and/or animal tissues.


EPOB 4800-3. Critical Thinking in Biology. Lect. Different sections of this course fulfill the area and science core curriculum requirements in critical thinking. Consult the EPOB department office for current listings. Different course sections may be repeated for a total of 6 credit hours on different topics. Restricted to students with a 75 to 180 predicted cumulative hours. Prereq.: minimum of 15 hours of EPOB course work. Same as EPOB 5800.

EPOB 4840 (1-6). Independent Study (Senior). May be repeated for a total of 6 credit hours.

EPOB 4870 (1-6). Independent Research (Senior). May be repeated for a total of 6 credit hours.


EPOB 5050-3. Limnology. Same as EPOB 4590.


EPOB 5045-3. Medical Ecology and Environmental Health. Same as EPOB 4945.

EPOB 5050-3. Vegetation Description and Analysis. Same as EPOB 4050.


EPOB 5190, 5110, 5140 (2-4). Advanced Ecology. Same as EPOB 4100, 4110, 4140.

EPOB 5150. (1-2). Techniques in Ecology. May be repeated for a total of 7 credit hours. Coreq.: EPOB 5020. Same as EPOB 4150.

EPOB 5165-3. Landscape Ecology. Same as EPOB 4165.


EPOB 5200-3. Developmental Neurobiology. Same as EPOB 4200.

EPOB 5240-3. Advanced Topics in Animal Behavior. Same as EPOB 4240.


EPOB 5350 (1-4). Biological Field Studies. May be repeated for a total of 6 credit hours. Same as EPOB 4350.


EPOB 5380-3. Respiratory Adaptations to the Environment. Same as EPOB 4380.

EPOB 5410-4. Biometry. Same as EPOB 4410.


EPOB 5460 (1-4). Special Topics. May be repeated for a total of 9 credit hours. Same as EPOB 4460.

EPOB 5470 (1-4). Special Topics Lab. Prereq.: EPOB 3430 or 5700. May be repeated for a total of 7 credit hours. Same as EPOB 4470.


EPOB 5550 (2-4). Advanced Botany. May be repeated for a total of 7 credit hours. Same as EPOB 4550.

EPOB 5570-3. Advanced Plant Physiology. Same as EPOB 4570.

EPOB 5580 (2-4). Advanced Topics in Plant Physiology. May be repeated for a total of 7 credit hours. Same as EPOB 4580.

EPOB 5630 (2-6). Field Techniques in Environmental Science. Same as EPOB 4630.

EPOB 5650-4. Invertebrate Zoology. Same as EPOB 4650. Students are encouraged to enroll simultaneously in EPOB 4690W/5690W.

EPOB 5660-4. Insect Zoology. Same as EPOB 4660.

EPOB 5670 (2-4). Advanced Invertebrate Biology. May be repeated for a total of 7 credit hours. Same as EPOB 4670.

EPOB 5690-1. Invertebrate Zoology Field Course. May be repeated for a total of 6 credit hours. Same as EPOB 4690.

EPOB 5740-3. Biology of Amphibians and Reptiles. Same as EPOB 4740 and PSYC 5740.

EPOB 5750-3. Ornithology. Same as EPOB 4750.

EPOB 5760-4. Mammalogy. Same as EPOB 4760.

EPOB 5800-3. Critical Thinking in Biology. May be repeated for a total of 6 credit hours. Same as EPOB 4800.
EPOB 5820 (2-3). Graduate Writing Seminar. Enhances writing proficiency, using graduate writing projects to implement the course concepts. Offers understanding of conventions and strategies used in scientific writing to prepare students for academic and professional communication. Prereq., graduate standing and basic proficiency in English as a written language.

EPOB 5830-5. Neuroscience Research Lab. Intensive study of methods and techniques in neuroscience research for advanced graduate students. Methods are drawn from electrophysiology, neurohistology, computer neural modeling, neurochemistry, neurophysiology, and psychophysics. Emphasizes and topics vary from term to term. Same as PSYC 5800.

EPOB 5840 (1-6). Independent Study (Graduate). Instructor consent required. May be repeated for a total of 6 credit hours. Same as EPOB 7840.

EPOB 6000 (1-2). Seminar: Introduction to Biological Research. In-depth discussions on areas of biological research represented in EPOB biology. Required of all first-year graduate students in EPOB biology. May be repeated for a total of 7 credit hours.

EPOB 6100 through 6130 (1-3). Seminar in Environmental Biology. Open only to graduate students. Instructor consent required. May be repeated for a total of 7 credit hours. Same as EPOB 7100, 7110, 7120, and 7130.

EPOB 6200-6230 (1-3). Seminar in Population Biology. May be repeated for a total of 7 credit hours. Same as EPOB 6210. EPOB 6230 is the same as EPOB 7210.

EPOB 6300-6330-2. Seminar in Organismic Biology. May be repeated for a total of 7 credit hours. Same as EPOB 7300-7330.


EPOB 6840 (1-6). Independent Research in Environmental Biology. May be repeated for a total of 7 credit hours. Prereq., instructor consent. Same as EPOB 8840.

EPOB 6940 (1-3). Master's Degree Candidate—Plan II. Prereq., instructor consent.

EPOB 6930 (1-6). Master's Thesis. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

EPOB 7100-7130 (1-3). Seminar in Environmental Biology. May be repeated for a total of 7 credit hours. Same as EPOB 6100-6130.

EPOB 7210-2. Seminar in Population Biology. May be repeated for a total of 7 credit hours. Same as EPOB 6210.

EPOB 7840 (1-6). Independent Study Graduate. May be repeated for a total of 7 credit hours. Prereq., instructor consent. Same as EPOB 5840.

EPOB 8840 (1-6). Independent Research in Environmental Biology. May be repeated for a total of 7 credit hours. Prereq., instructor consent. Same as EPOB 6840.

EPOB 8860 (1-3). Independent Research in Population Biology. May be repeated for a total of 7 credit hours. Prereq., instructor consent. Same as EPOB 6860.

EPOB 8880 (1-3). Independent Research in Organismic Biology. May be repeated for a total of 7 credit hours. Prereq., instructor consent. Same as EPOB 6880.

EPOB 8990 (1-10). Doctoral Dissertation. Prereq., instructor consent.

Environmental Studies

ENVS 1000-3. Introduction to Environmental Studies. Surveys environmental studies, examining ecological, socioeconomic, political, aesthetic, and technological factors that influence the quality of life on Earth. Required for ENVMS majors.

ENVS 2840 (1-6). Independent Study. Students work with an approved faculty sponsor to explore a topic in greater depth and to pursue an interest that is not offered in the formal curriculum. May be repeated for a total of 8 hours. Prereq.: ENVMS majors.

ENVS 3001-3. The Campus and the Biosphere. Introduces students to green design, industrial ecology, and life cycle analysis. Students use basic techniques of environmental auditing to analyze the CU-Boulder campus. Restricted to junior and senior ENVS majors. Prereq.: May be repeated for a total of 3 credit hours. Recommended prerequisite: one semester of economics and ENVS 1000.

ENVS 3003-3. Race, Class, and Pollution Politics. Examines communities affected by major toxic contamination threats in the U.S. by race and class factors in levels of government and private sector responses and actions. Examines relevant research methodologies and case study sites to provide skills necessary for assessment of any environmental threat for protective action. Restricted to junior and senior ENVS majors. Same as ETHN 3003.

ENVS 3020-3. Advanced Writing in Environmental Studies. Examines environmental topics and social issues through selected readings and daily writing assignments. Restricted to junior and senior ENVS majors. Prereq.: junior or senior status.

ENVS 3930-3. Internship. Relates classroom theory to practice. Provides academically supervised opportunities for environmental studies majors to work in public and private organizations on projects related to students' career goals. May be repeated for a total of 6 credit hours. Prereq.: Junior or senior status.

ENVS 4040-3. Conservation Biology. Applies principles of population ecology to the maintenance of biodiversity and natural systems. Same as EPOB 4040.

ENVS 4100, 4110-3. Topics in Environmental Policy. Covers a variety of topics not currently offered in the curriculum, offered depending on instructor availability and student demand. May be repeated for a total of 6 credit hours.

ENVS 4130-3. Topics in Environmental Science. Offers a variety of topics not currently in the curriculum, depending on instructor availability and student demand. May be repeated for a total of 6 credit hours. Prereq.: junior or senior status. Approved for arts and sciences majors, majors in major ENVS majors.

ENVS 4800-3. Critical Thinking in Environmental Studies. Examines specific environmental topics in depth, synthesizing information from complex and controversial issues. Different course sections present different topics. May be repeated for a total of 6 credit hours. Prereq.: junior or senior status. Approved for arts and sciences core curriculum: critical thinking.

ENVS 4840 (1-6). Independent Study. May be repeated for a total of 6 credit hours. Prereq.: ENVMS majors.

ENVS 4990-3. Senior Thesis. Supervised project involving original research. Open only to environmental studies majors with at least a 3.30 GPA. Thesis proposal must be approved by honors chairman.

Ethnic Studies

ETHN 1013-3. Ethnic Notions. Introduces first-year students to the study of contemporary issues in American society through the eyes of culturally diverse groups (Latinos, African Americans, Asians, and Native Americans) as expressed in film, the ethnic press, music, TV programming, and other cultural representations produced by members of these groups.


ETHN 1800-3. American Ethnic Literatures. Introduces significant fiction by ethnic Americans. Explores both the literary and the cultural elements that distinguish work by these writers. Emphasizes materials from Native American, Afro-American and Chicano traditions. Same as ENGL 1800. Approved for arts and sciences core curriculum: cultural and gender diversity.


ETHN 2762-3. Survey of Post-Colonial Literature. Surveys the development of literatures in English in former British colonies. Topics include the spread and adaptation of English language literary forms in Asia, Africa, the Caribbean, and the "First New World" (Australia and New Zealand). Students learn the causes of the dispersal and the motivations for the clearly different uses of English literary forms in the ex-colonies. Same as ENGL 2767.
ETHN 3000-3. Race, Class, and Gender. Examines the uses of race, sex, and class as instruments of domination in Western society.

ETHN 3003-3. Race, Class, and Pollution Politics. Examines communities affected by major toxic contamination threats in the United States, evaluating race and class factors in levels of governmental and private sector responses and actions. Investigative research methods utilized at case study sites provide necessary tools for assessment of any environmental threat for protection actions. Same as ENV 3003.

ETHN 3013-3. Racist Ideology in American Life. Explores the origins and evolution of racism as a political and religious force in American life, beginning with Puritan ideology in colonial New England, proceeding through the era of Manifest Destiny, and ending in the present day. Special attention is paid to historical organizations such as the Ku Klux Klan, and the emergence of "Christian Identity" doctrine. Prereq., junior or senior standing, or instructor consent.


ETHN 3100-3. Selected Topics in Ethnic Studies. Intensive examination of a particular topic, theme, area, or problem in ethnic studies as chosen by the instructor. May be repeated for a total of 6 credit hours on different topics.

ETHN 3300-3. Elements of Religion. Explores universal components of religion as inferred from primitive and evolved religions of the world. Same as ANTH 3300.


ETHN 3822-3. Studies in Post-Colonial Literature. Covers the development of the literature in English of one region other than Britain and America. Examines the dynamics of culture spread, culture contact, and fluidity of cultural identities. Regional groupings include Africa, the Caribbean, India, and the "Far New World" (Australia and New Zealand). Same as ENGL 3822.

ETHN 3840 (1-3). Undergraduate Independent Study. Please consult the Department of Ethnic Studies for further information.

ETHN 4510-3. Research Practicum in Ethnic Studies. Research apprenticeship with emphasis on skill development. Students execute in library, field, or laboratory the research design developed in ETHN 3500. Restricted to ETHN majors. Prereq., ETHN 3500, and junior or senior standing.

ETHN 4520-3. Applied Cultural Anthropology. Analyzes problems of cultural change due to contact between people of different cultures. Same as ANTH 4510.

ETHN 4950-3. Senior Seminar in Ethnic Studies. Independent project terminating the work done in ethnic studies. A public presentation of the work executed is a requirement. Restricted to ETHN majors. Prereq., ETHN 4510, and junior or senior standing.

ETHN 4960-3. Honors Thesis I. Supervised project involving original research in the emerging field of ethnic studies. The thesis is submitted to the Honors Program of the College of Arts and Sciences and is finally defended. Restricted to ETHN majors. Prereq., honors standing in the Department of Ethnic Studies, ETHN 4510, and senior standing.

ETHN 4970-3. Honors Thesis II. Restricted to ETHN majors. Prereq., honors standing in the Department of Ethnic Studies, ETHN 4510, and senior standing.

Afro-American Studies

BLST 1150-3. Regional Cultures of Africa. Explores a small number of cultures in a specific region of Africa from an integrated historical viewpoint. Emphasis is placed on cultural adaptations, social patterns, ideas, and values and aesthetic achievements. Same as ANTH 1150. Approved for arts and sciences core curriculum: cultural and gender diversity.


BLST 2015-3. History of the Black Experience I: From Slavery to Freedom. First of two courses detailing the Black experience in what will become the United States. Focuses on people, events, processes, and the several contexts within which these elements have meaning. Begins with the period of Reconstruction in 1877 and concludes with the official ending of Reconstruction in 1877. Approved for arts and sciences core curriculum: United States context.

BLST 2016-3. History of the Black Experience II: Climbing Jacob's Ladder. Second of a year-long course detailing the Black experience in the United States. Focuses on people, events, processes, and the several contexts within which these elements have meaning. Begins with the end of Reconstruction in 1877 and continues to the present day. Prereq., BLST 2015. Approved for arts and sciences core curriculum: United States context.

BLST 2200-3. Contemporary Black Protests. Movement. Examines selected case studies of Black collective behavior, and the contextual factors which have given rise to these movements. Emphasizes the in-depth investigation of the continuing Black struggle for social and democratic rights. Approved for arts and sciences core curriculum: cultural and gender diversity, or contemporary societies.

BLST 2201-3. Blacks in Film. Examines images of African Americans, Blacks, and Afro-Caribbeans in films. Films are analyzed and critiqued within historical, social, and artistic contexts and reveal the extent of the impact those images have exerted on audiences.

BLST 2210-3. Black Social and Political Thought. General introductory course designed to acquaint students with historical and contemporary thinking, writings, and speeches of Black people. Approved for arts and sciences core curriculum: cultural and gender diversity, or contemporary societies.

BLST 2400-2. African-American Dance. Explores the technique, rhythm, and movement style of African/African-American dance. History, anthropology, ritual, games, and songs are included in the total cultural experience. Same as DANCE 2500.


BLST 3020-3. Selected Topics in Afro-American Studies. Intensive examination of a particular topic, theme, issue, or problem of concern to Black studies. Sample offerings could include the Black family institution, the civil rights movement, and Martin Luther King, Jr. May be repeated for a total of 6 credit hours on different topics.


BLST 3101-3. Black Politics. Discusses election and Black powerlessness, Black interest groups, base, structure, and functions of Black political organizations; goals and political styles of Black politicians; community control; trends in rationalization and separatism; the accommodation of Black politics in the United States. Same as PSCI 3101. Approved for arts and science core curriculum: contemporary societies, or cultural and gender diversity.

BLST 3103-3. Blacks in the U.S. Educational System. Examines the history of the education of African Americans from early American history until current times. Covers primary, secondary, and higher education. Topics include
education of Blacks before 1800, education of Blacks during the period of American slavery, and factors affecting today's educational gains. Also covers current research being conducted in higher education. Prereq., junior or senior standing.

BLST 3125-3. Black Religions Life in America. Emphasizes the four principal periods in the growth and expansion of the Black church: African-traditional religion to the end of the American Civil War; development stage; traditional stage; and contemporary period. Same as RLST 3125. Approved for arts and sciences core curriculum: contemporary societies or ideals and values.


BLST 3640 (1-3). Undergraduate Independent Study. May be repeated for a total of 7 credit hours.

BLST 4500-3. Contemporary Issues in Afro-American Studies. Variable topic that allows intensive coverage of a subject, theme, or issue in Afro-American studies. May be repeated for a total of 6 credit hours on different topics. Prereq., junior or senior standing.

BLST 4670-3. The Sixties: Critical Black Views. Reviews the ideas, events, persons, and organizations oriented to the quest for Black social justice in the decade of the Sixties. Prereq., junior or senior standing. Approved for arts and sciences core curriculum: cultural thinking.

BLST 4692-3. Contemporary African-American Literature 1. Advanced study of works of prominent African-American novelists and poets of the traditional school, e.g., Wright, Gaines, Ellison, and Morrison. Works are studied in terms of their literary, personal, and political values. Same as ENGL 4697.

BLST 4800-3. The African Novel. In addition to a detailed study of works by distinguished African novelists, examines such areas as indigenous and foreign antecedents of African fiction and possibilities of the novel as a repressor of changing moods and attitudes.

BLST 4840 (1-3). Independent Study. Arranged with instructor consent. May be repeated for a total of 7 credit hours.

American Indian Studies

AIST 1125-3. Exploring a Non-Western Culture: Hopi and Navajo, Cultures in Conflict. Studies the evolution of Hopi and Navajo cultures and cultural interrelationships from the prehistoric through the contemporary period, using an integrated, holistic, and humanistic viewpoint. Principal goal is to instill an appreciation of non-Western cultural diversity in material adaptations, social patterns, ideas, and values, and aesthetic achievements, thus recognizing a range of cultural solutions to common human problems. Same as ANTH 1120. Approved for

arts and sciences core curriculum: cultural and gender diversity.

AIST 2000-3. Introduction to American Indian Studies: Precontact Native America. Explores the attainment of various American Indian civilizations in the period immediately prior to first contact with Europeans. Examines agriculture, architecture, governance and social organization, medicine, mathematics, and population. Approved for the arts and sciences core curriculum: cultural and gender diversity.


AIST 2201-3. American Indians in Film. Examines images of American Indians in films. Films are analyzed and critiqued within historical, social, and artistic contexts. Examined in terms of impact. Required for majors.

AIST 2203-3. American Indian Women's Experiences. Examines the role of American Indian women in North America, in their tribal and urban communities, and in other Indian societies by examining the social roles of their cultural, economic, and political lives and experiences. Strengths from both a traditional and contemporary perspective in the context of their shared "third world" struggle with other indigenous women throughout the Americas.

AIST 2205-3. American Indian Religious Traditions. Introduces religions of the peoples indigenous to the Americas. Concerns include rituals, mythology, and symbolism occurring throughout these cultures in such areas as art, architecture, cosmology, Shamanism, and political, trade, and religion. Same as RLST 2205. Approved for arts and sciences core curriculum: cultural and gender diversity.

AIST 2712-3. Native American Literature. Surveys traditional and contemporary North American Native American literature, from traditional oral forms to contemporary genre literature to novel, short story, and poetry. Same as ENGL 2712.

AIST 3020-3. Special Topics in American Indian Studies. Examines a particular topic, theme, issue, or problem in American Indian Studies. May be repeated for a total of 6 credit hours on different topics.

AIST 3023-3. Native Americans and Environmental Ethics. Articulates the nature of indigenous environmental relations in this hemisphere, both conceptually and practically. The resulting normative system of environmental ethics is the dominant culture that has supplanted American Indian societies since 1492. Approved for arts and sciences core curriculum: cultural and gender diversity of United States context.


native cultures of America north of Mexico, including a review of their natural environments, prehistory, languages, and major institutions for the various culture areas. Same as ANTH 3135.

AIST 3400-3. Indian/Governmental Conflicts. Deals with historical events involving conflicts between the U.S. government and American Indians. Examples include the role of the FBI in the Pine Ridge Sioux Reservation (1972-76) or the 1864 massacre of the Cheyenne and Arapaho Indians in Colorado territory. Additional courses may relate to tribal governments. May be repeated for a total of 6 credit hours on different topics.

AIST 3840-3. Undergraduate Independent Study. Please consult the Department of Ethnic Studies for further information. May be repeated for a total of 6 credit hours.

AIST 4565-3. North American Indian Acculturations. Comprehensive survey of changes in the native cultures of America north of Mexico caused by occupation of the continents by Old World populations, including a review of processes of contact, environmental changes, changes in major institutions, the nature of federal/state administration, the reservation system, and contemporary developments. Same as ANTH 4565. Approved for arts and sciences core curriculum: cultural and gender diversity, or contemporary societies.

AIST 4627-3. The Indian in American History: The Western Regime. Explores the longevity and continuity of human history in North America by focusing on Euro-American social and cultural developments. By examining ways in which Indian societies were part of the Mississippi River responded to Euro-Americans, the Indians' role in western North American history is demonstrated. Same as HIST 4627.

Asian-American Studies

AAST 1015-3. Introduction to Asian-American Studies. Examines the various factors that define minority groups and their positions in American society using Asian American as a case study. Emphasizes the perspectives and methodologies of the discipline of ethnic studies. Restricted to freshmen and sophomores. Approved for arts and sciences core curriculum: contemporary societies, or cultural and gender diversity.

AAST 1717-3. Introduction to Asian-American History. Introductory-level survey of social history of Asians in America from 16th century to the present. Focuses on delineating and explaining changes that Asian Americans, one of the most visible ethnic groups in our society, have undergone since their arrival in the United States. Same as HIST 1717. Approved for arts and sciences core curriculum: United States context.

AAST 3013-3. Asian/Pacific American Communities. Covers the concepts, methods, and theories commonly used in community research, as well as substantive information on selected Asian/Pacific American communities. Emphasizes the ethical/political dimensions of community studies. Approved for arts and sciences core curriculum: United States context, or contemporary society.

AAST 3420-3. Selected Topics in Asian-American Studies. Intensive examination of a topic or issue affecting Asian Americans, such as the Japanese-American internment during World War II, or Asian-American social movements or community organizations. May be repeated for a total of 6 credit hours on different topics.


AAST 3840 (1-3). Undergraduate Independent Study. Independent study course work is available. Please consult the Department of Ethnic Studies for further information. May be repeated for a total of 7 credit hours.


CHST 4717-3. Chinese-American History. Examines Chinese-American history from 1848 to the present day within the context of socioeconomic and political developments in China and the United States. Covers the Chinese diaspora, immigration to the United States, participation in the economy, the exclusion movement, community development, women and family. Restricted to junior and senior history or ethnic studies majors, or instructor consent. Prereq.: AAST 1015 or HIST/AAST 2717. Same as HIST 4717.

Chicano Studies

CHST 1015-3. Introduction to Chicano Studies. Introduces basic vocabulary, concepts, and topics relating to the study of the Mexican-American experience. Examines how social science theory and methodology produce stereotypes. Approved for arts and sciences core curriculum: cultural and gender diversity.

CHST 1031-3. Chicano Fine Arts and Humanities. Provides foundation for study of Chicano literature, music, the plastic arts, theater, and film. Also introduces aesthetic and critical concepts and their applications in Chicano studies. Approved for arts and sciences core curriculum: cultural and gender diversity.

CHST 1043-3. Introduction to Chicano Literature. Examines contemporary Mexican-American literature from its early concern with political protest to its present expression of a variety of subjects, themes, and styles.

CHST 2537-3. Chicano History. Introduces historical developments of Chicano society and thought from pre-Columbian period to present. Same as HIST 2537. Approved for arts and sciences core curriculum: United States context, or cultural and gender diversity.

CHST 2742-3. Survey of Chicano Literature. Introduces Chicano literary works focusing on narrative works by major Chicanos' writers. Examines a diverse range of Chicano/a writing as it addresses recurring issues and themes, including language, race and class oppression, questions of identity, and gender relations. Same as ENGL 2747.

CHST 3023-3. Sociology of the Chicano and Mexican American. Surveys contemporary sociological studies of Chicanos and theories used to understand and explain their status. Covers population growth, socioeconomic status, reverse discrimination, Chicano feminism, and U.S.-Mexico relations. Same as SOCY 3022.


CHST 3100-3. Selected Topics in Chicano Studies. Intensive examination of a particular topic, theme, issue, or problem in Chicano studies as chosen by the instructor. May be repeated for a total of 6 credit hours on different topics.


CHST 3153-3. Folklore and Mythology of the Hispanic Southwest. Concerned with the indigenous and Christian syncretic beliefs that underlie the many folktale expressions of mysticism in the Hispanic Southwest. Focuses on traditional myths, storytelling, and the practice of santuridismo and shamanism. Approved for arts and sciences core curriculum: cultural and gender diversity.

CHST 3874-3. Contemporary Chicano, Chicana Writers. Covers the most important Chicana writers of prose fiction of the past three decades. Considers progression of Chicano fiction from naturalism, realism, and romanticism to post-modernism. Recommended prerequisite. CHST 1015 or 1044.

CHST 3905 (1-3). Independent Study. Instructor consent required. May be repeated for a total of 7 credit hours.

CHST 4006-3. Hispanic and Native American Culture of the Southwest. Lecture course on Mexican American culture. Includes guest presentations by experts in such fields as geography, anthropology, history, fine arts, comparative literature, political science, and sociology. Same as SPAN 4000.

CHST 4015-3. Field Experience in Sociology. Emphasizes ethnographic techniques including intensive interviewing, direct observation, coding participant observation, interpreting data, theory construction, and report writing. Students conceive and execute a field research project with data collection and analysis, then design and execute a project and prepare a research report on the basis of the collected data. Prereq.: SOCY 1001 and 1011. Same as SOCY 4011.

CHST 4128-3. The Emergence of Modern Mexico. The study of Mexican history continues with the establishment of independence in 1821. Examines the upheavals of the Mexican Revolution and culminates with recent events in Mexico. Same as HIST 4128.


CHST 4681-3. Special Topics. Examines a particular topic, theme, issue, or problem concerning Chicano studies. May be repeated for a total of 6 credit hours on different topics.

CHST 4905 (1-3). Independent Study. Instructor consent required. May be repeated for a total of 7 credit hours.

Farrand Residential Academic Program

FARR 1000-1. Farrand Service-Learning Practicum: Special Topics. Offers a varying service-learning practicum experience as a capstone to a service-learning lecture course. Graded pass/fail and may be repeated for a total of 6 credit hours, provided the practicum is different.

FARR 1500-1. Readings on Racism. Explores and analyzes institutional racism as portrayed in the media, described in professional literature, and disseminated in institutional publications. Focuses on the implications for action for students.

FARR 1522 (1-2). Performing Arts Workshop. Guest directors work with a small number of students to stage a theater performance for the Farrand community using challenging theatrical experience in all aspects of theater, including acting and technical theater. May be repeated for a total of 6 credit hours.
FARR 1525-1. Can Mathematical Thought Illuminate the Infinite? The infinite arises in disciplines from physics to religion, but mathematicians most frequently and authoritatively speak about it. This course for nonmath majors explores calculus, set theory, incompleteness, and chaos theory, all of which strive for insight into the infinite.

FARR 1531-1. Confronting the Environmental Crisis. Examines issues leading to the environmental crisis, including resource depletion, pollution, overpopulation, overconsumption, and inequity. Studies existing utopias, proposed solutions to deal with the crisis, and how humans could make a difference.

FARR 1552-1. Science in Fiction. Examines how writers incorporate science and technology into their story lines, focusing on works that maintain a fidelity to our physical understanding of the universe. Addresses the social, political, personal, and environmental issues arising in the readings.

FARR 1542-1. What's the Controversy about Feminism? Examines the history and future of feminism while focusing on the stigma attached to the term feminist. Also discusses differences among feminists, feminists.


FARR 1545-1. Personal Values, Social Values. Students explore and clarify their personal values, how they are shaped, and how they acquired them. Examine the values involved in current social issues, including euthanasia, abortion, animal rights, overpopulation, and genetic engineering.

FARR 1561-1. Nonviolence for Everyday Meditation and Other Healthy Habits. Focuses on the challenge of achieving nonviolence on a day-to-day basis by maintaining a peaceful, focused frame of mind. Explores ways to train the mind, including methods that may aid healing.

FARR 1562-3. Gandhi's Satyagraha: Love in Action for Humans and Other Creatures. Class texts and films explore social justice and structural violence in regard to humans, animals, and the environment in the light of a Gandhian approach to these issues. Volunteering and outreach work in the community is encouraged.


FARR 1580-1. Leadership in the 21st Century. Explores basic theories in leadership and management. Students develop skills in communication, group dynamics, team building, counseling, and listening while identifying their own leadership style. Guest community leaders talk about their leadership style and how it is effective for them.

FARR 1585-1. Choices and Changes. Students examine the process of making conscious choices and constructive changes to enrich their experiences and their life. Students explore their readiness, intentions, energy, motivation, and support to make changes in their lives.

FARR 1589-1. Creative Writing Workshop. Introduces students to the creative writing workshop format. Individual and group critiques of original work are combined with exercises to develop a compelling writing style. Students design, edit, and produce a small literary magazine.

FARR 1595-1. Community Service: Personal Growth and Public Good. Provides an opportunity for students to engage in volunteer service. Provides support and guidance in reflecting on personal and societal issues that derive from their experiences.

FARR 2100-3. Digital Design Interfaces, Interactivities, and Information Design. Teaches the key components of digital design and how to create meaningful and interactive "digital" design. Same as SEVL 2100.

FARR 2200-3. The Foundations of 21st Century Leadership. Introduces students to the critical need for and approaches to the practice of creative and effective leadership. The course is premised on the idea that leadership potential is present in everyone. Approved for the arts and sciences core curriculum: ideals and values.

FARR 2400-3. Understanding Privilege and Oppression in Contemporary Society. Through a focus on race, class, gender, and sexuality, this course explores privilege, oppression, and empowerment in the United States. Students learn how oppression and privilege intersect, and apply classroom learning to community experiences. Approved for the arts and sciences core curriculum: culture and gender diversity or contemporary societies.

FARR 2500-3. Communities in Crisis. Examines the problems of human needs facing our society today. Focuses on specific social problems, including poverty, homelessness, and racism, and the attempts to understand them in ethical, social, and political terms. Approved for the arts and sciences core curriculum: contemporary societies.

FARR 2600-3. Ethics of Ambition. Examines the ethical dimensions of success by focusing on the concepts of ambition, happiness, political power, material wealth, and status or social class, as well as the celebrity culture. Case studies include immigrants, politicians, gangsters, business people, and TV celebrities. Same as HONR 2250. Approved for the arts and sciences core curriculum: ideals and values.

FARR 2700-3. Negotiation and Conflict Resolution. Examines and analyzes different forms of conflict resolution in society, including personal and interest-based bargaining, facilitation, mediation, and arbitration. Explores alternative dispute resolution and how it effectively resolves interpersonal, business, and environmental conflicts. Emphasizes cooperation and small group work.

FARR 2820-3. Future of the Space Race. Examines major ecological, political, economic, cultural, legal, and ethical issues that will shape the future. Students consider how their decisions influence the future, and reflect on fundamental values and ideals underlying the search for solutions to these complex problems. Approved for the arts and sciences core curriculum: ideals and values.

**Film Studies Production**

FILM 2000-3. Beginning Filmmaking. Introduces students to the basics of filmmaking, including editing, lighting, and splicing techniques. Covers the basics of storytelling and directing. Students have access to a range of filmmaking equipment, including cameras, software, and editing tools. Students are encouraged to develop their own stories and projects.

FILM 2300-3. Intermediate Filmmaking. Covers basic techniques in film production, including storyboarding, lighting, and sound design. Students work on projects that require them to take responsibility for all aspects of the filmmaking process. Students are required to complete a short film during the semester.

FILM 2600-3. Advanced Filmmaking. Students work on full-length feature films and shorts, focusing on producing a professional-quality film. Students work with industry-standard software and equipment, and are responsible for all aspects of the film production process, from pre-production to post-production.

FILM 3010 (1-3). Film Production Topics. Offers advanced students both theoretical and practical experience in various specializations in cinematic production. Topics vary and include professional techniques, historical perspectives, and emerging technologies. May be taken for a total of 6 credit hours.

FILM 3600-3. Digital Post-Production Techniques for Film and Video. Offers a highly technical lecture and lab course, including production in the digital environment, basic film editing, and advanced digital media. Includes advanced editing software and equipment. May be repeated for a total of 6 credit hours.

FILM 3900 (1-3). Independent Study (Production). May be repeated for a total of 6 credit hours.

FILM 3950 (1-6). Film Studies Internship. Provides an academically supervised opportunity for advanced-level students to work in professional or private organizations in film studies. Relates classroom theory to practice. Students are expected to have a written work plan and submit a final report.

FILM 2600 with concurrent registration in FILM 3900, 6 hours of elective film studies courses, and instructor consent. A concurrent course is offered for critical studies students who are interested in job experiences.
when available in critical studies areas. May be repeated for a total of 6 credit hours.

**FILM 4010 (1-3).** Topics in Film Studies. Prepares students for 4000-level critical studies film courses. Subject matter varies each semester. May be repeated for a total of 6 credit hours, provided the topics are different.

**FILM 4500-3. Advanced Filmmaking.** Advanced training in 16mm camera operation, splicing, editing, sound transfer and recording, and conforming. Students are required to edit on the Steenbeck and produce a film that contains rhythmic sound track in double system. Course may be taken twice for credit to fulfill required course work and major requirements. Prereq., FILM 2000, 3000.

**History**

**FILM 3051-4. Film History 1.** Intensive introduction to film history and theory, from 1895 to 1935. Topics covered include the beginnings of still and motion picture photography, the growth of narrative and structural complexity from Lumière to Gance, the influence of Griffith, American silent comedy, Soviet theories of montage, German expressionism and street films, an overview of experimental and animated films, the transition to sound, and the beginning of film theory. Lectures, discussions, and research papers supplement screenings of such films as The Birth of a Nation, The Gold Rush, Greed, Ben Hur and the Revolution, Un Chien Andalou, The Man With a Movie Camera, Vampyr, and The Road to Glory. Prereq., FILM 1502.

**FILM 3061-4. Film History 2.** Starts with the late 1930s and early 1940s films of Renoir and Welles and follows the historical development and evolution of film theory. Students attend class onfilm theory and screen films that deal with various thematic issues, such as Bergman, Kurosawa, Fellini, Hitchcock, Bunuel, Antonioni, and Coppola. Prereq., FILM 3051 or instructor consent.

**FILM 3301-3. Contemporary Issues in Russian Film.** Examines the relationship between politics, economics, aesthetics, and the way and social issues are treated in noteworthy Russian films from the last twenty years. Same as RUSS 3301.

**FILM 3501-3. Film Production Management.** Familiarizes students with principles of film management techniques as well as problem-solving methodologies developed specifically for the industry. Emphasizes the technique of production as well as film production management as well as budget and contract information. Offered through Continuing Education. FILM 3501 or 3553 may be used for partial fulfillment of major requirements. Prereq., FILM 2000, COMM 1240, and JOUR 3674.

**FILM 3901 (1-3).** Independent Study (Critical Study). May be repeated for a total of 7 credit hours.

**Genre and Movements**

**FILM 1502-3. Introduction to Film Studies.** Introduces the critical study of film, exploring basic theoretical concerns while presenting a survey of important film genres, both narrative and non-narrative. Lectures may be given by various faculty members. Considerable amount of writing is required.

**FILM 2002-3. Recent International Cinema.** Familiarizes students with current trends and major directors in international cinema. Students attend specific films screened in class and/or offered in the International Film Series, and read and write about these films. Prereq., 6 hours of HUMN courses involving critical writing. Prereq., FILM 1502. May be repeated for a total of 9 credit hours.

**FILM 3002-3. Major Film Movements.** Historical-analytic survey dealing with various national cinemas, taught in conjunction with the appropriate language department. Special attention is given to the French film, the German film, the Russian film, and so on. Also offers a more detailed approach to a more restricted subject, i.e., film comedy, women filmmakers, German expressionist cinema, Italian neorealism. May be repeated for a total of 9 credit hours within the same term with departmental consent, but may only be used for partial fulfillment of a college requirement only once.

**FILM 3012-3. Documentary Film.** Historical survey of the genre, from the silent film era to contemporary examples. May include autobiography, diary, and propaganda films.

**FILM 3902 (1-3).** Independent Study (Reading). May be repeated for a total of 7 credit hours.

**Topics**

**FILM 2003-3. Film Topics.** Varying topics on important individuals, historical developments, groupings of films, film directors, critical and theoretical issues in film. May be repeated for a total of 9 credit hours, provided the topics are different.

**FILM 2131-3. Film and the Quest for Truth.** Concerns the subjective and relativity of truth. Focuses on how and why we perceive (or fail to perceive) the truths about ourselves and the people and events around us, and how and why such truths are often elusive, fragmentary, and impermanent. Normally taught through seminar critical and theoretical issues. Prereq., FILM 1502, and approved by the instructor. Approved for the arts and sciences core curriculum: critical thinking.

**FILM 4020-3. Advanced Research Seminar.** Focuses on a specific topic, director, or genre chosen by the professor. Emphasizes research skills and critical thinking. Students submit a thorough original research paper for a final grade. Prereq., FILM 1502. Recommended prereq., FILM 3501 and 3601.

**FILM 4604-3. Colloquium in Film Aesthetics.** Seminar for the serious round table discussion and critique of film as an art form, emphasizing development of appropriate verbal and written language skills for the appreciation of film. May be repeated for a total of 6 credit hours. Same as FREN 4600.

**Workshops**

**FILM 3015-3. Jung, Film, and Literature.** Studies the basic themes of C.G. Jung's archetypal psychology (shadow, anima/animus, char-
Photography and Media Arts

FINE 3120-3. Computer Imaging. Offers a studio course utilizing the personal computer in generating and processing images in the visual arts. Prereq., any 2000-level fine arts studio course and familiarity with computer basics. Restricted to fine arts majors only. May not be repeated. Same as FINE 3120.

FINE 3230-3. Electronic Arts Survey. Explores the development of video as an art form through video screenings, readings, lectures, and discussions. Same as FINE 3230.

FINE 3900-1 (3-3). Undergraduate Independent Study—Video. May be repeated for a total of 6 credit hours.

FINE 4150-3. Performance/Installation. Primarily focuses on personal imagery as a live situation occurring either in invented constructed reality or real environment. Work may be individual or a group configuration, and may take on the visual linguistic form of a solo performer or of a multimedia presentation. Same as FINE 4150.

FINE 4220-3. Advanced Computer Imaging. Explores advanced techniques and concepts of digital imaging. Emphasizes the creation of computer imaging in the production of visual art through individual projects. May be repeated for a total of 6 credit hours. Restricted to junior and senior fine arts majors only. Prereq., FINE 3120. Same as FINE 4220.


FINE 4240-3. Beginning Video Production. Presents a studio course on basic single-camera video production strategies and concepts. Through class screenings, projects, demonstrations, discussions, and readings, students gain an introductory familiarity with camera, lighting, sound, editing, and the organization and planning involved in a video project. Explores the basic theoretical understanding of video as an art form and its relationship to television, film, art, history, and culture. Prereq., 2000-level studio or film course. Same as FINE 4240.


Expands the concept of montage (editing) and strategies to develop a video project through class screenings, projects, discussions, and readings. Further theoretical understanding of video as an art form. Prereq., FINE 4240, and beginning video production or review of work. Same as FINE 4340.

FINE 4440-3. Advanced Video Production. Continuation of Intermediate Video Production. Explores advanced technical skills to control the quality of the video image in production, post-production, and distribution. Emphasizes self-motivated independent projects and conceptual realization of advanced student work and a basic working knowledge of distribution and life as a media artist. Promotes further theoretical understanding of video as an art form. Prereq., FINE 4340 or review of work. Same as FINE 4440.

FINE 4710 (3-3). Studio/Art History Critique. Consists of consultations with faculty on individual studio problems and projects and/or art history papers and projects. May be repeated for a total of 6 credit hours. Prereq., junior standing and instructor consent.


FINE 5220-3. Advanced Computer Imaging. Prereq., FINE 5120. Same as FINE 4220. May be repeated for a total of 6 credit hours.


FINE 5440-3. Advanced Video Production Image Processing—Computer Animation. Prereq., FINE 4340 or 5240. Same as FINE 4340.

FINE 5710 (3-3). Graduate Studio Critique. Consists of consultations with faculty on individual studio problems and projects. May be repeated for a total of 9 credit hours with any single faculty member. Prereq., graduate standing or instructor consent.

FINE 5840 (3-3). Graduate Independent Study—Video. May be repeated for a total of 6 credit hours.

Photography

FINE 1161-2. Basic Photography I. Introduces techniques and concepts of photography as art. Emphasizes photography as a means to formal and expressive ends. Students must have an adjustable camera. May not be repeated.

FINE 1171-3. Basic Photography I. Introduces techniques and concepts of photography as art. Emphasizes photography as a means to formal and expressive ends. Students must have an adjustable camera. For fine arts majors. May not be repeated.

FINE 2191-3. Intermediate Photography I. Explores more sophisticated technical and conceptual skills to the creative process. May be repeated once. Prereq., FINE 1161 or 1171.

FINE 3191-3. Intermediate Photography II. Continues the exploration of the possibilities of individual photographic expression. Students are encouraged to discover and develop a personal position in relation to the medium. May be repeated once. Prereq., FINE 2191 or equivalent.

FINE 3861 (3-3). Undergraduate Independent Study—Photography. May be repeated for a total of 6 credit hours.

FINE 4161-3. Advanced Photography. Explores advanced techniques and concepts of photography as art. Emphasizes photography as a means to formal and expressive ends. May be repeated for a total of 9 credit hours. Prereq., FINE 3191 or equivalent.

FINE 4171-3. New Directions in Photography. Investigates the use of the photographic image in new, unique, or nonstandard ways including abstracts, photomontage, various color processes, photolanguage, photoinstallation, electronic media, performance, filmmaking, electrostatic art (copy machine), photo- books, photocollage, and audio/virtual art. May be repeated for a total of 9 credit hours. Course content changes each semester. Prereq., FINE 3191 or equivalent.

FINE 5161-3. Graduate Photography Seminar. May be repeated for a total of 18 credit hours.

FINE 5181-3. Graduate Photography Seminar. May be repeated for a total of 18 credit hours.

FINE 5841 (3-3). Graduate Independent Study in Film. May be repeated for a total of 6 credit hours.

FINE 5901 (3-3). Graduate Independent Study—Photography. May be repeated for a total of 6 credit hours.

Painting/Drawing/Other Media

FINE 1002-2. Basic Drawing. Introduces pictorial design, life drawing, still life, and landscape, using varied drawing techniques and media. May not be repeated. Restricted to freshmen and sophomores. Fine arts junior and senior majors must see department for eligibility.

FINE 1012-3. Basic Drawing. Recommended for B.F.A. majors. Fine arts junior and senior majors must see department for eligibility. May not be repeated. Restricted to freshmen and sophomores.

FINE 1202-2. Basic Painting. Introduces painting, emphasizing color, pictorial space, still life, landscape, figure, and abstract painting. May not be repeated. Restricted to freshmen and sophomores. Fine arts junior and senior majors must see department for eligibility.

Printmaking

FINE 1003-2. Basic Printmaking. Emphasizes processes involved with both monotype and multiple methods, including but not limited to metal plate etching (intaglio), lithography, collage, woodcut, linoleum cut, serigraph transfer, and monotype. Places equal emphasis on developing drawing and understanding design principles. Recommended for fine art majors and for non-art majors. May not be repeated.

FINE 2143-3. Beginning Intaglio and Relief. Introduces intaglio and relief printing and printing media. May not be repeated.

FINE 2143-3. Beginning Lithography. Introduces the techniques, including metal plate lithography. May not be repeated.

FINE 2423-3. Beginning Screen Printing. Explores silkscreen techniques, emphasizing creativity and experimentation with contemporary screen printing processes. May not be repeated.

FINE 3403-3. Intermediate Intaglio and Relief. Continues the study and experimentation of intaglio and relief processes in both black and white, color, and possible photo imagery. May be repeated once.

FINE 3413-3. Intermediate Lithography. Continues the study of stone and metal plate lithography, emphasizing individual creative development and further development in color printing processes. May be repeated once.

FINE 3423-3. Intermediate Screen Printing. Highlights the refinement of basic techniques, emphasizing individual development. May be repeated once.

FINE 3843 (1-3). Undergraduate Independent Study—Printmaking. May be repeated for a total of 6 credit hours.

FINE 4403-3. Advanced Intaglio and Relief. May be repeated for a total of 6 credit hours. Prereq., FINE 3403.

FINE 4413-3. Advanced Lithography. May be repeated for a total of 6 credit hours. Prereq., FINE 3413.

FINE 4423-3. Advanced Screen Printing. Introduces advanced screen printing technology, emphasizing individual creativity and the ability to resolve problems of two-dimensional form. May be repeated for a total of 6 credit hours. Prereq., FINE 3423.

FINE 4443-3. Papermaking. Papermaking is the study of plant fibers and cellulose structure relating to the making of paper pulp as an art medium. Emphasizes creative use of the paper pulp as related to two- and three-dimension form. May be repeated for a total of 6 credit hours.

FINE 4453-3. Monotype Printing. Monotype printing is unique and diverse in its methods of producing art. The process utilizes some of the best qualities of painting, printmaking, and drawing. Emphasizes creative individual development, along with processes inherent to this media. Same as FINE 4543.

FINE 5403-3. Graduate Intaglio and Relief. May be repeated for a total of 18 credit hours.

FINE 5413-3. Graduate Lithography. May be repeated for a total of 18 credit hours.

Sculpture

FINE 1504-2. Basic Sculpture. Offers an orientation course involving three-dimensional form and application. Studies expressive problems based on nonobjective form relationships in various sculptural materials. May not be repeated.

FINE 1514-3. Basic Sculpture. Required for B.A. majors; recommended for other fine arts majors instead of FINE 1504. May not be repeated.

FINE 2504-3. Materials and Techniques. Explores a variety of materials, methods, and techniques and their application with reference to contemporary sculpture; i.e., moldmaking, welding, casting, vacuum-forming, photo techniques, and woodworking. May not be repeated. Prereq., FINE 1504 or 1514.

FINE 2524-3. Visual Thinking in Three-Dimensional Form. Explores ideas concerning the structure and nature of visual thinking and their relationship to the creative thought process. Also investigates form in terms of the organizing principles of three-dimensional design and its application to contemporary sculpture. Includes lecture and studio projects. May not be repeated. Prereq., FINE 1514.


FINE 3514-3. Experiments in Sculpture 2. Explores individual concepts and ideas and their relationship to contemporary issues and aesthetics. A series of assignments are worked out with the instructor based on individual interest. May not be repeated. Prereq., FINE 3504.

FINE 3844 (1-3). Undergraduate Independent Study—Sculpture. May be repeated for a total of 7 credit hours.

FINE 4504-3. Advanced Sculpture. Individual studies in selected media. May be repeated for a total of 6 credit hours. Prereq., FINE 3504 and 3514.

FINE 5504-3. Graduate Sculpture.

FINE 5514-3. Graduate Sculpture.

FINE 5844 (1-3). Graduate Independent Study—Sculpture. May be repeated for a total of 6 credit hours.

Ceramics

FINE 1875-2. Introductory Ceramic Survey. Encompasses broad and fundamental uses of clay. Basic instruction and demonstration of throwing, hand building, and primitive clay forming methods. Investigates utility, function, and ceramics in the fine arts context. Slide pre-
sentations explore historical and contemporary art objects involving ceramics, for non-art and art majors. May not be repeated.

FINE 2085 - 3. First-Year Handbuilding. Introduces techniques of hand-built clay forms as they relate to function and nonfunction. Highlights various clay techniques, glazing, and firing procedures. Emphasizes ceramics in a fine art context. May not be repeated.

FINE 2095 - 3. First-Year Wheelthrowing. Introduces techniques of wheel-thrown forms as they relate to function and nonfunction. Explores various glazing and firing methods. May not be repeated.

FINE 3085 - 3. Intermediate Ceramics. Deals with further exploration of techniques approached in FINE 2085 and 2095. Students are encouraged to develop personal concentration in relation to medium. May be repeated once. Pre-req., FINE 2085 and 2095.

FINE 3584 - 1(3). Undergraduate Independent Study - Ceramics. May be repeated for a total of 7 credit hours.

FINE 4085 - 3. Advanced Ceramics. Includes lectures, research, and experimentation in clay (wheel and hand construction techniques). May be repeated for a total of 12 credit hours.

FINE 4095 - 3. Ceramics Seminar. Designed for students majoring in ceramics. May be repeated for a total of 9 credit hours.

FINE 5075 - 3. Graduate Ceramics.

FINE 5085 - 3. Graduate Ceramics.

FINE 5095 - 3. Graduate Ceramics Seminar.

FINE 5084 - 1(3). Graduate Independent Study - Ceramics. May be repeated for a total of 6 credit hours.

Art Education

FINE 3656 - 3. Art for the Elementary Teacher. Prepares students to teach at the elementary level. Covers theoretical and practical elementary level art methods for the non-art major. Through Continuing Education only.

Seminars/Special Topics

FINE 2097 - 2(3). 3097 - 2(3), 4097 - 2(3), 5097 - 1(3). Special Topics. Introduces timely subject in fine arts that cannot be offered on a regular basis. Information concerning topics offered in any given semester is available before registration from the Department of Fine Arts. May be repeated for a total of 12 credit hours provided the topics are different.

FINE 3007 - 3. Writing in the Visual Arts. Enables studio art and art history majors to improve their writing skills through organization, presentation, critique, and revision. Writing assignments include formal writing (analysis and argument), informal writing, and grant proposals. Prereq., junior or senior standing. Approved for arts and sciences core curriculum: upper-division written communication. May not be repeated.

FINE 3217 - 3. Aspects of Painting. Provides insights into the art of painting. Examines and discusses in depth contemporary painting, as well as that of the past. May not be repeated.

FINE 3227 - 3. Critical Thinking: Women's Art - Issues and Controversies. Investigates important questions about women artists and the art they create through reading, writing, and discussion. Explores persistent critical and cultural stereo types toward women in a critical thinking format. Prereq., junior status, lower-division art history requirements. Approved for arts and sciences core curriculum: critical thinking. May not be repeated.

FINE 3847 - 1(3), 3857 - 1(3). Independent Study. May be repeated for a total of 6 credit hours.

FINE 3857 - 1(3). Internship. Gives upper-division students the opportunity to work in public or private organizations or assignments relating to their career goals, and allows them to explore the relationship between theory and practice in their major. May be repeated for a total of 6 credit hours.

FINE 4087 - 3. Selected Topics in Contemporary Art. Selectively studies significant areas of visual art of the last decade including major critical opinions. Prereq., 20 hours of fine arts courses. Same as FINE 5087. Approved for arts and sciences core curriculum: critical thinking.

FINE 4097 - 1(3). Special Topics. Introduces timely fine arts subjects that cannot be offered on a regular basis. Information concerning the topics offered in any given semester is available prior to registration in the fine arts department. May be repeated for a total of 18 credit hours. Same as FINE 5097.

FINE 4117 - 3. B.F.A. Seminar. For students intending to pursue graduate work and/or a professional career in art. Emphasizes the development of a critical overview of their work and potential and how they relate to the problems of professional activity. Prereq., B.F.A. candidate and senior standing.

FINE 4157 - 3. Curatorial Seminar. Introduces curatorial practices, such as exhibition development, preparation and presentation of educational materials. Emphasizes the application of art history skills in the museum field, research, writing, and analytical and interpretive skills. Students participate in organizing exhibitions at C.U. Boulders Galleries. May be repeated for a total of 12 credit hours. Same as FINE 5137.

FINE 5087 - 3. Selected Topics in Contemporary Art. Same as FINE 4087.

FINE 5097 - 1(3). Special Topics. May be repeated for a total of 6 credit hours. Same as FINE 4097.

FINE 5117 - 2. Graduate Art Seminar.

FINE 5157 - 3. Curatorial Seminar. May be repeated for a total of 12 credit hours. Same as FINE 4157.

FINE 5587 - 1(3). Graduate Independent Study. May be repeated for a total of 6 credit hours.

FINE 5587 - 1(3). Graduate Independent Study. May be repeated for a total of 6 credit hours.

FINE 6597 - 1(3). Master's Degree Candidate.

FINE 6597 - 1(3). Master of Fine Arts Creative Thesis.

Visiting Artist Programs

FINE 4008 - 3. Studio Honors Thesis. May be elected during the final semester. Consists of a substantial, original, creative project accompanied by a written paper providing a personal and art world context for the creative project. Requires a faculty sponsor.

FINE 4118 - 3. Visiting Artist Program. Artists of national and international reputation, interacting with graduate and advanced undergraduates, discuss their studio work or seminar meetings and public lecture or events. Provides continuous input of significant developments and a comprehensive view of contemporary issues in the arts. May be repeated once. Prereq., portfolio review for undergraduates and senior standing. Same as FINE 5118.

FINE 5118 - 3. Graduate Visiting Artist Program. Same as FINE 4118.

Art History

Some of the following courses are offered at both the undergraduate (4000) and graduate (5000) levels. A higher level of performance and exam work is expected of the graduate student. Students may take 5000-level courses only after consultation with the instructor.

FINE 1009 - 3. Introduction to Greek Art and Archaeology. Same as CLAS 1009. Approved for arts and sciences core curriculum: literature and the arts.

FINE 1019 - 3. Introduction to Roman Art and Architecture. Introduces the major monuments and sites of Rome and the Roman Empire in their historical, social, and geographical contexts. Explores the production and visual messages of Roman buildings, sculpture, paintings, mosaics, and urban planning. Same as CLAS 1019. Approved for arts and sciences core curriculum: literature and the arts.

FINE 1109 - 3. Introduction to Western Art 1. Introduces Western art, from the early dynastic period of Egypt (c. 3000 B.C.) to the end of the 15th century A.D. Traces the expansion of European culture, painting, sculpture, and architecture in order to develop an awareness of how our artistic culture is derived from European civilization. Students may not receive credit for both FINE 1109 and FINE 1509. Approved for arts and sciences core curriculum: literature and the arts.

FINE 1209 - 3. Introduction to Western Art 2. Introduces Western art, from about 1600 A.D. to the present. Traces the expansion of European culture, painting, sculpture, and architecture in order to develop an awareness of how our artistic culture is derived from European civilization. Students may not receive credit for both FINE 1209 and FINE 1509. Approved for arts and sciences core curriculum: literature and the arts.

FINE 1309 - 3. History of World Art 1. Surveys major art styles from the Paleolithic period through the Renaissance, including European, Asian, and the Pre Columbian/ Islamic World. Emphasizes comparison of Western and non-Western visual expression as evidence of differing cultural orientations. Students may not receive credit for both FINE 1309 and FINE 1109. Approved for arts and sciences core curriculum: literature and the arts.
FINE 1409-3. History of World Art 2. Surveys major art styles from 1000 to the present, including European, Asian, Islamic, the Americas, and tribal art. Emphasizes comparison of Western and non-Western visual expressions as evidence of differing cultural orientations. Students may not receive credit for both FINE 1409 and FINE 1209. Approved for arts and sciences core curriculum: literature and the arts.

FINE 1709-3. Experiencing Art—Image, Artist, and Idea. Provides a broad introduction to understanding and appreciating art from all time periods and all parts of the world. Particularly directed toward those not approved for arts and sciences core curriculum: literature and the arts.

FINE 2029-3. Introduction to Medieval and Early Modern Studies. Introduces students to the literatures, history, culture, and art of Europe and the Mediterranean basin from late antiquity through the Renaissance. Interdisciplinary course focusing on topics revealing the dynamism and diversity of pre-modern culture. Same as HIST 3070 and MEDV 2020.

FINE 2409-3. Introduction to Asian Art. Designed for those having no previous experience in the study of Asian art. Traces development of sculpture, painting, architecture, and the other visual arts of South Asia, the Far East, and Southeast Asia, especially as they are connected by the religious themes of Hinduism and Buddhism. Approved for arts and sciences core curriculum: literature and the arts.

FINE 3009-3. Critical Thinking in Art History. Familiarizes students with the evolution of art history as an academic discipline and the processes art historians use to construct complex issues of style, form, content, and theory in visual arts. Involves discussion, readings, and written assignments. Prereq.: FINE 1309 and/or 1409.

FINE 3109-3. Critical Thinking in Art Society. Examines writings by philosophers and art critics as they address the question: What is art for? Readings focus on the 19th and 20th centuries, including current theories and some non-Western theories. Encourages students to develop their own response to the question. Prereq.: critical thinking. Approved for arts and sciences core curriculum: critical thinking.

FINE 3209-3. Art, Culture, and Gender Diversity, 1400-1600. Renaissance Art out of the Canon. Studies the rising status of painting, sculpture, and architecture in Europe and how Europeans perceived nonwestern art during the early modern period. Introduces history of race/ethnicity, gender, and class concerns embodied in the European category "visual arts." Introduces methods for interpreting history without imposing Eurocentric viewpoints. Approved for arts and sciences core curriculum: cultural and gender diversity.

FINE 3409-3. Contemporary Painting, Sculpture, and Intermedia Arts. Investigates the loss of beauty in art and discusses whether or not that loss is regrettable. Questions the function and historical meaning of modern and postmodern art. Is it all hype and strategic positioning by artists for fame and fortune? Is it "serious"? Are the fine arts still "fine?" Approved for arts and sciences core curriculum: critical thinking.

FINE 3509-3. American Art. Surveys American art and material culture from the pre-Colonial era to the present day. Considers cultural and artistic interactions, ethnic expressions, patronage, European and non-European influences, and the struggle to develop a uniquely American artistic identity. Approved for arts and sciences core curriculum: United States context.

FINE 4019-3. Art of Ancient Egypt. Surveys the development of Egyptian architecture, sculpture, painting, and the minor arts from their beginnings to the establishment of Christianity. Same as FINE 5019.

FINE 4029-3. Art of Islam. Highlights art and architecture of the Islamic peoples from the death of Muhammad in the 7th century to the modern period. Same as FINE 5029.

FINE 4039-3. Byzantine Art. Examines art of the Byzantine Empire and Christianity from the ascension of Constantine to the conquest of Constantinople in the 15th century. Same as FINE 5039.

FINE 4049-3. Pre-Classical Art and Archaeology. Same as FINE 5049 and CLAS 4049.

FINE 4059-3. Classical Art and Archaeology. Same as FINE 5059 and CLAS 4059.

FINE 4079-3. Roman Art and Archaeology. Same as FINE 5079 and CLAS 4079.


FINE 4209-3. Pre-Classical Art and Archaeology. Same as FINE 5049 and CLAS 4049.

FINE 4219-3. Italian Renaissance Art 1. Covers the period from 1400 to 1500. Emphasizes the development of Renaissance art in Florence and Rome. Same as FINE 5209.

FINE 4219-3. Italian Renaissance Art 2. Covers the period from 1500 to 1600. Emphasizes the development of Renaissance art in Florence and Rome. Same as FINE 5209.


FINE 4309-3. Neoclassicism and Romanticism: 1760 to 1840. Surveys painting and sculpture in England and France from the last quarter of the 18th century through the first half of the 19th century. Same as FINE 5309.

FINE 4319-3. European Art from 1830 to 1886. Surveys major movements in painting in France and England from the Revolution of 1830 to the impressionist crisis of 1886. Emphasizes and discusses painting and major expressions in sculpture and architecture. Same as FINE 5319.


FINE 4419-3. Pre-Columbian Art. Surveys architecture, sculpture, and painting of the high cultures of Meso-American and Andean areas before the Spanish Conquest. Same as FINE 5419.

FINE 4429-3. Latin American Art since 1492. Surveys the arts of the Americas and the Americas since 1492 to the present. Same as FINE 5429.

FINE 4459-3. North American Indian Art. Surveys the art of North American Indian cultures, including the northwest coast, southwest, southeast, and plains, including architecture, sculpture, and minor arts for both archaeological and ethnological cultures. Same as FINE 5439.

FINE 4449-3. Art of India and Southeast Asia. Surveys the architecture, sculpture, and painting of India and Southeast Asia. Emphasizes the art of Shintoism and Buddhism as well as the particular Japanese aesthetic and baroque art from prehistoric times to the present. Same as FINE 5449.

FINE 4459-3. The Arts of Japan. Offers an overview of Japanese art from prehistoric times to the present. Emphasizes the art of Shintoism and Buddhism. Same as FINE 5459.

FINE 4469-3. The Arts of China. Surveys Chinese painting, sculpture, architecture, and other arts from Neolithic to modern times. Same as FINE 5469.
FINE 4519-3. American Art: 1860-1945. Examines such American art as painting, sculpture, architecture, photography, parks, and parks from the Gilded Age to World War II. Considers major art styles, women and minority artists, the development of art schools and museums, and cultural interaction between America and other countries. Same as FINE 5519.


FINE 4619-3. Quattrocento Art in Florence and Central Italy. Chronicles the moment of the so-called second renaissance style about 1440 about Florence. Deals with the later Ghirlandaio and Donatello, the work of Leonardo, Michelangelo, and the painting of Cagnacci, Piero della Francesca, Botticelli, Filippo Lippi, and others, ending in the late Quattrocento. Offered abroad only. Same as FINE 5619. Offered abroad only. Same as FINE 5619. Approved for arts and sciences core curriculum: literature and the arts.

FINE 4659-3. The Roman Baroque. Traces main stylistic trends, along with appropriate intellectual and social context, for Roman art of the 17th and 18th centuries. Emphasizes classroom and on-site lectures as well as techniques appropriate to writing about the visual arts. Offered abroad only. Same as FINE 5659. Offered abroad only. Same as FINE 5659. Approved for arts and sciences core curriculum: literature and the arts.

FINE 4709-3. Perspectives on Art and Criticism. Examines some traditional and current ideas that have shaped, defined, or influenced the goals, practices, and evaluation of the visual arts. Includes lectures, readings, and discussion. Open to fine arts majors or students with 9 or more credit hours in art. Same as FINE 5709.

FINE 4719-3. History of Media Arts. Surveys the development of technological media both as sources of information and as art. Photography and related media, film, video, holography, and electronic imaging systems are surveyed as an art and as technologies, emphasizing major artists, movements, exhibition, and other production in the 19th and 20th centuries.

FINE 4729-3. Readings in Contemporary Photography. Includes reading some of the critical and theoretical discourse surrounding the practice of photography and related art forms. Work is made in dialogue with ideas raised in those readings. Prereq.: FINE 2191 or 3191. Approved for arts and sciences core curriculum: critical thinking.

FINE 4739-3. The Intellectual Roots of Italian Renaissance Art. Studies critical issues raised in the literature on art, focusing on the renaissance interpretations of key historical themes such as imitation and decorum. Carefully examines the language used in primary sources (available in English). Approved for arts and sciences core curriculum: critical thinking.

FINE 4749-3. Italian Renaissance Art Studies in the Exchange Between Theory and Practice. Addresses how artists developed new compositional procedures, graphic techniques, and audiences, and how these practices were theorized in an age when artists' intellectual and social status were dramatically expanded. Same as FINE 5749. Offered for arts and sciences core curriculum: literature and the arts.

FINE 4809-3. Women Artists from the Middle Ages to the Present. Surveys women's art in the West, emphasizing painting and sculpture. Same as WMST 4809. Offered for arts and sciences core curriculum: cultural and gender diversity.

FINE 4909 (1-3). Independent Study in Art History. May be repeated for a total of 7 credit hours.

FINE 4919-3. Undergraduate Seminar: Selected Topics in Art History. Seminar course dealing with selected areas or problems within the history of art. Prereq.: Registration Handbook and Schedule of Courses for seminar topic. Instructor: consent may be repeated for a total of 7 credit hours.

FIN 4929 (1-3). Special Topics in Art History. May be repeated for a total of 18 credit hours when topic varies. Same as FINE 5929.

FINE 5019-3. Art of the Ancient Near East. Same as FINE 4019.

FINE 5029-3. Art of Islam. Same as FINE 4029.


FINE 5049-3. Pre-Classical Art and Archaeology. Same as FINE 4049 and CLAS 5049.

FINE 5059-3. Classical Art and Archaeology. Same as FINE 4059 and CLAS 5059.

FINE 5069-3. Prehistoric Greek Art and Archaeology. Provides an in-depth study of the Litite and Bronze Age Aegeans (c. 7000-1200 B.C.). Selects topics from architecture, pottery, sculpture, and minor arts of the third millennium B.C. Same as CLAS 5069.

FINE 5079-3. Roman Art and Archaeology. Same as FINE 4079 and CLAS 5079.

FINE 5089-3. Classical Greek Art. Same as CLAS 5089.


FINE 5129-3. Gothic Art. Same as FINE 4129.

FINE 5159-3. Hellenistic Art and Archaeology. Same as CLAS 5159.

FINE 5209-3. Italian Renaissance Art I. Same as FINE 4209.

FINE 5219-3. Italian Renaissance Art II. Same as FINE 4219.

FINE 5229-3. Italian Renaissance Art III. Same as FINE 4229.


FINE 5309-3. Neoclassicism and Romanticism 1760 to 1840. Same as FINE 4309.

FINE 5319-3. European Art from 1830 to 1886. Same as FINE 4319.

FINE 5329-3. Modern Art I. Same as FINE 4329.

FINE 5339-3. Modern Art II. Same as FINE 4339.


FINE 5409-3. Art of Africa and Oceania. Same as FINE 4409.

FINE 5419-3. Pre-Columbian Art. Same as FINE 4419.

FINE 5429-3. Latin American Art since 1492. Same as FINE 4429.


FINE 5449-3. Art of India and Southeast Asia. Same as FINE 4449.

FINE 5459-3. The Arts of Japan. Same as FINE 4459.

FINE 5469-3. The Arts of China. Same as FINE 4469.


FINE 5619-3. Quattrocento Art in Florence and Central Italy. Same as FINE 4619.

FINE 5659-3. The Roman Baroque. Same as FINE 4659.

FINE 5709-3. Perspectives on Art and Criticism. Same as FINE 4709.

FINE 5759-3. 17th-Century Art and the Concept of the Baroque. Same as FINE 4759.
FINE 5909 (1-3). Graduate Independent Study—Art History. May be repeated for a total of 7 credit hours.
FINE 5929-3. Special Topics: Art History/Criticism. Subjects and instructors vary. May be repeated for a total of 18 credit hours when topic varies. Same as FINE 4929.
FINE 6909 (1-3). Graduate Independent Study—Art History. May be repeated for a total of 7 credit hours.
FINE 6929-3. Seminar: Theories of Art History. Required for M.A. (art history) candidates. Provides a systematic critical overview of the development of art history as a discipline beginning with 18th-century theories of aesthetics and ending with current interdisciplinary models of critical interpretation. Weekly readings, discussions, reports, and written papers constitute the format of the seminar in methodology. Topics vary from semester to semester. May be repeated for a total of 6 credit hours.
FINE 6939-3. Graduate Seminar in Open Topics in Art History: Subjects and topics vary.
FINE 6949 (1-3). Master's Candidate for Degree.
FINE 6959 (1-6). Master's Thesis (Art History).

French and Italian

French

Students will not receive credit for a lower-level course in foreign language instruction taken after credit has been given for a higher-level course in the same language sequence. For example, students will not receive credit for FREN 1010 if it is taken after they have completed FREN 1020.

FREN 1010-5. Beginning French I. For students with no previous knowledge of French. Presents basic grammar and most commonly used vocabulary. Introduces students to Francophone culture. Students may not receive credit if they have completed FREN 1050.

FREN 1020-5. Beginning French II. Completes the presentation of basic structures and French vocabulary. Prereq.: successful completion of one semester of college-level French or one year of high school French. Students may not receive credit if they have completed FREN 1050.

FREN 1050-5. Beginning French Review. Covers the material of FREN 1010 and 1020 in one accelerated semester. Intended for students who have taken some French (i.e., three to five semesters in high school) but who need a review for 2000-level courses. Students may not receive credit for FREN 1050 if they have completed FREN 1010 or FREN 1020.

FREN 1200-3. Medieval Epic and Romance. Covers the most important works of medieval literature in English translation. Among the texts studied are the Nibelungenlied, the Song of Roland, and Arthurian romances, including the stories of Lancelot and Guinevere and Tristan and Isolde. Offers a general introduction for nonmajors to medieval literature and society. Taught in English. Approved for arts and science core curriculum: literature and the arts.

FREN 1600-3. Introduction to French Film. History and evolution of French film from Lumière to today. Scripts and modern literary texts used as reference points for studying narrative structures in both literature and film. Handouts of technical terms and critical theory supplement readings. Taught in English.


FREN 2110-3. Second-Year French Grammar Review and Reading 1. Intensive review of important grammar structures. Introduces cultural readings (track A) and literary readings (track B) as well as writing compositions in French. Prereq.: successful completion of two semesters of college-level French or equivalent. Complete college undergraduate language requirement.


FREN 2500-3. Conversation in French. This lower-division course is for students who have spent no time in a French-speaking environment. Sessions include a variety of discussion formats including presentations, debates, and occasional video-viewing. All work is in French. Prereq.: FREN 2120 or equivalent.

FREN 3010-3. French Phonetics and Pronunciation. Training in correct pronunciation of standard French, the understanding of the function of speech organs, international phonetic alphabet used throughout the course; intensive practice in class and language laboratory. Required of all majors. Prereq.: FREN 2120 or equivalent.

FREN 3050-3. French Composition I. Third-year grammar course where students perfect their written French through written grammar exercises and guided composition. Should be taken before FREN 3060. Required for French majors. Prereq.: completion of FREN 2120 or equivalent.

FREN 3060-3. French Composition II. Continuous grammar study and composition practice begun in FREN 3050. Should be taken before FREN 3100, 3110, or 3120, but may be taken concurrently. Required for majors. Prereq.: FREN 3050 or equivalent.

FREN 3100-3. Introduction to Critical Reading and Writing in French Literature. Introduces students to the analysis and interpretation of French literature through close readings of representative examples of major literary forms (poetry, fiction, drama, essays) and through the composition of critical writings in French. Required for French majors. Prereq.: FREN 3050 or concurrent enrollment in FREN 3060. Approved for arts and sciences core curriculum: critical thinking.

FREN 3110-3. Main Currents of French Literature 1. Surveys French literature from the Middle Ages through the 18th century. Students are expected to acquire a fairly detailed knowledge of major writers and schools of the periods covered. Required for majors. Prereq.: FREN 3100 (may be taken concurrently). Approved for arts and sciences core curriculum: literature and the arts.


FREN 3200-3. Introduction to Literary Theory and Advanced Critical Analysis. Introduces important aspects of both classical and modern literary theory as an aid to reading and understanding literary texts. Covers theoretical works by figures ranging from Plato and Aristotle to modern French critics such as Barthes, Foucault, and Derrida in conjunction with selected literary works. Offers students more sophisticated means of understanding texts by gender, ethnicity, the roles of author and reader in constructing meaning, the nature of representation and the relationship between literature and the larger society. Required for students taking FREN 3050 or French 2120 or French 3110. Conducted in English. Though French majors are required to read the texts in the original language. Prereq.: FREN 3100 or instructor's consent. Approved for arts and sciences core curriculum: literature and the arts, or critical thinking.

FREN 3500-3. French Current Events: Conversation and Composition. For students who have spent less than four months in a French-speaking environment. Focused on presentation, debate, and occasional video-viewing through discussions, readings, and written work. Prereq.: FREN 3000 or equivalent.

FREN 3600-3. Business French I. Designed primarily for students in business French who have not spent time in a French-speaking milieu, those with some experience should take FREN 4050. Concentrates on composing business letters and conducting business in French. Prereq.: FREN 2120 or equivalent.

Note: Courses at the 4000 level or above are normally not open to freshmen or sophomores. Exceptions may be made with consent of instructor.

FREN 4030-3. Advanced Oral Practice and Interpreting. Intended for students who have spent six months or more in a French-speaking milieu. Concentrates on developing (or preserving) speaking fluency, correct pronunciation, and a good working vocabulary. Prereq.: FREN 3060 and/or 3500 or instructor consent. May be repeated once for credit.


FREN 4100-3. Translation. Concentrations on the problems of written and oral translation, both into and out of French. Prereq.: FREN 4101 or instructor consent. Note: Prereq. for all of the following courses are FREN 3100, 3110, and 3120 or instructor consent (except in the case of FREN 4200, which requires only FREN 3100 and 3110).

FREN 4110-3, 4120-3. French Special Topics. Topics vary each semester. Students should consult the Registration Handbook and Schedule of Courses for specific topics. Each course may be repeated for a total of 6 credits hours.

FREN 4130-3. Medieval Lyric Literature. Examines the medieval concept of courtly love as both a cultural and literary phenomenon and its theoretical and stylistic evolution from the Provencal and Old French, with comparative reference to Italian lyric. Same as HUMN 4522 and ITAL 4130.

FREN 4140-3. Introduction to Old French. Introduces the structure of Old French, the medieval ancestor of modern French. Students must have a good knowledge of modern standard French, knowledge of Latin is helpful, but not required. No previous knowledge of linguistics is required.


FREN 4200-3. Studies in Contemporary French Culture. Through a wide variety of texts and audio-visual documents, students learn the structures of the contemporary French society and study the cultural phenomena of that society.

FREN 4210-3. French Cultural History. Studies the main currents of French culture from Louis XIV to the end of the First World War showing how they have evolved in response to changes in society rather than as a series of discrete historical events.

FREN 4250-3. Medieval and Renaissance Readings. Explores the complex and evolving cultural and historical contexts of medieval and Renaissance French. Introduces the masterpieces of French medieval and Renaissance literature, including the Chanson de Roland and Arthurian romance. Also focuses on the work of Marie de France, Guillaume de Lorris, and Jean de Meun, Christine de Pizan, Machaut, Villon, Louise Labé, and the poet of the Pléiade, Rabelais, and Montaigne.

FREN 4300-3. Theory and Modernity in 17th-Century France. Readings of plays by Corneille, Molière, and Racine introduce students to theatre's role as a mirror of the multifarious tensions shaping modern Western experience. Taught in English with English translations. Approved for arts and sciences core curriculum: literature and the arts.

FREN 4310-3. 17th-Century French Tragedy and Poetry. Close readings of tragedies by Corneille and Racine placed in the evolving context of baroque and neoclassical political and artistic culture as illustrated by lyric poetry. The Fables de La Fontaine, moral philosophy, painting, and architecture. Examines the role of heroic drama as at once a symptom and agent of early modern French social history.

FREN 4320-3. 17th-Century French Prose. Close readings of selected works of Desmaules, Pascal, Mme. de La Fayette, La Rochefoucauld, La Brève, and Pernault. Themes include 17th-century theories of self, notions of bonheur and the critical analysis of human motives and behavior. The role of literary prose in the critique of heroic ideals and in shaping the moral and aesthetic assumptions of the Sun King, Louis XIV.

FREN 4330-3. Molière and 17th-Century French Comedy. Close readings of selected comedies of Molière concentrate on selected comedies by Corneille, Racine, and Curran during the period (late Renaissance and early Baroque). Themes include comedy as a form of social criticism and the sociocultural significance of such episodes of Molière's career as the scandalous "quarrel" of L'Ecole des Femmes and Tartuffe.


FREN 4470-3. 20th-Century French Theatre and Poetry. Close readings of plays from the turn of the century to the contemporary period introduce the principal themes and techniques of modernist and postmodernist French theatre. Students are encouraged to consider problems commonly evoked by these texts, and to compare the position that each text takes on such problems as the status and use of language, the function and limits of the theatre, and the dialectic of appearance and reality.

FREN 4480-3. 20th-Century French Novel. Close readings of novels from the 1930s to the contemporary period introduce the principal themes and techniques of the modernist and postmodernist French novel. Students are encouraged to analyze a variety of questions commonly evoked in these texts, such as the problem of representation, the uses and abuses of writing, the relation of fiction and history, and the status of the subject in the world.


FREN 4500-3. Reading the Orient: French Literature and Exoticism. Examines representations of the non-Western world in French literature from the 19th century to the present, with a special emphasis on the role of colonialism, sexuality, the relationship between literature and the visual arts, and the place of post-colonial literature in the canon. Works include texts by Flaubert, Baudelaire, Gide, Djabès, and paintings by Delacroix. Taught in English for nonmajors, granted credit as a seminar (senior essay course) for majors. Same as HUMN 4500. Approved for arts and sciences core curriculum: literature and the arts, or cultural and gender diversity.

FREN 4510-3. French Dramatic Theories. Studies French dramatic theories since the 16th century, using representative plays as illustration of theoretical works.

FREN 4520-3. Italian and French Poetry of the Renaissance. Close reading of major poets of the Renaissance. Special attention given to cultural context (influence of Petrarchism, revival of Platonism, and impact of the counter-reformation, etc.). Taught in English for French, Italian, or Italian majors. Same as ITAL 4520.

FREN 4600-3. Topics in French Film. Covers a variety of topics in French film, with an emphasis on French cinema from 1895 to the present. Focuses on periods, schools, themes, and directors from Melies to Duras, and the critical approaches by which they are studied. Varies from year to year. May be repeated for a total of 6 credit hours on different topics. Prereq.: FREN 3120 or instructor consent.

FREN 4750-3. Methods of Teaching French and Professional Orientation. To be taken one semester prior to or concurrently with student teaching.

FREN 4840 (1-3). Independent Study: Language. Upon consultation only and at the undergraduate level. May be repeated for a total of 6 credit hours.

FREN 4850 (1-3). Independent Study: Literature. Upon consultation only and at the undergraduate level.

FREN 4860-6. High School French Teaching. Offered as part of the supervisory student teaching in a secondary school required for state certification to teach French. These hours do not count toward student teaching hours in the major nor in the maximum departmental hours allowed. The course is graded pass/fail only. Prereq.: FREN 4750, must be completed with the secondary teaching education program. Coreq.: EDUC 4712.

FREN 4868-3. French Senior Honors Thesis. The senior honors thesis is a 40 to 55 page original research paper, written in French, and con-
FREN 3320-3. 17th-Century French Prose. Close readings of major works by such writers as Descartes, Pascal, Sorel, Mme. de La Fayette, La Rochefoucauld, La Bruyère, Mme. de Sévigné, Scarron, Cyrano de Bergerac, Bossuet, and Perrault. Themes include 17th-century theories of self, early modern epistemology, notions of bon-ton and the critical analysis of human motives and behavior, the emerging French novel, and the role of literary prose in the critique of heroic idealism and in denouncing the moral abuses of the Sun King, Louis XIV. Readings in French. May be taught in English to accommodate students in other programs.

FREN 5330-3. Molière and 17th-Century French Comedy. Close readings of the farces and comedies of Molière in context with the comic works of such writers as Corneille, Racine, Cyrano de Bergerac, Desmarets de Saint-Simon, Georges de Sève, and the masters of the Bouffon and La Fontaine. Themes include Molière’s contribution to the invention of literary authorship, comedy as a form of social criticism and its role in the “deconstruction” of the early modern subject, and the sociocultural significance of such episodes of Molière’s career as the scandalous “question” of L’École des femmes and Tartuffe. Readings in French. May be taught in English to accommodate students in other programs.

FREN 5350-3. French Enlightenment. Focuses on the uses of literature to address the revolutionary philosophical, scientific, religious, and/or socio-political questions of the day. Explores Diderot and d’Alembert’s Encyclopédie, Voltaire and Diderot’s philosophical tales and dialogues, Rousseau’s Discourse, and other writings. Discusses the development of specific literary forms to promote the ideas and goals of the philosophes to reach a changing and diverse readership and to fight censorship.

FREN 5360-3. 18th-Century French Literature. Focuses on the study of specific literary genres (e.g., theatre, the novel) or on the guiding production of a major author (e.g., Voltaire, Diderot, Rousseau). Discussion stresses both the uniqueness of the genre/writer and their significance as representatives of the century’s changing society and culture. May be repeated for a total of 6 credit hours during a student’s graduate career.


FREN 5430-3. Topics in 19th-Century French Prose, Poetry, and Theatre. Topics vary. May be repeated for a total of 6 credit hours during a student’s graduate career.

FREN 5440-3. Literary Traditions. Taught in French and English. Focuses on literary structures proposed by author to reader as games. Considers critical texts, both practical and theoretical, with a view toward defining the relation between criticism and its objects.

FREN 5470-3. 20th-Century French Theatre and Poetry.

FREN 5480-3. 20th-Century French Novel.


FREN 5570-3. French Literary Criticism.

FREN 5600-3. Seminar on French and Francophone Film.

FREN 5770-2. College Foreign Language Teaching. Required for teaching assistants and graduate part-time instructors.

FREN 6840, 6850 (1-3). Independent Study. May be repeated for a total of 3 credit hours, except with permission of the director of graduate studies.

FREN 6940 (1-6). Master’s Degree Candidate.

FREN 6950 (1-6). Master’s Thesis.

FREN 8990-10. Doctoral Dissertation. All doctoral students must register for no fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Italian

Students will not receive credit for a lower-level course in foreign language instruction taken after credit has been given for a higher-level course in the same language sequence. For example, students will not receive credit for ITAL 1010 if it is taken after they have passed ITAL 1020.

ITAL 1010-5. Beginning Italian. 1. The four skills of listening, speaking, reading, and writing are progressively developed in a predominantly oral presentation. The cultural focus is the personal world and life of students. Language laboratory work expected.

ITAL 1020-5. Beginning Italian 2. Continuation of ITAL 1010, with greater emphasis on reading and writing. The cultural focus shifts to social and civic areas. Preorq., ITAL 1010 with a grade of C or better.

ITAL 2110-3. Intermediate Italian Reading, Grammar, and Composition 1. Designed to provide a thorough grammar review and improve reading abilities and writing skills. Taught in Italian. Preorq., ITAL 1020, with a grade of C or better.


ITAL 2130-3. Introduction to Literary Analysis. Increases students’ ability to read and analyze literary texts by improving vocabulary and terminology. Students read short stories, essays, short plays, and poems to acquire critical skills and improve expression of opinions and arguments in Italian. Taught in Italian. Preorq., ITAL 2110 or instructor consent.

ITAL 310-3. Advanced Composition and Conversation 1. Builds vocabulary and fluency in spoken Italian, and competence and confidence in correct and more sophisticated written Italian. Exercises and themes are drawn primarily from current events and politics (e.g., print and broadcast news) and contemporary culture (e.g., magazines, films, and video). Preorq., ITAL 2120 or instructor consent.

ITAL 320-3. Advanced Composition and Conversation 2. Improves vocabulary and fluency in spoken Italian, and competence and
confidence in correct and more sophisticated written Italian. Exercises and themes are drawn primarily from Italian cultural history. Prereq., ITAL 3100 or instructor consent.

ITAL 3140-3. Readings in Italian Literature—20th Century. Covers a selected reading of major texts, prose, and poetry of the 20th-century literature. Emphasizes critical reading and analysis of modern and contemporary Italian literature in its literary and historical context. Taught in Italian. Prereq., ITAL 2150 or instructor consent.

ITAL 3150-3. Readings in Italian Literature—19th Century. Introduces students to 19th-century literary history through a selected reading of major texts, prose, and poetry. Emphasizes critical reading and analysis of Italian literature in its literary and historical context. Taught in Italian. Prereq., ITAL 2150 or instructor consent.


ITAL 4130-3. Medieval Lyric Literature. Examines the medieval concept of courtly love as both a cultural and literary phenomenon and its theoretical and stylistic evolution from the Provencal and Old French to Italian lyric. No knowledge of Italian is necessary. Consult instructor. Same as FREN 4130 and HUMN 4522.

ITAL 4140-3. The Age of Dante: Readings from the Divine Comedy. Focuses on Dante’s poetry with emphasis on the intellectual, religious, political, and scientific background of the medieval world. Taught in English. Prereq., junior standing or instructor consent. Approved for arts and sciences core curriculum: literature and the arts.

ITAL 4150-3. The Decameron and the Age of Realism. Analyzes the rise of realism in the 14th- and 15th-century Italian literature and parallel manifestations in the visual arts. Focuses on Boccaccio’s Decameron and contemporary realistic prose and poetry with emphasis on gender issues and medieval cultural diversity. Taught in English. Prereq., junior standing or instructor consent. Approved for arts and science core curriculum: literature and the arts, or cultural and gender diversity.

ITAL 4200-3. Italian Culture and Civilization from Origins through the Renaissance. Taught in English.

ITAL 4250-3. History of Italy 1815 to Present. Surveys political, social, and intellectual history of Italy from 1815 to present. Taught in English.

ITAL 4280-3. Topics in Italian Cinema. Examines different aspects of Italian cinema from the origins of neo-realism to the present. May focus on a particular director, the culture of a specific period, or certain themes (e.g., the representation of women, the relationship between cinema and literature, or socio-aesthetic movements like Futurism or Fascism). Taught in English. May be taken twice for a total of 6 credit hours, provided the topic is different. Prereq., junior standing and 6 hours of Italian literature and/or history.

ITAL 4520-3. Italian and French Poetry of the Renaissance. Close reading of major poets of the Renaissance. Special attention given to the cultural context (influence from Petrarchism, revival of Platonism, and impact of the Counter Reformation, etc.). Taught in English; readings in Italian for Italian majors. Same as FREN 4520.

ITAL 4710-3. Italian Literature of the 19th Century. Focuses on the Pre-Romantics, Italian Romanticism, Verismo, and Decadentismo literary and cultural movements, particularly in their European context. Taught in English; readings in Italian for Italian majors.

ITAL 4720-3. Italian Literature of the 20th Century. Studies Italian novel, theatre, poetry, and short story in the period from World War I to the present. Taught in English; readings in Italian for Italian majors.

ITAL 4730-3. Italian Feminism in Culture, Theory, and Narratives of Difference. Studies Italian women writers, artists, and filmmakers of this century. Literary and visual texts are analyzed in dialogue with readings of leading Italian feminist theorists. Italian history and culture are read by following the development of a discourse about women. Taught in English; readings in Italian for Italian majors. Approved for arts and sciences core curriculum: cultural and gender diversity, or literature and the arts.

ITAL 4840 (1-3). Independent Study. May be repeated for a total of 7 credit hours.

ITAL 4980-3. Italian Senior Honors Thesis. The senior honors thesis is a 40- to 45-page original research paper, written in Italian, and constitutes a requirement for graduation with departmental honors. Prereq., all third-year course requirements including FREN 3200. Recommended prerequisite, at least one course numbered ITAL 4100 or above.

ITAL 4990-3. Senior Seminar: Preparation of a 15-page research paper in Italian presented to two members of the faculty and defended orally in class. Prereq., advisor consent. Recommended prerequisite, at least one course numbered ITAL 4100 or above.

Geography

GEOG 3840 (1-3). Undergraduate Independent Study. Provides an independent study opportunity, by special arrangement with faculty, for students preparing strong geography preparation. May be repeated for a total of 6 credit hours. Restricted to geography majors.

GEOG 3930-3. Internship. Provides an academically supervised opportunity for advanced geography or environmental conservation majors to work in public and private organizations on projects related to the student's career goals and to relate classroom theory to practice. May be repeated for a total of 6 credit hours. Restricted to geography and environmental studies majors.

GEOG 4100, 4110, and 4120 (1-3). Special Topics in Geography. Various topics not normally covered in the curriculum; offered intermittently depending on student demand and availability of instructors. May be repeated twice for different topics. Prereq., instructor consent.

GEOG 4160-3. Teaching Geography. Provides a practice and/or tutorial, by special arrangement only, in the teaching of geography. Includes serving as small-group leader or tutors in introductory courses or developing and/or testing curriculum materials. May be repeated for a total of 6 credit hours. Restricted to geography and environmental studies majors.

GEOG 4480-3. Seminar: Conservation Trends. Provides environmental studies or geography majors with an undergraduate format for interdisciplinary discussions and research into current and future directions of conservation. May be repeated for a total of 6 credit hours. Restricted to junior and senior geography and environmental studies majors. Approved for arts and sciences core curriculum: critical thinking.

GEOG 4990-3. Senior Thesis. Offers thesis research under faculty supervision. Prereq., senior standing as geography or environmental studies major.

Note: The following courses (GEOG 5840 through 6890) are restricted to graduate students.

GEOG 5840 (1-3). Graduate Independent Study. Offers independent research for master's students only. May be repeated for a total of 6 credit hours.

GEOG 5930-3. Advanced Internship. Provides an academically supervised opportunity for graduate-level geography majors to work in public and private organizations on advanced projects related to geographic theory and their career goals. May be repeated for a total of 7 credit hours.

GEOG 6160-3. Seminar: Geographic Education. Surveys and critiques ideas from education, psychology, philosophy, and geography related to teaching and learning, especially for graduate students in geography who plan careers in college teaching. May be repeated for a total of 7 credit hours.

GEOG 6170 (1-4). Geography Teaching Materials. Emphasizes creation of materials for classroom instruction in geography (individual work under supervision). May be repeated for a total of 7 credit hours.

GEOG 6180 (1-3). Seminar: Geographic Problems. Applies research methods to selected problems. Topics vary with instructor. May be repeated for a total of 7 credit hours.


GEOG 7840 (1-3). Graduate Independent Study. Offers independent research for doctoral students only. May be repeated for a total of 6 credit hours.

GEOG 8990-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.
Physical Geography
GEOG 1001-4. Environmental Systems 1—Climate and Vegetation. Lect. and lab. Introduces the atmospheric environment of the Earth; elements and controls of climate and their implications for hydrology, vegetation, and soils. Emphasizes distribution of physical features across the Earth's surface and interactions between humans and their environment, especially those leading to global change on the decade to century time scale. Approved for arts and sciences core curriculum: natural science.

GEOG 1011-4. Environmental Systems 2—Landscape and Water. Lect. and lab. Introduces landscapes and flowing water, emphasizing the formation and geographic distribution of mountains, volcanoes, valleys, and deserts, and their shaping by rivers and glaciers. Includes field trips. Approved for arts and sciences core curriculum: natural science.

GEOG 3251-3. Mountain Geography. Surveys mountain environments and their human use with illustrations from temperate and tropical mountain areas.


GEOG 3511-4. Introduction to Hydrology. Examines hydrologic processes to the surface environment, emphasizing the environmental processes of the western United States. Emphasizes natural processes and their management to augment water resources. Restricted to junior and senior geography and environmental studies majors. Approved for arts and sciences core curriculum: natural science.

GEOG 3601-3. Principles of Climate. Describes the basic components of the climate system: the atmosphere, ocean, cryosphere, and lithosphere. Investigates the basic physical processes that determine climate and link the components of the climate system, including the hydrological cycle and its role in climate, climate stability, and global change. Covers forecasting climate, its applications, and human dimensions. Prereqs: one semester of calculus or instructor consent. Same as ATOC 3600. Approved for arts and sciences core curriculum: natural science.

GEOG 4211-3. Physical Climatology—Principles. Introduces physical principles of flows of heat and moisture to and from the Earth's surface, interaction and modeling of such flows, and their distribution in space and time.

GEOG 4211-4. Physical Climatology/Field Methods. Highlights theory and field measurements in boundary layer climatology, emphasizing radioactive and turbulent fluxes near the ground. Field calibration of flux equipment and measurements of radioactive, sensible, latent, and ground heat fluxes over different terrain types. Prereqs: GEOG 4211 or 5211. Same as GEOG 5211.


GEOG 4291 (3-4). Mountain Geomorphology. Provides a field course emphasizing the study of landforms produced by weathering and soils, mass movement, and erosional processes under all climatic and alitudinal conditions. Offered during the summers at the Mountain Research Station. Call for schedule. Prereqs: a college course in physical geography or geology and instructor consent. Same as GEOG 5291 and GEOL 4291.


GEOG 4321-4. Snow Hydrology. Offers a multidisciplinary and quantitative analysis of physico-chemical processes that operate in seasonally snow-covered areas, from the micro- to the global scale: snow accumulation, metamorphism, ablation, chemical properties, biological aspects, and impact on climate change, and the climates of urban, agricultural, and natural environments.

GEOG 4331-3 (3-4). Mountain Climatology. Surveys and analyzes climatic characteristics of mountain environments worldwide. Prereqs: GEOG 1001 or ATOC 1050 or 1060. Same as GEOG 5331.


GEOG 4411-3. Methods of Soil Analysis. Applies methods of soil sampling and laboratory analysis toward an understanding of the relationships between soils and environmental and landscape impacts. Field trips explore field observation and sampling techniques. Laboratory analyses determine soil physical and chemical properties. Prereqs: GEOG 1001 or GEOG 1011; instructor consent. Same as GEOG 4411 and GEOG 5411.


Note: The following course (GEOG 5161 through 6241) are restricted to graduate students.

GEOG 5161-3. Research Design in Geographers. The human section studies and discusses contemporary research philosophies and methodologies in human geography. Practices the development of research proposals and presentation of research ideas and results. The physical section studies and discusses contemporary research philosophies and methodologies in physical geography (climatology, geomorphology, biogeography, and soil geography). Practices the development of research proposals and presentation of research ideas. Restricted to geography graduate students.

GEOG 5211-3. Seminar: Physical Climatology. Involves a research seminar concerned with problems of mass and energy exchange in the Earth's atmosphere system. Selects topics from such areas as air quality, bioclimatology, hydrology, atmospheric, and the climates of urban, agricultural, and natural environments.

GEOG 5221-3. Synoptic and Dynamic Climatology. Examines the climates of the Earth's atmosphere system. Selects topics from such areas as air quality, bioclimatology, hydrology, atmospheric, and the climates of urban, agricultural, and natural environments.

GEOG 5231-4. Physical Climatology/Field Methods. Prereqs: GEOG 4211 or 5211. Same as GEOG 4231.

GEOG 5241 (1-3). Topics in Physical Geography. Preprise type specified in the Registration Handbook and Schedule of Classes. Prepares recent research topics that vary from year to year. May be taken twice.

GEOG 5251-4. Fluvial Geomorphology. Same as GEOG 4251.

GEOG 5291 (3-4). Mountain Geomorphology. Offers a field course emphasizing the study of landforms produced by weathering and soils, mass movement, and erosional processes under all climatic and alitudinal conditions. Same as GEOG 4291 and GEOL 5291.


GEOG 5331-4. Mountain Climatology. Same as GEOG 4331.
GEOG 5371-3. Forest Geographh Principles and Dynamics. Same as GEOG 4371.

GEOG 5391-3. Seminar: Biogeography. Con- diders in detail current research themes in biogeography. Includes intensive reading of current research literature and preparation of research papers. May be taken twice, as the topics vary.

GEOG 5401-3. Soils Geography. Same as GEOG 4401.


GEOG 5501-3. Water Resources and Water Management of Western United States. Same as GEOG 4501.


GEOG 5501-3. Theories of Climate and Climatic Variability. Critically reviews current theories of climatic variability based on analysis of the different physical processes affecting climate. Same as ATOC 5500.

GEOG 6180 (1-4). Special Topics. Special topics offering up to 4 credits, depending upon the nature of the topic being offered.

GEOG 6211-3. Readings in Climatology. Focuses on specific topics in climatology, with a focus on major themes in the field. May be taken twice.

GEOG 6241 (1-3). Seminar in Hydrology and Geomorphology. Emphasizes process-oriented research in hydrology and geomorphology. Sample topics include river processes, glacial processes, and periglacial processes. Same as ATOC 6241.

Human and Cultural Geography

GEOG 5323-3. World Regional Geography. Involves an intellectual journey around the globe, exploring major regions and the people, their environments, and how they interact. Topics include the political, economic, and cultural processes shaping the regions and the impacts of globalization.


GEOG 5400-3. Political Geography. Systematic study of the relationship between political geography and political systems, emphasizing the role of geography in shaping political processes and outcomes. Same as WMST 5400. Approved for arts and sciences core curriculum: cultural and gender diversity.

pares students for fieldwork by focusing on geographic and interdisciplinary field work techniques; interpretation of field data; and discussion of the politics, ethics and gender, race, class and cross-cultural issues related to field work. Prereqs.: graduate status or 15 credit hours in human geography. Same as GEOG 5722.

GEOG 4732-3. Population Geography. Emphasizes spatial aspects of population characteristics including fertility, mortality, migration, distribution, and composition. Includes both theoretical and empirical considerations, in addition to field work and computer simulations. Same as GEOG 5732.

GEOG 4742-3. Environments and Peoples. Studies diverse environments and peoples in terms of their systemic relationships in order to understand human adaptability, human modification of environments, the environment as a medium of cultural communication, and dynamics of human geographic change through time and space. May be taken twice as the topics vary. Restricted to junior and senior students. Approved for arts and sciences core curriculum: critical thinking.

GEOG 4812-3. Environment and Development in South America. Presents theoretical approaches to the links between environment and development in Latin America and focuses on analytical discussion of contemporary (and controversial) issues in sustainable development in South America. Examines social, ecological, economic, and political forces influencing the use of natural resources. Recommended prereq.: GEOG 3812 or 3422. Approved for arts and sciences core curriculum: critical thinking.

GEOG 4822-3. Geography and Modernity in China. Explores the changing economic and cultural geography of contemporary China. Examines changing patterns of rural and urban development and cultural and social trends and tensions emerging from these changes, such as new patterns of personal mobility, popular culture, and intellectuals activities. Recommended prereq.: GEOG 1982 and 1992 and HIST 1608. Approved for arts and sciences core curriculum: critical thinking.

GEOG 4882-3. Russian Commonwealth. Offers a systematic and regional survey of features that characterize the physical, economic, and social geography of the Russian Commonwealth.

GEOG 4892-3. Geography of Western Europe. Provides a regional survey of cultural, political, economic, social, and physical geography of Western Europe, emphasizing the distinctive character and problems of each major area and the relationship of the region to the world. Approved for arts and sciences core curriculum: critical thinking.

Note: The following courses (GEOG 5152 through 6742) are restricted to graduate students.

GEOG 5152-3. History and Theory of Geography. History of ideas and institutions that have shaped contemporary geographic inquiry. Examines the evolving relations among human geography, physical geography, environment-society relations, and geographic information processing. Designed to inform graduate student research within major subfields and intellectual currents of geography.

GEOG 5222-3. Continuities and Changes in the Modern World Economy. Introduces the topics of globalization and democratization from an interdisciplinary perspective. Examines major changes to global political economy and explores their implications for local, national, regional, and international political and economic processes. Same as PSCI 5223 and SOCY 5223.

GEOG 5292-3. Migration, Urbanization, and Development. Same as GEOG 4292.

GEOG 5332-3. Globalization and Democratization. Same as PSCI 5335 and SOCY 5335.

GEOG 5622-3. City Life. Same as GEOG 4622.


GEOG 5712-3. Political Geography. Same as GEOG 4712.

GEOG 5722-3. Field Methods in Human Geography. Same as GEOG 4722.

GEOG 5732-3. Population Geography. Same as GEOG 4732.

GEOG 5762-3. Sustainable Development. Provides an assessment of sustainable development primarily as it relates to the Third World. Follows a sequence from development theory through facts, approaches, and goals. Investigates specific topical problems and closes with analyses of case studies. Prereq.: graduate standing. May be repeated for a total of 9 credit hours.

GEOG 6402-3. Seminar: Comparative Environmental Studies. Critically examines cross-cultural experience with adjustments to natural hazards and political management of resource exploitation. May be repeated for a total of 7 credit hours.

GEOG 6712-3. Seminar: Political Geography. Considers in detail history and methodology of the field, including an analysis of selected systematic topics such as frontiers and boundaries, international borders, conflicting claims to territory, and electoral geography. May be repeated for a total of 7 credit hours.

GEOG 6732-3. Formal Population Geography: Analysis and Forecasting. Focuses on methods for describing, interpreting, and forecasting the spatial dynamics of human populations disaggregated by age and such state categories as different marital and labor force statuses. Prereq.: GEOG 4023/5023 or equivalent.

GEOG 6742-3. Seminar: Cultural Geography. Explores various geographic topics emphasizing the concept of culture. Emergence of several points of view in the development of cultural geography. May be repeated for a total of 7 credit hours.

Techniques (Skills)

GEOG 2053-4. Maps and Mapping. Introduces maps and their role in society. Includes fundamentals of reading and using both reference and special purpose maps, as well as influence of maps on attitudes toward and images of the geographic environment.

GEOG 3023-4. Statistics for Earth Sciences. Introduces parametric and distribution-free statistics, emphasizing applications to earth science problems. Not open to students who have taken a college-level statistics course. Restricted to junior and senior geography, geology, and environmental studies majors. Same as GEOG 3023.

GEOG 4053-4. Cartography I. Introduces the fundamentals of cartography—the science and art of map design. Emphasizes map projections, symbolization, and the design of maps with computers. Students produce a series of thematic maps with modern computer-assisted techniques. Restricted to junior and senior geography and environmental studies majors. Prereq.: a basic familiarity with computers is strongly recommended.

GEOG 3093-3. Geographic Interpretation of Aerial Photographs. Emphasizes use of aerial and space photography in geographic research. Includes properties and systematic application of imagery in the photographable portion of the spectrum for the evaluation of urban, transportation, landform, and vegetation features. Restricted to junior and senior geography and environmental studies majors.

GEOG 4023-3. Introduction to Quantitative Methods in Human Geography. Introduces fundamental statistical and quantitative modeling techniques widely used in geography today. Emphasizes geographic examples and spatial problems, as are statistical routines now available on most computers. Prereq.: GEOG 3023 or equivalent.

GEOG 4031-3. Quantitative Methods in Geography Laboratory. Introduces the use of personal computers and statistical software in geographical analysis. Correq.: GEOG 4023. Same as GEOG 5033.

GEOG 4043-4. Cartography 2—Computer Mapping. Studies advanced cartography, focusing on map compilation and reproduction, including digitizing and scanning as well as the use of existing digital data files. Surveys commercially available mapping packages. Students work on independent projects and design and produce a final map to be printed in color. Prereq.: GEOG 3053. Same as GEOG 5043.

GEOG 4083-4. Mapping from Remotely Sensed Imagery. Acquires students with mapping of spatial information from remotely sensed imagery, specifically high spatial resolution imagery (e.g., photography) in digital form. Emphasizes correction of 2- and 3-D geometric distortions, topographic influences, planimetric, orthophotographic, and thematic mapping concepts. Restricted to junior and senior geography and environmental studies majors. Prereq.: GEOG 3093, 4093, or equivalent. Same as GEOG 5083.

GEOG 4103-4. Introduction to Geographic Information Science. Examines construction and use of an information system and its data specifically designed for representing and manipulating geographical data. Emphasizes modern geographical information systems including computer hardware/software with a collection of methods/procedures for recording, transforming, storing/retrieving, analyzing, and mapping geographical data. Restricted to junior and senior geography and environmental studies majors. Prereq.: GEOG 3053. Same as GEOG 5103.

GEOG 4173-3. Research Seminar. Examines the nature of research and develops pregraduate skills for geographic research, emphasizing problem definition, methods, sources, data interpretation, and writing. Restricted to senior geography and environmental studies majors. Approved for arts and sciences core curriculum: critical thinking.

GEOG 4203-3. GIS 2—Modeling Applications. Extends basic GIS concepts and mechanisms by developing models for environmental applications. Covers grid-based data models and integrates these with traditional vector-based GIS for specific earth science problems. Students work in small groups to design, implement, and run GIS models of their own choosing. Same as GEOG 5203.

GEOG 4383-3. Methods of Vegetation Analysis. Techniques of describing, sampling, classifying, and analyzing change in vegetation applied to a variety of local vegetation types. Involves field trips and laboratory work. Prereq. or coreq.: GEOG 4371. Same as GEOG 5383.

GEOG 4983 (1-3). Field Problems. Selected geographic problems investigated through intensive, instructor-directed field work. The instructor and the problem(s) vary and are announced. May be repeated for a total of 12 credit hours. Same as GEOG 5983.

Note: The following course (GEOG 5023 through 7095) are restricted to graduate students.

GEOG 5023-3. Introduction to Quantitative Methods in Geography.

GEOG 5033-2. Quantitative Methods in Geography Laboratory. Same as GEOG 4033.

GEOG 5043-4. Cartography 2—Computer Mapping. Prereq.: GEOG 5033 or equivalent, or instructor consent. Same as GEOG 4043.

GEOG 5083-4. Mapping from Remotely Sensed Imagery. Prereq.: GEOG 5093 or 4093 or equivalent. Same as GEOG 4083.


GEOG 5113-3. Seminar: Geographic Information Systems. Focuses on the current research topics in geographical information systems and selected areas of representation. Includes major journal articles related to each topic. Students complete and present a seminar paper. Prereq.: GEOG 4103, 5103, or instructor consent. May be repeated for a total of 7 credit hours.

GEOG 5183-3. Data Processing in the Earth Sciences. Restricted to geography graduate students. Prereq.: GEOG 4023 or equivalent, or instructor consent. Same as GEOG 5183.

GEOG 5203-3. GIS 2—Modeling Applications. Same as GEOG 4203.

GEOG 5383-3. Methods of Vegetation Analysis. Same as GEOG 4383.

GEOG 5983 (1-6). Field Problems. May be repeated for a total of 7 credit hours. Same as GEOG 4983.


Political Data

GEOG 5095-3. Advanced Political Data Analysis. Same as GEOG 7095 and PSCI 5095.

GEOG 7095-3. Advanced Political Data Analysis. Provides advanced training in empirical and analytic methods of political analysis. Covers general multivariate linear (regression) model as employed in political science. Also covers a variety of dynamic approaches to empirical analysis (stochastic models, time series, and simulation). Prereq., instructor consent. Same as GEOG 5095 and PSCI 7095.

Geological Sciences

GEO 1010-3. Introduction to Geology 1. Introductory geology for majors and nonmajors. Studies the Earth, its materials, its characteristics, its dynamic processes, and how it relates to people. Separate lab (GEO 1080) is optional. Approved for arts and sciences core curriculum: natural science.


GEO 1060-4. Global Change 1—An Earth Science Perspective. Lect. Surveys the problems of global change. Emphasizes the Earth as an interlocking system consisting of the lithosphere, hydrosphere (including snow and ice), and atmosphere. Discusses circulation and interaction of these components, as well as geological evidence for environmental changes in the recent past and prospect for future change. Approved for arts and sciences core curriculum: natural science.


Approved for arts and sciences core curriculum: natural science.

GEO 1080-1. Introduction to Geology Laboratory 1. Features field trips to classic localities. Studies rocks and topographic and geologic maps. Approved for arts and sciences core curriculum: natural science.

GEO 1090-1. Introduction to Geology Laboratory 2. Studies research methods of historical geology, using field trips and lab exercises to construct a geologic map and interpret the geologic history of a region. Prereq., GEOG 1010. Approved for arts and sciences core curriculum: natural science.

GEO 1110-1. Global Change Laboratory. Optional laboratory for GEO 1070, featuring field excursions and laboratory exercises on topics such as solid waste management, flooding, climate change, desertification and water treatment. Prereq., GEO 1060; coreq., GEO 1070. Approved for arts and sciences core curriculum: natural science.

GEO 1130-3. Dynamic Earth 1—Introduction. Discusses how the origin and evolution of Earth as a planet led to its composition and heat budget. Considers alternate energy resources. Basic concepts of the physics of the solid earth lead to a discussion of earthquakes— their causes and prediction. Approved for arts and sciences core curriculum: natural science.


GEO 1410-4. The Earth 1. Three lect., two rec. per week. Introductory course for students with inadequate or no high school science. Includes minerals, rocks, volcanism, processes that shape landscapes, earthquakes, mountains, and plate tectonics. Controlled enrollment through Academic Access and Student Academic Services Center. Coreq., GEOG 1430. Approved for arts and sciences core curriculum: natural science.

GEO 1420-4. The Earth 2. Three lect., two rec. per week. Introductory course for students with inadequate or no high school science. Includes geologic time, fossils and evolution, and geologic development of North America. Controlled enrollment through Academic Access and the Student Academic Services Center. Prereq.: GEOG 1410. Approved for arts and sciences core curriculum: natural science.

GEO 1430-1. The Earth Laboratory. Two-hour lab excursions and three-hour field trips provide experience with geological materials and the field interpretation of geological phenomena. Coreq., GEOG 1410. Approved for arts and sciences core curriculum: natural science.

GEO 1600-4. Order, Chaos, and Complexity. Develops the foundations for understanding new ideas in science, focusing on fractals, and chaos in complex interacting systems. Topics include the historical perspective, fractal geometry, complex nonlinear systems, and the nature of uncertainty. Same as PHYS 1600. Approved
for arts and sciences core curriculum: natural science, or quantitative reasoning and mathematical skills.

GEOL 2100-3. Environmental Geology. Introduces the influences of geologic processes on human lives and the changes human actions cause in geologic systems. Uses examples and case studies from Colorado and the West. Approved for the arts and sciences core curriculum: natural science.

GEOL 2700-2. Introduction to Field Geology. Introduces basic field techniques necessary to collect geologic data and samples, and necessary to map geologic units. Prereq.: GEOL 1010 and 1020; or GEOL 1040 and 1070; or GEOL 1130 and 1140; or GEOG 1001 and 1011.

GEOL 3010-3. Introduction to Mineralogy. One lecture and two lab periods per week: Origin, occurrence, identification, classification, and uses of minerals. Applications of mineralogy to economic geology and petrology are emphasized. Prereqs.: CHEM 1111 and MATH 1300.

GEOL 3020-3. Petrology. Field relations, petrography, petrology, chemistry, and origins of igneous and metamorphic rocks are studied by means of lectures, reading, lab, and field experience. Labs include instruction in the fundamentals of optical petrography and the study of rocks in thin section. Prereq.: GEOL 3010.


GEOL 3030-3. Introduction to Hydrogeology. Introduces groundwater flow concepts, hydrologic cycle, physical and chemical properties, flow net, hydraulic potential, geologic controls on heterogeneity and anisotropy, aquifers and aquitards in a geologic system, saturated and unsaturated flow, flow to a well, pumping tests, and role of groundwater in geologic processes. Prereqs.: GEOL 1010, 1050 or 1130, and MATH 1300; or instructor consent.

GEOL 3040-3. Global Change: The Recent Geological Record. Geological records in lakes, oceans, deserts, and around glaciers indicate the significant changes in the global system that have taken place over the last few hundred or thousand years. Explores the timing and nature of these changes. Prereq.: any two-course sequence of natural science core courses. Approved for arts and sciences core curriculum: natural science.


GEOL 3060-2. Sedimentary Petrology. Petrography, petrology, chemistry, and diagenesis of sedimentary rocks are studied by means of lectures, readings, and lab experience. Applications to porosity, permeability, and fluid flow are included. Prereqs.: GEOL 1010, 1050, and 3430.


GEOL 3120-4. Structural Geology 1. Geometrical techniques for describing and illustrating geological structures. Major topics include graphic methods and geometry of fractures and folds. Prereq.: any 1000-level sequence in geological sciences.

GEOL 3320-3. Introduction to Geochemistry. Introduces chemical principles as applied to geologic processes. Includes an introductory discussion of mineral and rock chemistry, aqueous geochemistry, and organic geochemistry. Prereqs.: CHEM 1111 and MATH 1300.

GEOL 3410-3. Paleobiology. Surveys morphologic, ecologic, and evolution of ancient animal and plant life and their interactions with the Earth. Fossils used to solve geologic and biological problems. Prereq.: any 1000-level sequence in geological science or environmental, population, and organismic biology or instructor consent.

GEOL 3430-4. Sedimentology and Stratigraphy. Introduces the study of sedimentary rocks emphasizing their origin, characteristics, and interpretation; and the principles and techniques for establishing the temporal order and spatial distribution of sedimentary layers. Prereq.: any 1000-level sequence in geological sciences or equivalent.


GEOL 3520-3. Environmental Issues in Geosciences. Addresses current environmental problems in which understanding of geology is needed. Topics include energy resources, climate modification, hydrology, waste disposal, and mining resources. Specific examples used to illustrate restrictions imposed by nature and man on solutions to these problems. Prereq.: a two-course sequence in any natural science. Approved for arts and sciences core curriculum: natural science.

GEOL 3620-3. Controversies in Planetary Geology. Covers the evolution of controversial ideas in planetary geology; discusses competing hypotheses and the critical thinking required to decide between them. Topics include origin of the moon, volcanic versus impact origin of craters, planetary plate tectonics, and geologic history of the planets. For nonmajors. Prereq.: any two-course sequence in any natural science. Approved for arts and sciences core curriculum: critical thinking.

GEOL 3630-3. Great Geological Controversies. Critically examines significant historical and contemporary controversial issues in the geological sciences (e.g., age of the Earth, ice ages, continental drift, health hazards related to rocks and minerals) by reading, classroom discussion and arguments, and written assignments. Prereq.: completion of a one-year sequence in any natural science. Approved for arts and sciences core curriculum: critical thinking.

GEOL 3700-2. Geology of the Front Range. Field-oriented approach to tracing the geologic development of the Colorado Front Range, from the Precambrian to recent times. Field observations provide a framework for discussions of current ideas concerning the geologic evolution of the Front Range. Prereq.: 1000-level course in geology or equivalent.

GEOL 3720-3. Evolution of Life: The Geological Record. Discusses the evolution of life on Earth, beginning with the earliest origins and surveying the major steps that led to the rise of higher plants and animals. Covers modern ideas on the causes of periodic mass extinctions in both the marine and terrestrial realms. Emphasizes geologic evidence for the pathways of evolution, using examples from the ordinary to the bizarre. Approved for arts and sciences core curriculum: natural science.

GEOL 3810-3. Extraterrestrial Life. Discussion of the origin and evolution of life on Earth and the scientific basis for the possible existence of extraterrestrial life. Prereq.: one year sequence in any physical science. Same as ASTR 3810.

GEOL 3930 (1-5). Internship. The internship offers an academically supervised opportunity for geological sciences majors to work with public or private organizations. Projects are usually associated with students' career goals; each project has an academic emphasis. Prereq.: junior standing and completion, with a B or better, of at least two courses for geology majors.

GEOL 4020-3. Marine Geology. Studies the geology and geophysics of the ocean basins and marginal seas, including discussions of plate tectonics and history of the ocean basins, the formation of ocean crust, the development of active and passive continental margins, and interpretation of the distribution of ocean sediments. Prereq.: GEOL 1010, 1050, or 1130. Same as GEOL 5020.

GEOL 4030-3. Coastal Processes. Covers the physical processes that shape the sedimentary deposits in various coastal environments: estuaries, deltas, fjords, barrier islands, beaches and lagoons, glacier coastal settings, paraglacial coasts, tidal flats, and mangroves. Prereq.: GEOL 1010 and 3430 or instructor consent. Same as GEOL 5030.

GEOL 4050-3. Earthquakes. Causes and effects of earthquakes, earthquake prediction, seismic waves, recorded interpretation, parameters of seismic foci, and seismotectonics of the world. Prereq.: one year of natural sciences and MATH 1300 or instructor consent. Same as GEOL 5050.

GEOL 4060-4. Oceanography. Studies the ocean as a system influencing the earth's surface processes and climate. Composition and properties of seawater, ocean circulation, waves, tides, coastal, shallow, and deep-sea sediments. Laboratory emphasizes the use of oceanographic data. Prereq.: one semester of chemistry, physics, or geology. Same as GEOL 5060.

GEOL 4080-3. Societal Problems and Earth Sciences. Analyzes contemporary societal problems involving geoscience. One class period per week is generally devoted to lecture. During class discussions the professor acts as scientific advisor while students debate material they have
researched. Prereq., one year of calculus and one year of natural science (physics, chemistry, biology) or equivalent, or instructor consent. Approved for arts and sciences core curriculum: critical thinking.


GEOL 4100-3. X-Ray Crystal Chemistry. Topics in physics and chemistry of minerals are covered, particularly crystal structure control on chemical substitution and disorder phenomena. Laboratory covers methods of mineral identification and characterization by x-ray powder and single-crystal diffraction. Prereq., GEOL 3010 and MATH 2300. Same as GEOL 5100.

GEOL 4130-3. Principles of Geophysics. Students are introduced to fundamental geophysics including seismology, geomagnetism, gravity, radiometric dating, and heat flow with applications to plate tectonics and exploration of the subsurface. Prereq., MATH 1300 and PHYS 1110 and any 1000-level sequence in geological sciences; GEOL 3120 recommended.

GEOL 4150-3. Geological Processes on Planetary Surfaces. Covers geological processes that occur on solid planets in the solar system. Topics include impact processes, plate tectonics, volcanism, glaciation, and fluvial processes, and surface-atmosphere interactions. Applications are made to terrestrial planets and outer-solar-system satellites. Recent spacecraft observations emphasized. Prereq., GEOL 1010 and PHYS 1110 and 1120. Same as GEOL 5150.

GEOL 4180-3. Fractals and Complexity. Develops foundations to understand nonlinear complex interacting systems. Topics include self-similarity in geometry, power laws, fractals and multifractals, statistical-mechanical ensembles, phase transitions, renormalization, cellular automata, thermodynamics of chaos, and scaling in systems with randomness. Prereq., APPM 2360 or equivalent, APMP 3570 or equivalent, and PHYS 3210 or equivalent; or instructor consent. Same as GEOL 5180.

GEOL 4200-3. Advanced Mineralogy. Covers topics in crystal chemistry of major rock-forming mineral groups, specifically reactions, transformations, deformations, and geohistory and geochronology of major and minor minerals. Emphasis is on intracrystalline elements in these major mineral groups. Prereq., GEOL 4100 or 5100. Same as GEOL 5200.


GEOL 4250-4. Introduction to Ore Deposits. Surveys processes of ore formation, with examples drawn from selected districts. Field trips to representative deposits. Prereq., GEOL 3010. Same as GEOL 5250.

GEOL 4291 (3-4). Mountain Geomorphology. Field course emphasizing study of landforms produced by weathering and soils, mass movement, and erosion processes under all climatic and altitudinal conditions. Offered during the summer at the Mountain Research Station. Prereq., a course in physical geography or geology, and instructor consent. Same as GEOL 5291 and GEOG 4291.

GEOL 4321-4. Snow Hydrology. Multidisciplinary and quantitative analysis of physico-chemical processes that operate in seasonally snow-covered areas, from the micro- to global scale: snow accumulation, metamorphism, ablation, chemical properties, biological aspects, electromagnetic properties, remote sensing, GIS, and quantitative methods. Same as GEOL 5321 and GEOG 4321.

GEOL 4350-3. Fold Belts and Extensional Basins. Includes geology, tectonic setting, and structure of fold/thrust belts including relationships between thrusting and sedimentation, foreland basins, sea level change, techniques for constructing restored and balanced cross sections, and examination of type areas including North American Cordillera, Alps, and Himalayas. Prereq., GEOL 3120 and 3430. Same as GEOL 5350.


GEOL 4440-3. Morphology and Genesis of Soils. Effects of climate, vegetation, parent material, topographic position, and time on soil development, classification, and chemical properties of soils and pedons. Geomorphology and Quaternary history used to interpret soils. Lab is field trips to study soils in plains to mountainous terrains. Prereq., GEOL/GEOG 4241 or equivalent, CHEM 1111 or equivalent; or instructor consent. Same as GEOL 5440.

GEOL 4470-4. Paleontology of the Lower Vertebrates. Evolution of the nonmammalian vertebrates emphasizing evolutionary development of major vertebrate features. Prereq., GEOL 3410, one year of biology, and one year of geology. Same as GEOL 5470.

GEOL 4480-4. Paleontology of the Higher Vertebrates. Evolution of mammals and birds emphasizing evolutionary history of modern and prominent fossil orders. Prereq., GEOL 3410, one year of biology, and one year of geology, or instructor consent. Same as GEOL 5480.

GEOL 4500-3. Critical Thinking in the Earth Sciences. Deals with controversies within the broad realm of geological sciences, including either planetary geology, evolution, paleobiology, global change, environmental issues, plate tectonics, resources, other societal problems, or geologic thought in general. Students are provided the opportunity to analyze and debate scientific issues in the earth sciences. Prereq., any 1000-level sequence in geological sciences. Approved for arts and sciences core curriculum: critical thinking.

GEOL 4530-3. Introduction to the Physics of the Solid Earth. Surveys structure, physical properties of materials, environmental conditions, and processes in the Earth's interior. Emphasizes methods of interpreting geophysical data to determine the state of the interior. Prereq., MATH 2400 and PHYS 2130.

GEOL 4560-4. Petroleum Geology. Covers theoretical and applied aspects of petroleum geology and geochemistry. Discusses organic geochemistry, time-temperature models, migration, trapping mechanisms, log analysis, application of facies models in the subsurface, and reservoir geology. Prereq., course work in structure, stratigraphy, sedimentology, deposits, environment, physics, and chemistry. Same as GEOL 5540.

GEOL 4560-3. Glaciology. Ice physics, snow, glaciers, floating ice, ice in the ground and in the solar system. Emphasizes glaciers and ice sheets, including reconstruction of past glaciations and impacts of ice and snow on society. Prereq., MATH 1300. Same as GEOL 5640.

GEOL 4670-3. Isotope Geology. Introduces principles of stable and radiogenic iso- tope systematics in inorganic and organic geochemistry. Emphasizes application of isotope data to problems in igneous, metasomatic and sedimentary petrology, geochemistry, and petroleum geology. Prereq., CHEM 1131, MATH 1300, and GEOL 3020. Same as GEOL 5670.

GEOL 4700 (1-4). Special Geological Topics. Studies in selected geological subjects of special current interest (for undergraduates). Initial offering in petroleum geology. Prereq. to be determined by topics, but always junior standing.

GEOL 4711-2. Igneous and Metamorphic Field Geology. Applies field techniques to interpretation of igneous and metamorphic rocks. Field exercises and lectures focus on collecting data required to map igneous and metamorphic rock units. Prereq., GEOL 2700 and 3020.

GEOL 4712-2. Structural Field Geology. Methods of field study of structure of rocks, including observations, data collection, and interpretation to understand geometry of deformation and causative processes and kinematics. Field projects are mapped using different scales, as photos, topographic maps, and compass and tape. Prereq., GEOL 2700 and 3120.

GEOL 4713-2. Field Techniques in Stratigraphic Sciences. Methods of field study of sedimentary rocks and fossils, including observation of lateral and vertical variations, data collection, and interpretation. Field projects include description of stratigraphic sections, mapping at a variety of scales, and data synthesis into cohe- sive two- and three-dimensional interpretations. Prereq., GEOL 2700 and 3420.

GEOL 4714-2. Field Geophysics. Applies geophysical field techniques and data interpretation to studying geological and engineering problems. Fieldwork includes seismic, gravity, magnetic, and electrical measurements. Prereq., GEOL 2700, MATH 1300, PHYS 1110, or instructor consent.

GEOL 4715-2. Field Techniques in Surficial Geology and Geohydrology. Field mapping and description of a variety of surficial deposits and soils in various environments (meanders and terraces) and estimating their age relations. Also techniques for surface and ground water field
measurements: mapping water tables, measuring stream flows, conducting pump tests, and collecting water samples. Prereq., GEOL 2700, 3030 or GEGO 3511, and GEGO/LGEOG 4241 or GEOL 3490.

GEOL 4716-2. Environmental Field Geochemistry. Develops basic field skills in the most commonly performed tasks required for the environmental characterization of solid and aqueous systems. Media of study include soil, stream sediments, surface waters, ground water, and atmospheric particulates. Prereq., GEOL 2700 and CHEM 1011/1031, or CHEM 1051/1071, or CHEM 1111/1131, or CHEM 1151/1171.

GEOL 4717-2. Field Seminar in Geology and Tectonics. Studies geologic features in and around Colorado to gain an overview of the geologic and tectonic evolution of the western U.S. Prereq., GEOL 2700 and one of: GEOL 3120, 3320, or 3430.

GEOL 4718-2. Paleoenvironmental Field Techniques. Provides experience in field techniques used to reconstruct paleoenvironments, including sedimentary rock and soil studies. Emphasis on glacial, lacustrine, bog, soil, and cave environments. Prereq., one year introductory geology or other environmental science and GEOL 2700.

GEOL 4840 through 4849 (1-3). Independent Study in Geology. Time and credit to be arranged. For advanced undergraduates who have high scholarly standing. Open only upon consultation with department advisor. May be repeated for a total of 7 credit hours.

GEOL 4950-3. Natural Catastrophes and Geologic Hazards. Surveys historic and prehistoric natural disasters, their cause, and potential for recurrence. Meteorite impact, earthquakes, volcanic eruptions, tsunamis, landslides, floods, magnetic reversals, and major extinction events. Prereq., one year of science. Approved for area and science core curriculum: natural science.

GEOL 4960-1. Writing in Geosciences. Emphasizes strategies of literature research and scientific writing in the geosciences. Includes small writing assignments and a larger library research paper. Prereq., 15 hours of upper-division course work in geological sciences.


GEOL 4980-3. River Basin Hydrology. Focuses on principles of hydrology, including rainfall, runoff generation, infiltration, surface flow, and landforms. Emphasizes space-time variability in measurement modeling over a broad range of scales. Prereq., one year of calculus and one year of college physics: GEGO 3511 recommended. Same as GEOL 5980.

GEOL 4990 (1-3). Honors Thesis. Supervised project involving original research in any area of the geological sciences. Thesis is submitted to the Honors Program of the College of Arts and Sciences and is orally defended. The candidate must have a cumulative GPA of 3.30 or better and must be accepted by the departmental honors committee.

Graduate Courses


GEOL 5030-3. Coastal Processes. Same as GEOL 4030.

GEOL 5050-3. Earthquakes. Same as GEOL 4050.

GEOL 5060-4. Oceanography. Same as GEOL 4060.


GEOL 5100-3. X-Ray Crystal Chemistry. Same as GEOL 4100.


GEOL 5180-3. Fractals and Complexity. Same as GEOL 4180.


GEOL 5200-3. Advanced Mineralogy. Same as GEOL 4200.

GEOL 5210-3. Advanced Igneous Petrology. Systematic analysis of petrology of igneous rocks. Emphasizes integrating knowledge obtained from theory, experiment, and field studies. Prereq., optical mineralogy or instructor consent.


GEOL 5250-4. Introduction to Ore Deposits. Same as GEOL 4250.

GEOL 5260-3. Field Study of Mineral Deposits. Field mapping and laboratory studies of ore deposits, emphasizing petrology, wall-rock alteration, and ore mineralogy. Prereq., GEOL 4250 or 5250 or equivalent, or instructor consent.


GEOL 5291 (3-4). Mountain Geomorphology. Same as GEOL 4291.

GEOL 5321-4. Snow Hydrology. Same as GEOL 4321 and GEGO 5321.

GEOL 5340-3. Ore Petrography. Studies ores and associated rocks by reflected and transmitted light microscopy, x-ray diffraction, and fluid inclusion microscopy. Emphasizes phase relations, chemical conditions, and ore deposition. This is a laboratory course, intended to provide laboratory training in ore deposits for graduate students. Prereq., GEOL 4250 or 5250 or equivalent, or instructor consent.

GEOL 5350-3. Fold Belts and Extensive Basins. Same as GEOL 4350.

GEOL 5360-3. Glacial Geology. Same as GEOL 4360.

GEOL 5370-3. Quantitative Dynamic Stratigraphy. Evaluates simple to complex approaches (dimensional analysis, transport equations, finite element vs. finite difference schemes) to understand how stratigraphic sequences are formed. Excellent introductory course on simulation modeling. Examples include research from placer mining, pollution and hazards studies, military applications, and reservoir characterization. Prereq., college algebra, intro to statistics, sedimentology, and stratigraphy, or instructor consent.

GEOL 5400-4. Quaternary Stratigraphy. Summary of geologic and pedologic methods used to recognize, date, and correlate Quaternary deposits and interpret Quaternary history. Prereq., GEOL 4241 or 5241 or equivalent, or instructor consent.


GEOL 5420-3. Quaternary Dating Methods. In-depth survey of standard and experimental dating methods that provide absolute ages for events of the last two million years of Earth history: includes theory and application of radiocarbon, uranium-series, and potassium-argon.
hydromineralogy, light stable isotopes, and other radioactive techniques.

GEOL 5430-2. Soil Laboratory Methods. Physical and chemical methods of research in soils. Analysis includes particle size, carbonate, organic matter, iron, sulfimines, phosphorus, and clay mineralogy.


GEOL 5470-4. Paleontology of the Lower Vertebrates. Same as GEOL 4470.


GEOL 5490-3. Geochemistry of Hydrothermal Ore Deposits. Laboratory studies, thermodynamic data, chemical data, fluid inclusions, soluble isotopes, and field occurrences are all used to explain composition, origin, and history of hydrothermal ore deposits. Prereq.: GEOL 6250 or equivalent, or instructor consent.

GEOL 5540-4. Petroleum Geology. Prereq.: course work in structure, stratigraphy/sedimentology, depositional environment, petrology, and chemistry. Same as GEOL 4540.


GEOL 5610-2. Mammalian Micropaleontology. Studies mammalian microfossils. Methods of analysis, collection, and use in stratigraphic problems such as correlation, paleoecology, and earth history. Prereq., instructor consent.

GEOL 5630-2. Physics of Remote Sensing. Advanced study of optical and microwave techniques used in remote sensing of the atmosphere, oceans, and land, emphasizing the latter. Studies based on recent literature and text. Intended for those who have completed introductory courses in remote sensing fundamentals and digital image analysis. Prereq.: GEOL 4093 or 5093.


GEOL 5670-3. Isotope Geology. Same as GEOL 4670.

GEOL 5680-3. Global Tectonics. Geologic and geophysical aspects of plate motions along accretionary, transforming, subducting, and collided margins. Relationships of sedimentation, volcanism, metamorphism, and deformation to mountain building are studied in conjunction with examination of type areas. Prereq., graduate standing or instructor consent.


GEOL 5700 (1-3). Geological Topics Seminar. Seminar studies in geological subjects of special current interest are offered primarily for graduate students, as departmental staff and facilities permit. May be repeated for a total of 6 credit hours.

GEOL 5711 through 5719 (1-3). Topics Seminars in Field Geology. Includes field geophysics, environmental, structural, and stratigraphic field geology, and/or field topics in petrology, hydrology, and geomorphology. Each course may be repeated for a total of 6 credit hours.

GEOL 5830-3. Topics in Planetary Science. Discusses current topics in planetary science, based on recent discoveries, spacecraft observations, or other developments. Focuses on a specific topic such as Mars, Venus, Galilean satellites, meteorology, comets, or extrasolar planets. Prereq.: Geophysics. May be repeated for credit. Prereq.: graduate standing or instructor consent. Same as ATOC/ASTR 5850.

GEOL 5840 through 5851 (1-3). Graduate Independent Study. May be repeated for a total of 7 credit hours.


GEOL 6020-3. Topics in Petroleum Geology. Covers current advanced topics of research and interest in petroleum geology. Consent varies each time course is offered. May be repeated for credit every other year, up to a total of 6 credit hours. Sample topics include source rock geochemistry, reservoir geology, seismic expression, structural styles, and 3-D seismic interpretation. Prereq.: GEOL 5950, 5960, or 6330.

GEOL 6060-4. Petroleum Geology of Tertiary Systems. Covers the exploration and production aspects of petroleum submarine fans and turbidite systems. A one-week field trip to Alberta is included. Students are responsible for part of the trip expenses. Prereq.: GEOL 5330.

GEOL 6241 (1-3). Seminar in Hydrology and Geomorphology. Emphasizes process-oriented research in hydrology and geomorphology. Sample topics include river mechanics, snow hydrology, and periglacial processes. Same as GEOG 6241. May be repeated for a total of 6 credit hours.


GEOL 6340-3. Remote Sensing of Planetary Surfaces. Quantitative description of properties of and geological processes on planetary surfaces, based on remote sensing techniques. Topics include reflection and emission spectroscopy, radar reflection, microwave and infrared radiometry, and high-energy spectroscopy, with application to the planets and their satellites. Prereq., basic undergraduate physics. Same as ASTR 6340.


GEOL 6620-3. Earth and Planetary Physics 2. Offered alternate years. Space and surface geodetic techniques, as well as potential theory, are covered. Other topics are definition and geophysical interpretation of the geoid and of surface gravity anomalies; ionoscopy; post-glacial rebound; tides and the rotation of the Earth. Same as ASTR 6620 and PHYS 6620.


GEOL 6640-3. Introduction to Planetary Science. Overview of the nature of the solar system. Topics include geologic processes and histories of solid planets, planetary chemistry, interiors, and atmospheres, the outer planets, planetary rings, comets and asteroids, extrasolar planets, and formation of the solar system. Prereq., graduate standing in a physical science and basic undergraduate physics. Same as ASTR 6640.

GEOL 6650 (1-3). Seminar in Geophysics. Advanced seminar studies in geophysical subjects for graduate students. Same as ASTR 6650 and PHYS 6650.

GEOL 6660-3. Geophysical Instrumentation. Introduces principles on which the design of instruments for various geophysical observations...
is based. Emphasizes seismographic and strain/field systems, with some discussion of gravimetric and magnetometric instruments. Same as PHYS 6660.

GEOL 6670-3. Geophysical Inverse Theory. Principles and application of geophysical inverse theory as applied to problems in the Earth Sciences, including tomography, Earth structure, and earthquake locations. Prereq.: calculus and computer programming (any language). Same as PHYS 6670.


GEOL 6960-3. Plan II Master's Research.

GEOL 8990 (1-10). Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Germanic and Slavic Languages and Literatures

German

Students will not receive credit for a lower level course in foreign language instruction taken after credit has been given for a higher level course in the same language sequence. For example, students will not receive credit for GRMN 1010 if it is taken after they have passed GRMN 2010.

GRMN 1010-4. Beginning German 1. For students with no previous training in German.

GRMN 1020-4. Beginning German 2. Prereq.: GRMN 1010 with a grade of C- or better.

GRMN 1028-3. Special Topics in German. Students should inquire at the department since topics vary. May be repeated for a total of 6 credit hours when topic varies.

GRMN 1500-3. German for Reading Knowledge. Designed especially for graduate students. Emphasizes analytical skills for acquiring reading proficiency in specialized and technical German in one's field of interest. Recommended for postgraduate registration; does not satisfy the arts and sciences foreign language requirement.

GRMN 1900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

GRMN 2010-4. Intermediate German 1. Review and continuation of basic skills begun in the first year: reading, writing, speaking, and oral comprehension. Satisfies arts and sciences language requirement. Prereq.: GRMN 1020 with a grade of C- or better.

GRMN 2020-4. Intermediate German 2. Prereq.: GRMN 2010 with a grade of C- or better.

GRMN 2050-2-4. Intermediate German: Conversation. For students who wish supplemental conversational practice at the third-semester level. Students may take this course concurrently with GRMN 2010. May be repeated for a total of 8 credit hours. Does not satisfy the arts and sciences foreign language requirement.

GRMN 2220-4. Scientific German. Prereq.: GRMN 2010 or equivalent, or instructor consent.

GRMN 2900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

GRMN 3010-3. Advanced Conversation and Grammar. Reviews selected grammatical topics, reading, and conversation. Prereq.: four semesters of college German or equivalent. Open to freshmen with instructor consent.

GRMN 3020-3. Professional German. Continuation of GRMN 3010. Emphasizes practical communications and correspondence and professional transactions. With option to take Goethe-Institute-sponsored Prüfung Deutsch für den Beruf. Prereq.: GRMN 3010 or equivalent, or instructor consent.

GRMN 3090-2. German Pronunciation and Diction. Introduces phonetics.

GRMN 3110-3. German Literature from 1910 to the Present. Examines selected literary texts. Emphasizes longer unedited texts as well as critical skills. May be taken either before or after GRMN 3120. Prereq.: GRMN 2020 or equivalent, or instructor consent.

GRMN 3120-3. Modern German Literature from 1750 to 1910. Examines selected literary texts of various periods. Emphasizes longer texts and critical skills. May be taken either before or after GRMN 3110. Prereq.: GRMN 2020 or equivalent, or instructor consent.

GRMN 3140-3. Current Issues in German Literature. Examines issues pervading contemporary German literature, such as concerns of youth, gender, stereotyping as it affects women and men in their relations with one another, loneliness and sexual frustration, work experiences, and other issues. Prereq.: ability to read unaided material and to speak German.

GRMN 3520-3. Open Topics in the Cultural Context. Examines topics in the cultures of German-speaking central Europe. Contact the departmental office for specific course offerings. Prereq.: third-year proficiency in German or instructor consent. May be repeated for a total of 6 credit hours when topic varies.

GRMN 3900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

GRMN 3930 (1-6). Internship. Provides an academically supervised opportunity for upper-division students to earn credit while working for public or private organizations. Students apply skills and knowledge gained in the major, and supplement their work experience through directed readings and assignments. May be repeated for a total of 6 credit hours. Restricted to GRMN majors with junior standing.


GRMN 4030-3. Business German. Develops the more sophisticated language skills required by employees of German organizations and foreign business persons who wish to transact business with German firms. Examines current issues in German business. With option to take the Goethe-Institute-sponsored Prüfung Wirtschaftsdutsch International. Prereq.: GRMN 3020 or instructor consent.

GRMN 4100-3. Applied Linguistics. Introduces the study of language and its applications to the teaching of German. Analysis of phonology, grammar, textual structure, and vocabulary of German and English for high school and college teachers of German.

GRMN 4330-3. The Age of Goethe. German literature from 1770 to 1830. Close examination of representative texts from the periods of Storm and Stress, classicism, and romanticism. Emphasizes philosophical and social background.

GRMN 4340-3. Seminar in German Literature. Intensive study of a particular literary period, author, or genre. Secondary sources are utilized. Course content differs each time. May be repeated for a total of 6 credit hours when topic varies.

GRMN 4370-3. Introduction to German Literary History I. Examines main currents in German literature, including the Middle Ages, the Renaissance, Baroque, and early classicism.

GRMN 4380-3. Introduction to German Literary History 2. Continuation of GRMN 4370. From 1750 to the present. Covers Weimar classicism, romanticism, realism, naturalism, and currents of the 20th century.

GRMN 4450-3. Methods of Teaching German. Required of students who desire the recommendation of the department for secondary school teaching positions. Restricted to students who have been admitted to the teacher education program in the School of Education. For student teaching in German, see EDUC 4712 under the School of Education.

GRMN 4460-6. High School German Teaching. Part of the supervised student teaching in a secondary school required for state certification to teach German. Restricted to students who have been admitted to the teacher education program in the School of Education.

GRMN 4450-3. Senior Seminar. The Role of Intellectuals and Academics in German Culture. Examines the articulation of the German bourgeois during critical periods in German history. Looks at specific groups and their participation in German public culture, e.g., writers, artists, journalists, academics, and political figures. Students work closely with a faculty advisor during the semester and are expected to produce a major research paper. Approved for arts and sciences core curriculum: critical thinking.

GRMN 4900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
German Courses Taught in English

GRMN 1601-3. Introduction to Modern German Culture and Civilization. Introduces the culture of contemporary German-speaking central Europe, examining historical processes, social and political patterns, and the intellectual and artistic currents to problems of the 20th-century. Approved for arts and sciences core curriculum: contemporary societies.

GRMN 1602-3. Metropolis and Modernity. An interdisciplinary introduction to the modern industrial city in Europe and the U.S.A., with particular attention to the representation of urbanism in the visual arts. Approved for arts and sciences core curriculum: literature and the arts.

GRMN 2501-3. 20th-Century German Short Story. Short stories by Thomas Mann, Kafka, Boll, and Grass, such as “Death in Venice,” “Metamorphosis,” and “Cat and Mouse.” Emphasizes literary themes, their traditions, and their cultural significance. Approved for arts and sciences core curriculum: literature and the arts.

GRMN 2502-3. Representing the Holocaust. Examines how the memory of the Holocaust in Nazi Germany is increasingly determined by the means of its representation, e.g. in film, autobiography, poetry, architecture, etc. Approved for arts and sciences core curriculum: ideals and values.

GRMN 3501-3. German-Jewish Writers: From the Enlightenment to the Present. Provides insight into the German-Jewish identity through essays, autobiographies, fiction, and journalism from the Enlightenment to the post-Holocaust period. Examines the religious and social conflicts that typify the history of Jewish existence in German-speaking lands during the modern epoch. Approved for arts and sciences core curriculum: cultural and gender diversity.

GRMN 3502-3. Literature in the Age of Goethe. Features the writings of Germany's major literary figures from 1749 to 1832. Special attention is paid to the formation of literary periods, genres, aesthetic, and socio-historical developments contributing to the birth of modernism in German intellectual history and literature. Approved for arts and sciences core curriculum: literature and the arts.

GRMN 3503-3. German Film and Society 1. History and theory of Weimar and Nazi film with sociocultural emphasis. Same as FILM 3503.

GRMN 3504-3. Topics in German Film. A comparative analysis of key issues in German culture as they are represented in film and other media, e.g. technology, architecture, women, Holocaust. Same as FILM 3504. May be repeated for a total of 6 credit hours when topic varies.

GRMN 3505-3. The Enlightenment: Tolerance and Emancipation. Examines the enlightenment belief in reason and the common humanity of all individuals and cultures. Emphasizes arguments for and against freedom of religion, abolition of slavery, and emancipation of women in 18th-century European and American literature and thought. Same as HUMN 3505. Approved for arts and sciences core curriculum: ideals and values.

GRMN 3512-3. German Film and Society 2. History and theory of post-war German cinema with sociocultural emphasis. Same as FILM 3513.

GRMN 4501-3. Seminar: Literature in Cultural Context. Provides a broader basis for the work of literature, viewing it from various cultural perspectives. Specific content of course is defined by the instructor. May be repeated for a total of 6 credit hours when topic varies.

GRMN 4502-3. Nietzsche: Literature and Values. Emphasizes Nietzsche's major writings spanning the years 1872 to 1888 with particular attention to the critique of Western values. Includes a systematic exploration of doctrines, concepts, and ideas leading to the values of creativity. Same as HUMN 4502. Approved for arts and sciences core curriculum: ideals and values.

GRMN 4503-3. Issues in German Thought. Provides the opportunity to examine major issues in German philosophical, social, and religious thought from the end of German idealism to existentialism and critical theory. Emphasizes the relationship between ideas and social and political action. May be repeated for a total of 6 credit hours when topic varies.

GRMN 4504-3. Goethe's Faust. Systematic study of the Faust motif in Western literature, with major emphasis on Faust I and II by Goethe. Same as HUMN 4504. Approved for arts and sciences core curriculum: literature and the arts.

German Graduate Courses

GRMN 5010-3. Bibliography and Methods of Research. Training in the use of reference works for conducting research in the humanities and social sciences. Analysis of, and hands-on practice with, bibliographic tools specific to German, as well as reference tools inclusive of German-area materials but broader in their scope. Students learn proper procedures for manuscript preparation and composition. Prereq., graduate standing or instructor consent.

GRMN 5020-3. Applied Linguistics and Foreign Language Teaching Methodology. Required of all graduate teaching assistants, this course provides a knowledge of the aspects of German linguistics that are important for teaching German and a survey of foreign language teaching methods and second language acquisition research. Prereq., graduate standing or instructor consent.

GRMN 5110-3. Seminar: Germanic Literature and Society from the Beginning to the Renaissance. Treats cultural, intellectual, linguistic, and literary developments, with emphasis on the medieval period. Readings include Gottfried's Tristan and Iseult, Das Nibelungenlied, courtly lyric poetry, Wolfram's Parzival, and other Arthurian romances. Prereq., graduate standing or instructor consent.

GRMN 5120-3. Seminar: Germanic Literature and Society from the Renaissance through the Baroque. Intelectual, cultural, and literary developments from about 1450 through the early 17th century, with emphasis on Baroque literature. Prereq., graduate standing or instructor consent.

GRMN 5210-3. Seminar: The Age of Enlightenment. Examines the influence of the emerging middle class on the transformation of aesthetic and societal values. Major works of theory, philosophy, literature, and criticism by Lessing, Herder, Kant, J.E. Schlegel, and others. Examines major literary and cultural influences from France and Great Britain. Prereq., graduate standing or instructor consent.

GRMN 5220-3. Seminar: Topics in the Age of Goethe. Examines various aspects of German-speaking society from the 1770s to 1830s. Topics may include Sturm und Drang as social commentary; romantic theory in the wake of the French Revolution; Romantic nationalism; the Faust theme; Weimar as a cultural center; and others. May be repeated for a total of 6 credit hours when topic varies. Prereq., graduate standing or instructor consent.

GRMN 5230-3. Seminar: Concepts of the Self from Schlegel to Freud and Jung. Explores contributions to the discourse of modernity with an emphasis on Romanticism and the death and psychology of Freud and Jung. Examines the major stages in this process: the symbolism of the self in Romanticism (Schlegel, E.T.A. Hoffmann, Chamisso); the seminal role of Schopenhauer and Nietzsche; and the emergence of the modern self as the hidden god in the thought of Freud, Jung, Heidegger, and others. Prereq., graduate standing or instructor consent.

GRMN 5240-3. Seminar: Topics in the 19th Century. Examines the transformation of realism from Bichler to Gogol to Hauptmann. Topics may include literary responses to the Restoration, intellectuals and the Revolution of 1848, philosophy and literature, theatrical representations of women, family, and gender, and others. May be repeated for a total of 6 credit hours when topic varies. Prereq., graduate standing or instructor consent.

GRMN 5250-3. Seminar: The German Novel from 1901-1956. Begins with T. Mann's Buddenbrooks, this course charts the rise of the German novel in the early 20th century and examines such topics as Wilhelminian society; intellectuals and World War I; dehumanization and alienation; national socialism and literary exile; and others. Authors include T. Mann, H. Hesse, R. Rilke, F. Kafka, A. Seghers, and A. Zweig. Prereq., graduate standing or instructor consent.

GRMN 5330-3. Seminar: German Intellectuals and Society Between the Wars. Examines the period of social crisis and the intellectual responses to the collapse of the prewar order. Focuses on the essay and the political thought of such writers as Spengler, Junger, Stefan George and his circle, to the emergence of existentialism with Blacher and Heidegger, and to the search for a new political humanism as evidenced by the work of Thomas Mann. Prereq., graduate standing or instructor consent.

GRMN 5410-3. Seminar: Topics in Early 20th-Century German Society. Focuses on major issues, events, movements, and figures prior to World War II. Topics may include the literature of Heine, Berlin in the 1920s, exile, their communities, and their writings; the women writers from Andrea-Salomé to Anna Seghers; topics in German film; and others.
May be repeated for a total of 6 credit hours when topic varies. Prereq., graduate standing or instructor consent.

GRMN 5420-3. Seminar: Topics in Later 20th-century German Society. Analyzes major currents and events such as the Holocaust, coming to terms with the past (Narziss und Goldmund), German Democratic Republic (GDR), literature, and responses to the reunification. Topics may include the Autoren from Anschluss to Waldheim, Paul Celan: East German writers between Wolf Biermann and Christian Wolff; topics in German film; and others. May be repeated for a total of 6 credit hours when topic varies. Prereq., graduate standing or instructor consent.

GRMN 5510-3. Seminar: Open Topics in German Civilization. Focuses on cultural issues that cross lists of literature periodization. Topics may include the theme of gender criticism from Nietzsche to Heidegger; and forms of German protest from luther to Thomas Mann; nihilism from Baudelaire to Thomas Bernhard; topics in German film; and others. May be repeated for a total of 6 credit hours when topic varies. Prereq., graduate standing or instructor consent.

GRMN 5520-3. Seminar: Current Issues in German Literature and Media. Examines issues pervading contemporary German literature and media, such as concerns of youth, senophobia, stereotyping as it affects women and men in their relations, work experience, femininity, problems connected with the reunification, and other issues. Prereq., graduate standing or instructor consent.

GRMN 5900 (1-3). Independent Study. Prereq., graduate standing or instructor consent.

GRMN 6090 (1-6). Master's Thesis. May be repeated for a total of 6 credit hours. Prereq., graduate standing or instructor consent.

GRMN 6940 (1-3). Master's Degree Candidate.

Polish

Students will not receive credit for a lower level course in foreign language instruction taken after credit has been given for a higher level course in the same language sequence. For example, students will not receive credit for PLSH 1010 if it is taken after they have passed PLSH 1020.

PLSH 1010-4. Beginning Polish 1. Elementary description and analysis of pronunciation, morphology, grammar, and usage of modern standard Polish, supported by contemporary readings in Polish. Not to fulfill the requirements for a major or minor in Polish.

PLSH 1020-4. Beginning Polish 2. Continuation of PLSH 1010. Prereq., PLSH 1010 with a grade of C- or better.

Russian

Students will not receive credit for a lower level course in foreign language instruction taken after credit has been given for a higher level course in the same language sequence. For example, students will not receive credit for RUSS 1010 if it is taken after they have passed RUSS 1010.

RUSS 1010-4. Beginning Russian 1. For students with no previous training in Russian.

RUSS 1200-4. Beginning Russian 2. Continuation of RUSS 1010. Prereq., RUSS 1010 with a grade of C- or better.

RUSS 1600-3. Russian for Reading Knowledge. Provides the requisite structure and vocabulary of Russian in an intensive format, such that students are able to read and translate Russian in their field of study with the help of a dictionary.

RUSS 1900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

RUSS 2100-4. Second-Year Russian 1. Review and continuation of basic skills learned in the first year: reading, writing, speaking and oral comprehension. Satisfies an arts and sciences language requirement. Prereq., RUSS 1020 with a grade of C- or better.

RUSS 2200-4. Second-Year Russian 2. Continuation of RUSS 2100. Prereq., RUSS 2100 with a grade of C- or better.

RUSS 2900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

RUSS 3000-3. Advanced Conversation. Enables students to speak and understand contemporary Russian. Discussion topics and source materials vary. May be repeated for a total of 6 credit hours. Prereq., RUSS 2100.


RUSS 3900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

RUSS 3900 (1-6). Russian Internship. Provides an academically supervised opportunity for upper-class students to earn credit while working for public or private organizations. Students apply skills and knowledge earned in the major, and supplement their work experience through directed readings and assignments. May be repeated for a total of 6 credit hours. Restricted to RUSS majors with junior standing.


RUSS 4210 (1-3). Open Topic: Russian Literature and Culture. Selected topics in Russian literature, film, art, and music. Prereq., RUSS 3200. May be repeated for a total of 9 credit hours when topic varies.

RUSS 4900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

Russian Courses Taught in English

RUSS 1600-3. Russian Culture Past and Present. Introduction to Russian culture from the ninth century to the present. Focuses on interdisciplinary exploration of literature, folklore, art, architecture, and music through study in St. Petersburg.

RUSS 2211-3. Introduction to Russian Culture. What Russians are like and how they got that way; development of national consciousness from the Tsardom through imperialism, Russian cookery, folklore, popular literature, religious thought, art, and architecture. Lectures, slides, films, guest speakers. Approved for arts and sciences core curriculum: historical context.


RUSS 2231-3. Fairy Tales of Russia. Introduces students to Russian, Gypsy, and Russian-Jewish fairy tales using scholarly classification and psychoanalytic, sociological, and feminist approaches. Examines continuing cultural influence of fairytale forms in Russian literature, music, ballet, film, and popular culture. Approved for arts and sciences core curriculum: literature and the arts.

RUSS 3301-3. Contemporary Issues in Russian Film. Examines the relationships between policies, economics, aesthetics, and the way moral and social issues are treated in noteworthy Russian films from the last 20 years. Same as FILM 3301.

RUSS 3302-3. Ideas and Values in Modern Russia. Covers sources and evolution of contemporary Russian ideas and values in the spheres of religion, education, law, business, family life, ethnicity, gender, and sexuality. Approved for arts and sciences core curriculum: ideas and values.


RUSS 4441-3. Tolstoy. Selected short stories and novels.


RUSS 4811-3. 19th-Century Russian Literature. Surveys background of Russian literature from 1800 to 1900. Russian writers and literary problems in the 19th century emphasizing major authors: Pushkin, Lermontov, Gogol, Dostoevsky, Turgenev, Tolstoy, and Chekhov. Approved for arts and sciences core curriculum: literature and the arts.

RUSS 4821-3. 20th-Century Russian Literature and Art. Interdisciplinary course emphasizing the influence of art in 20th-century Russian literature. Follows the changing cultural landscapes of the time when Russia was in the vanguard of modernism and the gradual cultural relaxation that culminated in perestroika and glasnost. Same as HUMS 4821. Approved for arts and sciences core curriculum: literature and the arts.

Scandinavian

Students will not receive credit for a lower level course in foreign language instruction taken after credit has been given for a higher level course in the same language sequence. For example, students will not receive credit for SCAN 1010 if it is taken after they have passed SCAN 1020.

SCAN 1010-4. Beginning Scandinavian 1. For students with no previous training in Scandinavian.
credit has been given for a higher level course in the same language sequence. For example, students will not receive credit for NORG 1016 if it is taken after they have passed NORG 2110.

NORG 1024-4. Beginning Norwegian 2. Prereq.: NORG 1016 with a grade of C- or better.
NORG 1900 (1-5). Independent Study. May be repeated for a total of 6 credit hours.

NORB 2900 (1-5). Independent Study. May be repeated for a total of 6 credit hours.
NORB 3900 (1-5). Independent Study. May be repeated for a total of 6 credit hours.
NORB 4900 (1-5). Independent Study. May be repeated for a total of 6 credit hours.

SCAN 1900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
SCAN 2900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
SCAN 3900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
SCAN 4900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

Scandinavian Courses Taught in English


SCAN 2202-3. The Vikings. Examines the social, cultural, technological, and artistic backgrounds of the Viking experience, charting the history of the period both within Scandinavia and Europe as well as North America. Additionally, looks at some of the lasting influences of the Vikings on modern civilization. Approved for arts and sciences core curriculum: historical context.

SCAN 2250-3. Contemporary Sweden and Norway. Comprehensive overview of Swedish and Norwegian society, emphasizing economic and political life, institutions and organizations, people and culture, and manners and customs.

SCAN 3202-3. Old Norse Mythology. Surveys the mythology and medieval culture practices of the Old Norse world. Students learn how to read mythological texts and study the major gods (Odin, Thor, and Frey among others) along with supernatural beings like valkyries, dwarves, giants, and berserks, and examine the evidence for cult practices in texts, art, and archeological finds. Approved for arts and sciences core curriculum literature and the arts.

SCAN 3203-2. Masterpieces of Modern Scandinavian Literature. Examines the influence on social realism, expressionism, and postmodern literature, including such themes as women in society, nature and industrialization, and identity and angst. Works by Ibsen, Strindberg, Dinesen, and Nobel Prize winners Lagerkvist, Harms, Udset, and Lagerkvist. Approved for arts and sciences core curriculum literature and the arts.

Slavic

SLAV 1900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
SLAV 2900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
SLAV 3900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
SLAV 4900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

Swedish

Students will not receive credit for a lower level course in foreign language instruction taken after credit has been given for a higher level course in the same language sequence. For example, students will not receive credit for SWED 1010 if it is taken after they have passed SWED 2110.

SWED 1020-4. Beginning Swedish 2. Prereq.: SWED 1010 with a grade of C- or better.
SWED 1900 (1-5). Independent Study. May be repeated for a total of 6 credit hours.
SWED 2110-4. Second-Year Swedish Reading and Conversation 1. Fulfills the arts and sciences language requirement for the B.A. and B.F.A. degrees. Prereq.: SWED 1010 with a grade of C- or better.
SWED 2120-4. Second-Year Swedish Reading and Conversation 2. Prereq.: SWED 2110 with a grade of C- or better.
SWED 2900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
SWED 3900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.
SWED 4900 (1-6). Independent Study. May be repeated for a total of 6 credit hours.

History

Many 1000-level courses, most 2000-level seminars, and all 4000-level courses count toward the 36-39 credit hour major requirements. The remaining 1000-level and all 2000-level courses count within the 45 credit hour maximum in history but do not fulfill requirements toward the 36-39 credit hour major. All 3000-level readings and research seminar courses count. HIST 4020 is restricted to history majors.

Methodological, Comparative, and General

HIST 1010-3. Western Civilization 1: From Antiquity to the 16th Century. Surveys the development of Western civilization from its beginnings in the ancient Near East through the Reformation of the 16th century. Also available through correspondence study. Approved for arts and sciences core curriculum: historical context.

HIST 1020-3. Western Civilization 2: 16th Century to the Present. Surveys political, economic, social, and intellectual developments in European history from the 16th century to the present. Similarities and contrasts between European states are underscored, as is Europe's changing role in world history. Also available through correspondence study. Approved for arts and sciences core curriculum: historical context.

HIST 1040-3. Honor's Western Civilization 2. Studies the history of social, political, and cultural development of the Western world from the 16th century to the present. Designed for freshmen with advanced standing. Emphasizes reading and discussion. A student receiving credit for HIST 1020 may not receive credit for HIST 1040. Prereq.: 1200 on SAT; 28 on ACT, or 3.5 GPA in high school. Approved for arts and sciences core curriculum: historical context.


HIST 2020-3. Introduction to Medieval and Early Modern Studies. Introduces students to the literature, history, culture, and art of Europe and the Mediterranean basin from late antiquity through the Renaissance. The course is interdisciplinary and focuses on topics which reveal the dynamism and diversity of pre-modern culture. Does not fulfill major requirements. Same as FINE 2029 and MEDI 2020.

HIST 2100-3. Revolution in History. Examines the causes, character, and significance of political revolution in world history. Concentrating on one of the major revolutions of modern history, it examines why revolutions occur, who participates in revolution, and to what effect. Specific course focus varies. Does not fulfill major requirements. Approved for arts and sciences core curriculum: historical context.

HIST 3000-3. Seminar in History. Encourages students to explore and analyze a problem, topic, or area through selected readings in primary (when possible) and secondary sources. Exposes students to the way historians view various complex issues. Enrollment limited to majors. Approved for arts and sciences core curriculum: critical thinking.

HIST 3010-3. Communist Societies in Historical Perspective. Examines communist societies in Asia and Europe, 1917 to the present, using primary sources to compare how different social groups experienced such regimes, the social bases of revolutions which created and ended communism, and why some communist regimes have survived. Approved for arts and sciences core curriculum: critical thinking.

HIST 3100-3. History Seminar in Historia. Approaches to the historian's craft. Gives honors students (both history and non-history majors) an opportunity to engage significant issues in historical interpretation chosen from the field of


HIST 3840 (1-3). Independent Study.

HIST 4020-3. Capstone: Comparative History. Explores historical themes from a comparative perspective. As a culmination of the major, it encourages students to think more analytically about historical change. Consult The Registration Handbook and Student's Guide to determine the course's focus each semester. Team-taught by several faculty. Restricted to history majors and minors. Prereq.: 12 hours of upper-division history.

HIST 4050-3. The World War II Era. The World War II era witnessed transformations in the social, political, and economic order throughout the globe. This course examines domestic and international developments, military events, and the end of the period in Europe, Asia, and the United States and assesses the war's legacy. Prereq.: sophomore standing.

HIST 4750-3. Topics in Canadian History. Introduces students to Canadian history. Topics may include economic development; aboriginal peoples; the environment; women; comparisons of the American and Canadian west. Same as HIST 5750.

HIST 4930 (1-3). History Internship. Matches selected students with supervised internships in professional archives, research libraries, historical associations, and special projects. Internships have a work and academic (reading and writing) component. Prereq.: HIST major of junior standing. Recommended: completion of lower-level HIST course work.


HIST 5010-3. Historiography: Introduction to the Professional Study of History. Covers some of the major historical schools and concerns that have emerged during the course of the discipline's development in Europe and the United States.

HIST 5750-3. Topics in Canadian History. Same as HIST 4750.

HIST 5840 (1-3). Independent Study.

HIST 6500-3. Comparative Labor History. Examines major issues in labor history through comparative study of Europe, the United States, and Latin America. Issues to be studied include working-class formation, the development of worker identities, and workers and the state.

HIST 6940 (1-3). Master's Degree Candidate.

HIST 6950 (1-6). Master's Thesis.

HIST 7840 (1-3). Independent Study.

HIST 8990 (1-10). Doctoral Dissertation. All doctoral students must register for no fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Europe: Ancient and Medieval

HIST 1051-3. The World of the Ancient Greeks. Surveys the emergence, major accomplishments, failures and decline of the world of the ancient Greeks, from Bronze Age civilizations of the Minoans and Mycenaeans through the Hellenistic Age (c. 2000-30 B.C.). Does not fulfill major requirements. Same as CLAS 1051. Approved for arts and sciences core curriculum: historical context.

HIST 1061-3. The Rise and Fall of Ancient Rome. Surveys the rise of ancient Rome in the eighth century B.C. to its "fall" in the fifth century A.D. Emphasizes political institutions, foreign policy, leading personalities, and unique cultural accomplishments. Does not fulfill major requirements. Same as CLAS 1061. Approved for arts and sciences core curriculum: historical context.


HIST 3841 (1-3). Independent Study.

HIST 4021-3. Athens and Greek Democracy. Studies Greek history from 800 B.C. (the rise of the city-state) to 323 B.C. (the death of Alexander the Great). Emphasizes the development of democracy in Athens. Readings are in the primary sources. Same as CLAS 4021.

HIST 4031-3. Alexander and the Hellenistic World. Focuses on the careers of Philip of Macedon and his son Alexander and second on the Hellenistic Age, especially its culture, from Alexander's death (323 B.C.) to the defeat of Cleopatra and Anthony by Octavian in 31 B.C. Same as CLAS 4031.

HIST 4041-3. Classical Greek Political Thought. Studies main representatives of political philosophy in antiquity (Plato, Aristotle, Cicero) and of the most important concepts and values of ancient political thought. Same as CLAS 4041, PHIL 4210, and PSCI 4094. Prereq.: CLAS/HIST 1061, CLAS/PHIL 1061, PHIL 1010, PSCI 2404, or PHIL 3000.

HIST 4061-3. The Twilight of Antiquity. Explores the reasons for the fall of the Roman Empire in the western Mediterranean and its survival in the east as Byzantium. Emphasizes Christianization, barbarism, social, economic, and cultural differences; contemporary views of Rome and modern scholarship. Same as CLAS 4061.

HIST 4081-3. The Roman Republic. Studies the Roman Republic from its foundation in 753 B.C. to its conclusion with the career of Augustus. Emphasizes the development of Roman Republic government. Readings are in the primary sources. Same as CLAS 4081.

HIST 4091-3. The Roman Empire. Studies Imperial Roman history beginning with the Roman Revolution and ending with examination of the process of centralized political authority in the western Mediterranean. Emphasizes life, letters, and personalities of the Empire. Same as CLAS 4091.

HIST 4511-3. Social Foundations of European Civilization. Studies social structures of Europe and their relationship to political, religious, and economic institutions, from A.D. 400 to 1500.

HIST 4521-3. Intellectual History of Medieval Europe. Changes theories and realities of the relationship between religious and secular elements of medieval civilization with particular emphasis on the evolution of the medieval empire and the culture of the universities and schools.

HIST 4711-3. History of the Mediterranean World, 1006-1571. Examines Mediterranean civilizations from the First Crusade to the Battle of Lepanto. Topics include the commercial revolution, medieval colonization, the Byzantine and Ottoman states, shipping and navigation, and the "Adriatic threat." Equal treatment of eastern and western Mediterranean.

HIST 4761-3. Roman Law. Same as HIST 5761 and CLAS 4761.

HIST 5761-3. Roman Law. Same as HIST 4761 and CLAS 5761.

HIST 5841 (1-3). Independent Study.

HIST 6011-3. Readings in Ancient History. Prereq.: graduate standing. Same as CLAS 6011.

HIST 6511-3. Readings in Medieval History. Prereq.: instructor consent.


HIST 7581-3. Latin Paleography. Discusses the development of formal scripts from the late Roman Empire to the 15th century. Provides practice in identification, transcription, and translation of medieval manuscripts. Prereq.: graduate standing and reading knowledge of Latin.

HIST 7841 (1-3). Independent Study.

Europe: Modern

HIST 1002-3. Introduction to Central and Eastern European Studies. Examines major themes in the history of Russia and East-Central Europe since the early modern era, introduces the literature and arts of the region, and presents current political, social, and economic issues. Does not fulfill major requirements. Same as CEES 1000. Approved for arts and sciences core curriculum: historical context.

HIST 2222-3. War and Society in the Modern World. Focuses on war in European and/or American history. Explores the character, origins, and social, political, and intellectual impact of war in contexts ranging from several centuries of international conflict to the experience of individual nations in specific wars. Specific course focus may vary. Does not fulfill major requirements. Approved for arts and sciences core curriculum: historical context.


HIST 3842 (1-3). Independent Study.

HIST 4112-3. Venice and Florence in the Renaissance. Comparative urban study of Florence and Venice from 13th through 16th centuries. Principal subjects are the distinctive economies of the cities, political developments, Renaissance humanism, patronage of the arts, and foreign policy.

HIST 4122-3. Europe During the Renaissance. Explores the history and culture of Western Europe, circa 1300-1520. Comprehensive in scope, with analysis of political, economic, social, religious, intellectual, and artistic matters. Discusses significance of the Renaissance for origins of modern civilization.

HIST 4222-3. War and the European State, 1618-1793. Studies the development of the European state in response to international power struggles in the 17th and 18th centuries (up to the French Revolution). Same as HIST 5222.

HIST 4232-3. The Age of Reason, Montaigne to Voltaire. Studies major European intellectual trends from late 16th century through the Enlightenment.

HIST 4312-3. 19th-Century Europe. Concerned with major social, political, and cultural developments in Europe from circa 1800 to the outbreak of World War I. Special emphasis is placed upon the Napoleonic experience, the rise of modern nationalism, romanticism, Darwinism and its social applications, the Industrial Revolution, imperialism, the emergence of modern ideologies, and the background of World War I. Prereq., junior or senior standing or instructor consent.

HIST 4412-3. 20th-Century Europe. Examines the major political, economic, and social developments in 20th-century Europe, from the origins of the First World War to the disintegration of communism in Eastern Europe. Particular attention is paid to the political and social consequences of the two world wars, and the division, reconstruction, and transformation of Europe after 1945. Prereq., junior or senior standing.

HIST 4422-3. World War I: The Brutalization of Europe. Examines the causes of World War I, the nature of the war itself, and its political, psychological, cultural, and social impact. Considers the link between World War I and the rise of modern totalitarian movements and ideologies. Prereq., HIST 1020 or 1040.

HIST 5012-3. Graduate Colloquium in European History. Acquaints students with key works in the literature of European history, and addresses matters of method and interpretation. May be repeated for a total of 6 credits. Prereq., admission to the graduate program in history.

HIST 5222-3. War and the European State, 1618-1793. Prereq., HIST 1010 and HIST 1020 or equivalent; and at least two of the following: HIST 4033, 4133, 4143, 4233, 4232, 4615, or equivalent upper-division graduate courses. Same as HIST 4222.

HIST 5232-3. The Age of Reason, from Montaigne to Voltaire. Studies major European intellectual trends from the late 16th century through the Enlightenment. Prereq., equivalent to HIST 1010 and 1020; at least two upper-division or graduate equivalents to courses such as HIST 4122, 4222, 5314, 4414, 4521.

HIST 5842 (1-3). Independent Study.

HIST 6012-3. Readings in Modern European History.


HIST 7252-3. Seminar: Early Modern Europe, 16th to 18th Centuries.

HIST 7842 (1-3). Independent Study.

Europe: Specific Countries

HIST 1113-3. The History of England to 1660. Deals with Roman, medieval, and early modern periods. Covers the demographic, economic, social and political patterns, political and religious developments, and cultural changes that contributed to the formation of the English nation. Does not fulfill major requirements. Approved for arts and sciences core curriculum: historical context.

HIST 1123-3. The History of England, 1660 to Present. Deals with the period from the 17th century to the present. Political, economic, social, and imperial developments that contributed to creation of the modern industrial and democratic state are the major issues covered. Does not fulfill major requirements. Approved for arts and sciences core curriculum: historical context.

HIST 2113. Early Modern England (1450-1700). Examines major themes in the history of England during the period of transition between the medieval and modern eras. The kinds of issues to be explored include the Reformation, the Renaissance, popular culture, the roles of women, and the English Civil War. Specific course focus may vary. Does not fulfill major requirements. Approved for arts and sciences core curriculum: historical context.

HIST 2543-3. Medieval Nations. Examines major themes in European national histories during the medieval period: the origins and development of states, social and economic life, religion, and popular culture. Specific course focus may vary. Does not fulfill major requirements. Approved for arts and sciences core curriculum: historical context.


HIST 3133-3. Seminar in Britain since 1688. Approved for arts and sciences core curriculum: critical thinking.

HIST 3163-3. History and Literature of Georgian England. Provides interdisciplinary study of England in one of its most vibrant cultural and historical periods. Topics include politics, religion, family life, and the ways contemporary authors understood their world. Same as ENGL 3163. Approved for arts and sciences core curriculum: historical context.


HIST 3843 (1-3). Independent Study.


HIST 4123-3. Medieval England. Treas the major developments in English history from the Anglo-Saxon period through the 15th century. Emphasizes late medieval English society during the 13th and 14th centuries. Prereq., junior or senior standing.


HIST 4143-3. Stuart England. Covers the history of England from 1603 to 1714, the era of the English Civil War and the Glorious Revolution. Traces economic and social relationships, cultural change, and religious and political conflicts under the Stuart monarchs. Prereq., HIST 1010 or 1113.

HIST 4153-3. England in the Age of Revolution, 1688-1832. Deals with major political, social, and economic events and movements between the accession of King James II and the passage of the Reform Act of 1832. Prereq., junior standing or 6 hours of history credit.

HIST 4223-3. Revolutionary France. Examines the two questions most fundamental to any scholarly understanding of the French Revolution: What were the political, social, and cultural causes of revolution in 1789? Why did the French Revolution become increasingly radical after 1789? 

HIST 4233-3. History of France since 1815. Examines the ongoing struggle between the revolutionary and counter-revolutionary traditions of France and how it shaped the political history and affected the social, cultural, and intellectual character of the nation from 1815 to the present. Prereq., junior standing or 6 hours of history credit.
HIST 4413-3. German History to 1849. Cultural, political, and social history of Germany up to and including the revolutions of 1848. Emphasizes the political history of Prussia and such cultural phenomena as German romanticism.

HIST 4423-3. German History since 1849. Cultural, political, and social history of Germany since 1849. Emphasizes German unification, Bismarckian foreign policy, the rise of nationalism, Weimar politics, and the rise of national socialism.

HIST 4433-3. Nazi Germany. Examines political, social, cultural, and psychological roots of the Nazi movement and those policies and actions that gave rise to the challenge of Western civilization. Prerequisite, junior or senior standing.

HIST 4613-3. History of Eastern Europe to 1914. Examines the confluence of the kingdom of Eastern Europe by the Russian, Prussian, Habsburg, and Ottoman Empires, and the formation of national consciousness among the subject peoples of the region before World War I.

HIST 4623-3. History of Eastern Europe since 1914. Examines the struggle of nations to liberate themselves from the impact of the imperial system at the end of World War I, through the Soviet bloc which emerged after World War II, to the establishment of democratic governments after the 1989 revolutions.

HIST 4713-3. History of Russia through the 17th Century. Introduces the history and culture of Russia from the 9th to the 17th century. Emphasizes selected topics in social, economic, religious, and cultural history, including the formation of the Russian state conversion to Orthodox Christianity, the Mongol invasion, and the reign of Ivan the Terrible.

HIST 4723-3. Imperial Russia. Surveys major cultural, social, and economic changes from the reign of Peter the Great through World War I.

HIST 4733-3. The Russian Revolution and the Soviet Regime. Covers in detail the significant social, economic, and political events of Soviet Russia from the February Revolution of 1917 to the present. Prerequisite, junior or senior standing.

HIST 4803-3. Special Topics in European History. Covers specialized topics in European history, to be specified in the Registration Handbook and Schedule of Courses. May be repeated for a total of 6 credit hours.

HIST 5843 (1-3). Independent Study.

HIST 6113-3. Readings in English History to 1714.

HIST 6123-3. Readings in English History since 1688.

HIST 6413-3. Readings in Modern German History. Prerequisite, general background in European history.

HIST 7153-3. Seminar: English History, 800-1688. Prerequisite, background in English or European history.


HIST 7183-3. Interdisciplinary Seminar in British Studies. Introduces students to the methodologies and textual sources of current work in English literature, history, theatre, art history, and social sciences. Students write a paper based upon the University of Colorado's distinctive research collections in British studies. Prerequisite, English 7889. Prerequisite, graduate standing.

HIST 7843 (1-3). Independent Study.

Europe: Topical


HIST 3844 (1-3). Independent Study.

HIST 4314-3. History of Science from the Ancients to Sir Isaac Newton. History of science from Pre-Socrates to Isaac Newton, underscoring major intellectual themes in scientific thought and the historical context in which they developed. Prerequisite, HIST 5314. Approved for arts and sciences core curriculum: natural science.

HIST 4414-3. European Intellectual History, 1750-1870. Explores major developments in European thought from the Enlightenment to Nietzsche. Special attention given to the individual whose ideas have had the greatest influence on modern intellectual history, e.g., Rousseau, Hegel, Herder, Marx, Kierkegaard, Baudelaire, Darwin, and others.

HIST 4424-3. European Intellectual History, 1870-Present. Emphasizes Nietzsche and the youth revolt against middle class society, the literary and artistic avant garde (impressionism to existentialism), the psychoanalytic movement, the European right and left, and post-WW II European thought.

HIST 4434-3. Topics in European Thought to 1900. Enables students to explore an historical theme in pre-1900 Western thought or culture. Theme (varied each semester) is explored in its social context and with reference to contemporary issues.

HIST 4444-3. Topics in European Thought: 20th Century. Focuses on a selected theme in the history of ideas since 1900. Topics vary each term but may include such themes as critical theory, European fascism, and contemporary developments in the philosophy of history.

HIST 4614-3. Women and Society in Industrial Europe. Examines the effects of industrialization and related social change on women in modern European history. Topics include work, family, sexuality, and women's movements for social and political change. Prerequisite, HIST 1020 or equivalent. Same as WMST 4614.

HIST 5314-3. History of Science from the Ancients to Sir Isaac Newton. Prerequisite, upper-division undergraduate courses in classical, medieval, or early-modern Europe: the history of science in other periods; or relevant PHIL courses. Same as HIST 4314.

HIST 5844 (1-3). Independent Study.

HIST 6414-3. Readings in European Intellectual History. Prerequisite, graduate standing or instructor consent.

HIST 7214-3. Seminar: Economic Development. Prerequisite, graduate standing. Same as ECON 8764.

HIST 7424-3. Research Methods in Medieval/Early Modern European History. Introduces students to research skills needed to work with historical manuscripts. Students learn to read medieval/early modern handwritten, explore CU's microfilmed collections of manuscripts, and write a research paper based on the manuscript material. Prerequisites, graduate standing or instructor consent.


HIST 7844 (1-3). Independent Study.

United States: Chronological Periods

HIST 1015-3. History of the United States to 1865. Surveys American history from the first settlement until the end of the Civil War. Also available through correspondence study. Approved for arts and sciences core curriculum: United States context.

HIST 1025-3. History of the United States since 1865. Surveys social, economic, political, and cultural development of the United States from the close of the American Civil War to the present. Also available through correspondence study. Approved for arts and sciences core curriculum: United States context.

HIST 1035-3. Honor's United States to 1865. Surveys American history from the first settlement until the end of the Civil War for students with honors standing. Emphasizes reading and discussion of primary sources and interpretations of significant topics of that time period. Students explore critical thinking skills of analysis, evaluation, and interpretation from the historian's perspective. A student receiving credit for HIST 1015 may not receive credit for HIST 1035. Restricted to freshmen. Prerequisite, 1200 on SAT, 28 on ACT, or 3.56 GPA in high school. Approved for arts and sciences core curriculum: United States context.

HIST 1045-3. Honor's United States since 1865. Surveys American history from the Civil War to the present for students with honors standing. Emphasizes reading and discussion of primary sources and interpretations of significant topics of that time period. Students learn critical thinking skills of analysis, evaluation, and interpretation from the historian's perspective. A student receiving credit for HIST 1025 may not receive credit for HIST 1045. Restricted to freshmen. Prerequisite, 1200 on SAT, 28 on ACT, or 3.56 GPA in high school. Approved for arts and sciences core curriculum: United States context.


HIST 2215-3. The Era of the American Revolution. Explores the foundations of the American republic and promotes an understanding of the
social, cultural, and political circumstances that define the era of the American Revolution. Specific course focus may vary. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.


HIST 3145-3. Seminar in Recent American History. Prereq., junior or senior history major or instructor consent. Approved for arts and sciences core curriculum: critical thinking.

HIST 3845 (1-3). Independent Study.

HIST 4115-3. Natives and Newcomers: Encounters in the New World. Focuses on the first generations of interaction between native and newcomers in the north and middle regions of the Americas during the 16th and 17th centuries. Areas include New England, the Chesapeake, Canada, Spanish borderlands, and the West Indies. Prereq., junior standing or successful completion of one lower-division history course.


HIST 4215-3. The American Revolution. Examines the events leading to the War of Independence and the creation of the United States.

HIST 4225-3. The Revolutionary War and the Making of the American Republic, 1775-1801. Investigates the Revolutionary War and its impact on the creation of American political institutions, as well as on cultural, social, and economic effects, from the Battles of Lexington and Concord through the inauguration of Thomas Jefferson. Recommended prereq., HIST 1015 or 1035. Same as HIST 5225.


HIST 4315-3. Civil War and Reconstruction. Describes the four years of open conflict and the subsequent period that led to sectional warfare, social, economic, and political changes effected by the war, the American agony of reconstruction; and the long-range results of that difficult era. Prereq., HIST 1015. Approved for arts and sciences core curriculum: United States context.

HIST 4415-3. United States History, 1900-1929. History of the United States during the Progressive Era, 1900 to 1929, emphasizing social, economic, cultural, and political evolution of the American people and the nation's role in world affairs.

HIST 4425-3. United States History, 1933-1968. Examines American history, 1933-1968, with attention to domestic and foreign policy issues. Emphasizes the Great Depression, WW II, the cold war, the Korean conflict, and the Truman administration's Fair Deal.

HIST 4445-3. United States since 1968. Traces political, diplomatic, economic, and social developments in the United States from 1968 to the present. Prereq., junior or senior standing.


HIST 5845 (1-3). Independent Study.


HIST 7845 (1-3). Independent Study.

United States: Topical Courses

HIST 2126-3. Modern U.S. Politics and Diplomacy. Traces the development of contemporary U.S. politics and foreign relations. Analyzes subjects such as the Cold War, the relationship between foreign and domestic politics, the developing meaning of conservatism, liberalism, and radicalism. Examines the impact of race, gender, class, and immigration. Specific course focus may vary. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context or contemporary societies.


HIST 2326-3. Issues in American Thought and Culture. Examines the origins, development, and impacts (social, political, cultural, etc.) of significant ideas and themes in the history of American thought. Topics may include Darwinism, technology, race, success and failure, the social gospel, national mission, and utopia. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.

HIST 2616-3. Women's History. Examines the history of women in culture and society over time. Particular emphasis on the roles of women in family, economy, society, and politics. Specific course focus may vary. Does not fulfill major requirements. Approved for arts and sciences core curriculum: cultural and gender diversity.


HIST 2746-3. Christianity in American History. Examines the history of religious life in America, with special attention to Protestant and Catholic traditions, as affected by (and affecting) changing historical contexts. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.

HIST 2866-3. American History and Film. Teaches students to "read" films as historical documents, with an emphasis on the 20th century. Focuses on selected moments in U.S. history, studying the historical background and viewing and critiquing relevant films. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.


HIST 3656-3. History of Women in Progressive Social Movements. Explores women's involvement in the United States and international peace movements, including feminist and civil rights movements of the 19th and 20th centuries. Students learn research methods by using a variety of primary and secondary sources and writing an original research paper. Prereq., WMST 2000 or 2010, or HIST 1015 or 1025. Same as WMST 3656. Approved for arts and sciences core curriculum: critical thinking.

HIST 3846 (1-3). Independent Study.

HIST 4016-3. The Rise and Fall of African Slavery in the New World. Explores the origins, development, and end of slavery in Barbados, Jamaica, Haiti, and Brazil, as well as in the United States. Contrasts the life experiences of slaves under different legal systems and work regimes: Spanish, Portuguese, Dutch, French, and Anglo-American.

HIST 4026-3. U.S.-Indian Relations. Examines the history of United States policy toward Indian tribes from colonial times through the modern era of tribal self-determination. Emphasizes those policies that continue to influence contemporary events on Indian reservations across the American West. Same as AIST 4025. Prereq., junior or senior standing.

HIST 4116-3. U.S. Diplomatic History, 1865-1939. Traces the rise of the United States to world power. Explores the interactions of expansionist and isolationist impulses with politics, ideology, culture, and economics.

HIST 4126-3. U.S. Diplomatic History since 1940. Traces the development of the United States as a superpower. Special attention is paid to the way in which foreign policy was created and the relationship between foreign and domestic affairs.

HIST 4146-3. Military History. Examines America's national defense and war efforts from the Spanish American War to the present, emphasizing causes and consequences of modern conflicts, and the impact of military activities on American society.

HIST 4166-3. The War in Vietnam and Its Legacy. Traces diplomatic, military, cultural, social, and political history of the war in Vietnam from the beginning of U.S. involvement in 1950 to its aftermath in the 1980s. Prereq., junior or senior standing.

HIST 4316-3. The Origins of American Culture, 1600-1830. Traces the development of American culture from its colonial roots to the early decades of the 19th century. Focuses on regional differences in the colonial period, the creation of a new cultural synthesis during the Revolution, and the cultural implications of the Revolutionary legacy. Prereq., HIST 1015.

HIST 4326-3. Health and Disease in the United States. Examines health care and disease patterns in the United States, from the colonial period through the 1980s. Topics include biomedical and alternative therapies, changing ideas about health and disease, the patient perspective, and financing health care. Recommended prereq., HIST 1015 and 1025.

HIST 4336-3. 19th-Century American Intellectual History. Examines developing intellectual traditions in their social and political contexts. Addresses democracy, religion, transcontinentalism, women, race, union or disunion, the Davignon revolution, and literary realism and naturalism.

HIST 4346-3. 20th-Century American Intellectual History. Addresses the impacts of political, social, and economic development on ideas about democracy, science, race, gender, faith, the supposed mission of America, and the role of intellectuals in society.

HIST 4516-3. U.S. Society in the 19th Century. Concerned with the American family and community in the changing social environments of the 19th century. Examines families of different ethnic and class backgrounds, observing how they are changed by new economic conditions, reform, or new political institutions. Approved for arts and sciences core curriculum: United States context.

HIST 4526-3. U.S. Society in the 20th Century. Primarily concerned with family roles and community values, and how they are altered by economic, demographic, and intellectual changes during the 20th century. Discusses acculturation, the idea of success, the family, and the changing structure of opportunity. Prereq., HIST 1025. Approved for arts and sciences core curriculum: United States context.

HIST 4566-3. 20th-Century United States Labor History. Traces development of an industrial labor force in the United States and its focus on class, ethnicity, race, and gender. Three major themes covered are transformation of the organization of work, everyday lives of workers, and the role of government.

HIST 4616-3. History of Women in the United States to 1890. Examines female experience in the United States from 17th-century European colonization to 19th-century settlement of the frontier. Emphasizes comparison between classes, regions, and racial/ethnic groups. Women's writings provide the basis for discussions of private and public roles, definitions of femininity, interpersonal relationships, and struggles for survival and self-expression. Same as WMST 4616. Prereq., junior or senior standing.

HIST 4626-3. History of Women in the United States since 1890. Examines what it means to be female in 20th-century United States, emphasizing comparison between classes and racial/ethnic groups. Women's writings provide the basis for discussions of private and public roles, definitions of womanhood, interpersonal relationships, and struggles for autonomy and equality. Same as WMST 4626. Prereq., junior or senior standing.

HIST 4636-3. Lesbian and Gay History: Culture, Politics, and Social Change in the United States. Considers current theoretical approaches to the history of sexuality and traces the changing meaning of same-sex sexuality in the United States through investigation of lesbian/gay identity formation, community development, politics, and "queer" cultural resistance. Prereq., WMST 2000 and junior or senior standing. Same as WMST 4636.

HIST 4726-3. U.S. Immigration History. Focuses on economic, social, and cultural history of immigration, return migration, and permanent settlement in the U.S. during the 19th and 20th centuries. Examines the ways in which race, class, ethnicity, gender, and sexuality shape social relations.

HIST 5106-3. Graduate Colloquium in United States History. Students gain an acquaintance with major works in the field and discuss current issues of interpretation and methodology. May be repeated for a total of 9 credit hours. Prereq., graduate standing.

HIST 5846 (1-3). Independent Study.


HIST 6146-3. Readings in U.S. Political History. Explores the history of politics in the U.S., with an emphasis on the period since 1865. Key themes include the relations between state and society, the origins and nature of social movements, and the role played by political culture.

HIST 6326-3. Readings in United States Intellectual History. Examines the history of ideas and the social history of intellectuals in American society during the 19th and 20th centuries. Studies social and political dimensions and the changing cultural and institutional contexts of intellectual discourse. Prereq., graduate standing or instructor consent.

HIST 6516-3. Readings in United States Society and Thought, 1800-1880. Prereq., graduate standing or instructor consent.

HIST 6526-3. Readings in U.S. Social History, 1880-1940. Prereq., graduate standing or instructor consent.


HIST 6546-3. Readings in Cultural History and Theory. Introduces standard works and recent developments in cultural history. Explores structuralism and post-structuralism, semiotics, social construction, relativism, hegemony, and the idea of "postmodernity" in the uses of "culture" as an historical category. Prereq., graduate standing or instructor consent.


HIST 6756-3. Race and Nationalism. Focuses on analytical, ideological, cultural, and political tensions between understandings of race and nationalism. Readings are interdisciplinary, with students identify and analyze tensions between race and nationalism at particular historical moments. Prereq., graduate standing or instructor consent.


HIST 7566-3. Research Seminar in Labor History. Explores various issues in U.S. labor history through readings and research projects. Most of the readings are taken from writings on U.S. labor history. Special attention is given to
women, immigration, and regional patterns. Research skills emphasized: Prereq., HIST 6536 or instructor consent.


HIST 7047 (1-3). Independent Study.

United States: Topical Courses 2

HIST 7171-3. Introduction to Asian-American History. Introductory-level survey of social history of Asians in America from the late 19th century to the present. Primary focus is on delineating and explaining changes that Asian Americans have undergone since their arrival in the United States. Same as AAST 1711. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.

HIST 2117-3. History of Colorado. Emphasizes historical variety and ethnic diversity of Colorado. Along with traditional themes in Colorado history, the gold rush, immigration, and culture. Also available through correspondence study. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.


HIST 2873-3. Topics in American Working Class History. Students gain an understanding of the historical influence and contributions of the working class through lectures, textbook readings, and discussions of assigned primary literature written by or about American's working classes. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.


HIST 3447 (1-3). Independent Study.

HIST 4217-3. The American West in the 19th Century: Exploring cultural, social, and political interactions in the American West during the 19th century. Themes include environmental change, conflict, and syncretism among race, class, and gender lines; and mythic images, and their relationship to the "real" west.

HIST 4227-3. The American West in the 20th Century. Explores cultural, social, and political interactions in the American West during the 20th century. Themes include popular culture, state-federal relationships, environmental change, urbanization, immigration, and cultural formation.

HIST 4267-3. Naval History: Integrates social, economic, technological, and environmental aspects of industrial mining in the U.S. West. Explores urban development and economic development, mining and reclamation technology, and federal mining law and policies that accompanied the evolution of the industry.

HIST 4327-3. The American Southwest. Geographical analysis of the region's three main peoples (Indian, Hispanic, and Anglo). Examines dynamics of intercultural relations, Indian migrations, Spanish conquest, and Anglo dominance among the themes discussed.

HIST 4417-3. Environmental History of North America. Examines how people of North America, from pre-colonial times to the present, organized their lives and dealt with the ecological systems of the area, how they conceived of their natural world, and how they reshaped their environment according to their needs.

HIST 4421-3. Latin America. Explores topics and issues related to Latin American history and culture, including the impact of European colonization, the development of capitalism, and the struggle for independence and democracy. Same as AAST 4421. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.

HIST 4421-3. Latin America. Explores topics and issues related to Latin American history and culture, including the impact of European colonization, the development of capitalism, and the struggle for independence and democracy. Same as AAST 4421. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.

HIST 4427-3. Latin America. Explores topics and issues related to Latin American history and culture, including the impact of European colonization, the development of capitalism, and the struggle for independence and democracy. Same as AAST 4427. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.

HIST 4427-3. Latin America. Explores topics and issues related to Latin American history and culture, including the impact of European colonization, the development of capitalism, and the struggle for independence and democracy. Same as AAST 4427. Does not fulfill major requirements. Approved for arts and sciences core curriculum: United States context.


HIST 5417-3. Latin American History. An overview of the Latin American experience in the United States, highlighting the process of immigration, community and family formation, and the impact of the immigration during the 1940s. Same as AAST 5417. Prereq.: AAST 1717, or instructor consent.

HIST 5417-3. Latin American History. An overview of the Latin American experience in the United States, highlighting the process of immigration, community and family formation, and the impact of the immigration during the 1940s. Same as AAST 5417. Prereq.: AAST 1717, or instructor consent.

HIST 5427-3. Latin American History. An overview of the Latin American experience in the United States, highlighting the process of immigration, community and family formation, and the impact of the immigration during the 1940s. Same as AAST 5427. Prereq.: AAST 1717, or instructor consent.

HIST 5427-3. Latin American History. An overview of the Latin American experience in the United States, highlighting the process of immigration, community and family formation, and the impact of the immigration during the 1940s. Same as AAST 5427. Prereq.: AAST 1717, or instructor consent.

HIST 5847 (1-3). Independent Study.


HIST 6417-3. Readings in Environmental History. Offers historical perspective on the complex and interdependent relationship between human history and the natural world. Considers interdisciplinary methodological perspectives in historical environmental history, focusing on the history of environmental science, policy, and planning. Same as EPOB 6410.

HIST 7047 (1-3). Independent Study.

World Areas: Specific Regions

HIST 1023-3. Introduction to Latin American History. Survey of Latin America from the pre-Columbian period up to the present. Provides background for understanding Latin American history. Approved for arts and sciences core curriculum: historical context.


HIST 1308-3. Introduction to Middle Eastern History. Introduces the history and culture of the Middle East from the pre-Islamic period to the present. Same as HIST 1308. Does not fulfill major requirements. Approved for arts and sciences core curriculum: historical context.

HIST 1608-3. Introduction to Chinese History. Introduces students to Chinese civilization and its evolution, focusing on the development of political institutions, economic structures, social hierarchies, and cultural traditions. Approved for arts and sciences core curriculum: historical context.

HIST 1708-3. Introduction to Japanese History. Explores the history and culture of Japan from prehistoric times to the present. Discusses the development of political institutions, social structures, and cultural traditions. Approved for arts and sciences core curriculum: historical context.


HIST 3328-3. Seminar in Middle Eastern History. Examines selected issues in modern Middle Eastern history. Check with the department concerning the specific subject of the seminar. Prereq.: junior or senior standing. Approved for arts and sciences core curriculum: critical thinking.


HIST 3848 (1-3). Independent Study.

HIST 4118-3. History of Mexico to 1821. Studies Mexican history beginning with roots and evolution of pre-Columbian civilizations and concluding with the events of Mexican independence in 1821. Emphasizes society and culture of the Aztecs and Mayans, the Spanish conquest of Mexico, and the colonial regime of New Spain.

HIST 4218-3. The Emergence of Modern Mexico. The study of Mexican history continues with the establishment of independence in 1821. Examines the upheaval of the Mexican Revolution and culminates with recent events in Mexico. Same as CHST 4128.

HIST 4218-3. States and Societies of West Africa to 1900. Examines the history of West Africa from the earliest times to the 19th century. Prereq.: junior standing.


HIST 4258-3. Africa Under European Colonial Rule. Focuses on the political, economic, and social dimensions of colonialism, as well as African nationalism and decolonization.

HIST 4318-3. The Medieval Middle East, A.D. 500-1600. Examines the history of the Middle East from 600 to the early modern period. Attention divided equally between political and economic history, and the arts and sciences characteristic of the civilization of Islam (theology, philosophy, mysticism, etc.).

HIST 4328-3. The Modern Middle East, 1600 to the Present. Primarily from 1600 to the present. Attention divided equally between the region’s political history and international relations and its patterns of economic, social, and cultural modernization in the main countries.

HIST 4348-3. Topics in Jewish History. Topics vary each semester. Surveys Jewish history from biblical beginnings through the early middle ages. Examines the Talmud, prophecy and wisdom, and the origins of Christianity and Rabbinic Judaism.

HIST 4538-3. History of Modern India. Examines the history of India from the British conquest of India in the late 18th century to independence in 1947. Emphasizes the impact of British rule on the political, economic, and social development of modern India. Reconciled prereq., at least 6 hours of HIST course work.


HIST 4628-3. Modern China. Examines China from 1760 to 1949. Focuses on such issues as the influence of imperialism, the emergence of nationalism, and the meaning of revolution.

HIST 4638-3. Contemporary China. Examines the history of the People’s Republic of China from 1949 to the present. Focuses on such issues as the nature of Maoism, foreign policy, political campaigns such as the Cultural Revolution and the Democracy movement, and recent economic developmental efforts.


HIST 4718-3. Ancient, Classical, and Medieval Japanese History. Begins with the prehistoric and protohistoric periods. Explores the development of Japan’s classical age and traces the rise and attenuation of elite warrior government.

HIST 4728-3. Modern Japanese History. Begins with early modern Japan, proceeds through the era of rapid modernization after the Meiji Restoration in the mid-19th century, and concludes with Japan’s gradual descent into prolonged war, first with China and then in the Pacific.

HIST 5848 (1-3). Independent Study.

HIST 6018-3. Readings in Latin American Colonial History. Prereq.: graduate standing or instructor consent.

HIST 6618-3. Readings in Chinese History. Prereq.: graduate standing or instructor consent.

World Areas: Comprehensive and General


HIST 3849 (1-3). Independent Study.

HIST 4619-3. Women in Asian History. Considers major issues in the history of Asian women in the 18th, 19th, and 20th centuries. Focuses on gender roles in Asian family, state, and religious systems. Same as WMST 4619.

HIST 4659 (1-3). The Rise and Fall of Slavery in the New World. Studies the origins, development, and end of slavery in Barbados, Jamaica, Haiti, and Brazil, as well as in the U.S. Contrasts the life experiences of slaves under different legal systems and work regimes: Spanish, Portuguese, Dutch, French, and Anglo-American.

HIST 5849 (1-3). Independent Study.


HIST 6339-3. Natives and Newcomers: New World Encounters, 1500-1775. A comparative analysis of Native American encounters with Europeans and Africans in the period 1500 to 1775. Makes use of archaeological and ethnographic studies of Native Americans and West African societies prior to contact while employing more traditional historical sources for the European cultures from which these explorers and colonists derived. Analyzes the forms and direction of interaction between hosts and invaders. Prereq.: HIST student of graduate standing.

HIST 7849 (1-3). Independent Study.

Honors

Many honors courses are unique to the Honors Program and are not taught each year. To view a complete listing of the course descriptions, please see the web page at colorado.edu/~honors/计入/Permanent.html.

CLAS 1115-3. Masterpieces of Greek Literature in Translation. Students read about mythological heroes and historical individuals from Achilles to Socrates in Greek literature. Class discusses why the Greeks did things the way they did and what those stories might have meant to them and might mean to us.

HONR 2250-3. The Ethics of Ambition: Styles of Choosing in an Armed World. Through selected readings to classic literature on ethics and through more contemporary readings and films, examines critical ethical issues relating to the competition of ambitions and the alternative styles of choosing between courses of action in a dangerous world. Uses biographies of those who live illustrate both the complexities of the struggles and the profundity of possibilities. Considers the unconscious metaphors of national visions and ambitions, the competing ethics of ends and means, the conflicting ambitions in a pluralistic society, and the transcendental ambitions of visionary states. Same as FARR 2600. Approved for arts and sciences core curriculum: ideals and values.

HONR 3004-3. Women in Education. Honors women in education and their legacy. Introduces women educators beginning in the late 19th century, whose significant theories of education and work in teaching have had an impact on all of our lives, in history and in society. Explores the educational theories and methods of several representative women educators and analyzes them through an investigation of their professional and personal lives. Same as WMST 3004. Approved for arts and sciences core curriculum: cultural and gender diversity.

HONR 4025-3. Heroines and Heroic Traditions. Given recent controversies about the role of women in power, e.g. redefinition of the role of the First Lady, questions of women in combat, etc., this course re-evaluates heroic traditions as the stories that ground our sense of public endeavor: What do we mean by heroine? What is a heroine? Are heroines different from heroes? Course attempts to answer these questions by reading several texts from various heroic traditions and comparing them to modern retellings by female authors. Approved for arts and sciences core curriculum: cultural and gender diversity.
HONR 4510-3. Animal Locomotion. Leonardo da Vinci observed birds and tried to build a human-powered flying machine but was unsuccessful. Partial success of this dream occurred at Kitty Hawk with the Wright brothers' full success and with the Gossamer Condor built by Paul McCready in 1976. A California condor and the black-footed albatross are soars (gliders) but they have drastically different wing designs. Why? A hummingbird flies using the same principles as a helicopter uses. Class discusses the physical, chemical, physiological, and fluid dynamical mechanisms used by a variety of living systems for locomotion.

Humanities

See Comparative Literature and Humanities.

International Affairs

IAFS 1000-4. Global Issues and International Affairs. Introduces students to the international affairs program. Examines political and economic development in several countries in many different world regions, historical trends and development of political and economic issues. No credit given for both PSCI 2012 and IAFS 1000. Approved for arts and sciences core curriculum: contemporary societies.

IAFS 3000-3. Special Topics in International Affairs. Senior level "umbrella" seminar spanning a variety of topics relevant to the study of international affairs. Subjects addressed vary according to student interest and faculty availability. May be repeated for a total of 6 credit hours. Prereq.: junior or senior standing.


IAFS 4700-3. Global Perspectives and Political Philosophy. Preparation and discussion of selected political philosophies from various regions around the world including Islamic fundamentalism, Confucianism, traditional African ideologies, and Enlightenment. A critical review of these approaches forms the basis for a comparison of the corresponding political systems.

IAFS 4800-3. Honors Seminar in International Affairs. This is a directed research course tailored to the particular research interests of the students enrolled. Devoted to research methodology and the development of independent research. Prereq.: 3.50 GPA. Approved for arts and sciences core curriculum: critical thinking.

IAFS 4900-3. Independent Study in International Affairs. Provides an opportunity to earn academic credit for learning outside the formal class structure. Students interested in doing indepth research propose a research project to a faculty sponsor and then work closely with that person to produce a piece of original research. Pre-

International and National Voluntary Service Training (INVST)

INVNS 1000-4. Responding to Social Problems: An Introduction to Service Learning. Through community experience, students study the causes of social problems and possible solutions. They examine critically how social problems are shaped by cultural values, and explore how alternative value paradigms affect the definition of the problem and the approaches taken to solve it. Admission to INVST not required for enrollment. Approved for arts and sciences core curriculum: ideals and values.

INVNS 3302-3. Facilitating Peaceful Community Change. Students gain knowledge and skills that enable them to become effective organizers and facilitators of community goals. Focuses on understanding the processes of community building and fostering grass-roots democracy with a multicultural emphasis. Students are encouraged to apply concepts to life experiences and to examine themselves as potential change agents. Theory and summer experience are integrated. Prereq.: admission to INVST. Coreq.: INVNS 3912.

INVNS 3912-1. Facilitating Peaceful Community Change Practicum. Explores and integrates topics and skills related to facilitating peaceful community change with service activities of INVST Intern Plus. Through an experiential format, students learn to be more effective organizers and facilitators of community initiatives. Prereq.: admission to INVST. Coreq.: INVNS 3302.

INVNS 4033 (3-4). Implementing Social Change. Students examine how changes are initiated within organizations and communities. They learn methods of responsible and effective leadership, conduct sector analyses of organizations and communities, and assess changes within them in terms of their function and structure. Students gain an understanding of the probable nature of relationships between social action and outcomes. Theory and summer experience are integrated. Prereq.: INVNS 3302. Coreq.: INVNS 4034.

INVNS 4034-1. Implementing Social Change Practicum. Explores and integrates topics and skills related to implementing social change with service activities of INVST Intern Plus. Through an experiential format, students learn techniques for social action and organization. Prereq.: INVNS 3912. Coreq.: INVNS 4033.

INVNS 4732-3. Critical Thinking in Development. Requires students to critically evaluate explanations, presented in assigned or optional readings or in student papers, on the success or failure of development and policy proposals for facilitating development. Prereq.: ECON 2010 and 2020, PSCI 2012, and one upper-division PSCI course recommended. Same as PSCI 4732 and similar to PSCI 4012. Coreq.: INVNS 4734. Approved for arts and sciences core curriculum: critical thinking or contemporary societies.

INVNS 4734-1. Critical Thinking in Development Practicum. Explores and integrates topics and skills related to critical thinking on development with service activities of INVST community SOL projects. Students also have the opportunity to explore their professional development as community leaders. Prereq.: INVNS 4034. Coreq.: INVNS 4732.

INVNS 4914-3. Democracy and Nonviolent Social Movements. Explores theories of democracy and development engendered and tested by movements for nonviolent social change in different settings. Focuses on means and ends, spirituality, leadership, decision-making, civil society, cooperative economics, ecology, and decentralized power. Same as SOCY 4115. Coreq.: INVNS 4915.

INVNS 4915-1. Democracy and Nonviolent Social Movements Practicum. Explores and integrates topics and skills in nonviolent social movements with service activities of INVST community SOL projects. Through an experiential format, students learn nonviolent social change techniques and tactics. They also explore their professional development as community leaders. Prereq.: INVNS 4734. Coreq.: INVNS 4914.

INVNS 4999-3. Teaching Social Justice through Service Learning. Service-learning teaching practicum under the supervision of an INVST instructor. Explores teaching strategies for implementing concrete educational goals. Focusing on the issues of social justice and social change, higher levels of creativity and analysis are encouraged among students. Prereq.: 16 credits of required INVST courses with at least a B-.

Kinesiology

KINE 1010-3. Introduction to Kinesiology. Introduces the scientific foundation of kinesiology (the study of human movement and performance). Includes historical development of the discipline and introduces students to its many facets, including exercise physiolo.

KINE 3230-3. Health and Physiology of Exercise. Examines physiological adaptations to exercise, with consideration of the biophysical values of exercise in maintaining fitness and health throughout an individual's life span. Restricted to non-kinesiology majors.

KINE 3420-3. Nutrition, Health, and Performance. Highlights basic principles of nutrition and their relationship to health. Students may not receive credit for both KINE 3420 and PSYC 2062. Preq., junior standing (pre-nursing students are exempt). Approved for arts and sciences core curriculum: natural science.


KINE 4010 (1-3). Seminar in Kinesiology. Introduces a small group of students to current research topics in kinesiology, evaluation of current research, and discussion of critical issues. May be repeated for a total of 6 credit hours when topics vary. Preq., junior or senior standing.

KINE 4100-2. Colloquium in Current Kinesiology. Offers a general research seminar experience for upper-division kinesiology majors. Emphasizes integrating research topics from all areas of kinesiology and promoting faculty-student-research interaction. Also focuses on developing fundamental research skills and science-based critical thinking. May be repeated for a total of 6 credit hours when topics vary. Preq., KINE 1010, 2700, and junior standing. Same as KINE 5100.

KINE 4540-5. Mechanical Kinesiology. Studies biomechanical and anatomical concepts serving as basis for analysis of movement. In addition, presents the applications of these principles to work, general physical activity, sports performance, and physical medicine. Restricted to KINE majors. Preq., EPOB 3420, KINE 1010 and 2700, and PHYS 2010.

KINE 4650-5. Physiological Kinesiology. Examines physiological adjustments that occur in selected organ systems with acute and chronic exercise. Topics center on the physiological mechanisms pertaining to metabolic, cardiovascular, respiratory, and hormonal alterations. Restricted to KINE majors. Preq., EPOB 3430, and KINE 1010 and 2700. Preq., or coreq., EPOB 3420. Same as KINE 5600.

KINE 4660-3. Selected Topics in Exercise Physiology. Covers specific exercise physiology topics such as cellular cause of fatigue and muscle soreness, heart disease, regulation of blood flow, diabetes, aging, training adaptations, exercise at high altitudes, ergogenic aids, and exercise-contraction of muscles. Preq., KINE 4650. Approved for arts and sciences core curriculum: critical thinking.

KINE 4710-3. Advanced Laboratory Techniques in Motor Behavior. Focuses on acquisition and analysis of bioelectrical signals associated with human movement, including kinetic and kinematic data. Also discusses psychological measurement techniques. Laboratory and individual research projects are required. Preq., KINE 4720. Same as KINE 5710.

KINE 4720-4. Neuromuscular Kinesiology. Focuses on the neurological and muscular factors involved in the control movement and the factors that effect the learning of motor skills. Restricted to KINE majors. Preq., KINE 1010 and 2700, and PSYC 1001. Preq or coreq., EPOB 3420. Same as KINE 5720.

KINE 4730-3. Motor Control. Examines the central and peripheral neural structures responsible for the control and coordination of human movement. Studies of motor control are also incorporated into behavioral and biomechanical view. Concepts in reflexive and voluntary movement control are emphasized. Preq., KINE 2700, 4720, or instructor consent. Same as KINE 5730.

KINE 4750-4. Psychological Kinesiology. Examines theoretical concepts and current research concerning psychological phenomena as they relate to motor performance, exercise, and sport. Topics include a scientific approach to studying motor behavior, arousal, anxiety, personality, group dynamics, modeling, efficacy, and exercise adherence. Restricted to KINE majors. Preq., PSYC 1001 and KINE 1010 and 2700. Same as KINE 5750.

KINE 4760-3. Critical Thinking in Motor Behavior. Focuses on critical analysis of research in the area of motor behavior (motor control, learning and sport and exercise psychology). Students participate in group discussions, individual presentations, and written arguments. Preq., KINE 4720 or 4750. Approved for arts and sciences core curriculum: critical thinking.

KINE 4860 (1-3). Independent Study: Undergraduate. May be repeated for a total of 8 credit hours.

KINE 4870 (1-3). Honors Thesis. Preq., KINE 2700, 3700, and acceptance into kinesiology honors program.

KINE 4930 (1-6). Internship. Provides an opportunity for field/laboratory work in a variety of different settings. Preq., junior or senior status and completion of at least two of the major core classes. Consult with faculty for approval. May be repeated for a total of 6 credit hours.

KINE 5100-2. Colloquium in Current Kinesiology. May be repeated for a total of 6 credit hours. Preq., graduate standing. Same as KINE 4100.

KINE 5550-3. Biochemical Basis of Exercise. Examines the underlying biochemical mechanisms that are responsible for the physiological adaptations to short- and long-term dynamic exercise. Preq., one year of chemistry. Preq. or coreq., KINE 4650 or instructor consent.


KINE 5660-3. Clinical and Exercise Electrocardiography. Involves lectures and laboratory practice in recognition and evaluation of normal and pathological electrical activity of the heart as demonstrated by the electrocardiogram. For graduate students who monitor laboratory physiological testing and/or prescriptive exercise programs in laboratory settings. Preq., KINE 4650 and EPOB 5430.


KINE 5700-3. Exercise and Sport Psychology. Examines psychological factors as they relate to motor performance, exercise, and sport. Current theoretical concepts and research are examined. Projects and presentations are required. Preq., KINE 4790 or equivalent.

KINE 5710-3. Advanced Laboratory Techniques in Motor Behavior. Focuses on acquisition and analysis of bioelectrical signals associated with human movement, including kinetic and kinematic data. Also discusses psychological measurement techniques. Laboratory and individual research projects required. Preq., KINE 4720 or instructor consent. Same as KINE 4710.

KINE 5720-4. Neurophysiological Kinesiology. Same as KINE 4720.

KINE 5730-3. Motor Control. Examines central and peripheral neural structures responsible for the control and coordination of human movement, and investigates theories of motor control from a behavioral and mechanical view. Preq., KINE 4720 or instructor consent. Same as KINE 4730.


KINE 5750-4. Psychological Kinesiology. Same as KINE 4750.


KINE 5830-3. Applications of Statistics to Kinesiology. Considers descriptive, inferential, and correlational statistics, and how they apply specifically to kinesiological data. Introduces
Latin American Culture

Lesbian, Gay, Bisexual, and Transgender Studies


Lingustics

LING 1000-3. Language in U.S. Society. Non-technical exploration of the ways that language is used in America. Emphasizes language as a social institution and how values and goals of both public institutions and private groups shape and are shaped by language and its use. Approved for arts and sciences core curriculum: United States context, or contemporary societies.

LING 1500-3. Basic Traditional Grammar. Presents fundamentals of grammar in the Western tradition. Emphasizes making concepts and uses of grammar (as exemplified in English and closely related foreign languages) understandable to the non-specialist.


LING 2000-3. Introduction to Linguistics. Introduces the study of languages as structural systems. Principles of sound patterns, word formation, meaning, and sentence structure. Focuses on attention to language acquisition, psycholinguistics, language families, dialects, historical change in languages, and different language types.

LING 2400-3. Language and Gender. Familiarizes students with the effects of gender on language use; discusses popular beliefs and scholarly theories about language and communication. Provides students with tools for exploring the role of language and gender. Approved for arts and sciences core curriculum: cultural and gender diversity.

LING 2900 (1-3). Independent Study. May be repeated for a total of 7 credit hours.


LING 3220-3. American Indian Languages in their Social and Cultural Context. A sampling of the many languages and cultures found in America before Columbus. Emphasizes those living in what eventually became the United States, but also gives attention to the languages and higher civilizations of Latin America. Coreq., junior standing. Approved for arts and sciences core curriculum: cultural and gender diversity.


LING 3500-3. Language and the Public Interest. Studies language in public and private use, concentrating on semantic devices as found in language of political propaganda, advertising, business, and government, as well as everyday use of language between people.

LING 3545-3. World Language Policies. Examines the economic and sociopolitical impact of choosing English vs. other languages in the U.S. Introduces the study of language policies, rights, and planning in other countries, including the world-wide use of English in social, business, and legal contexts.

LING 3800 (1-4). Special Topics in Linguistics. Intensive study of a selected area or problem in linguistics. May be repeated for a total of 7 credit hours.

LING 4030-3. Linguistic Phonetics. Introduces practical and theoretical aspects of phonetics. Provides training in recognition and reproduction of speech sounds, lectures on fundamentals of articulatory, acoustic, and auditory phonetics. Visits to the sound laboratory. Same as LING 5030.

LING 4040-3. Linguistics for TESOL. Introduces linguistics for students in the East Asian Languages and Literatures TESOL track. Lectures are the same as LING 4000, with an emphasis on East Asian languages. May not be taken by linguistics majors or graduate students. Coreq., EALL 5950.

LING 4109-3. Perspectives on Language. Provides extended critical examination of a few selected issues, chosen each term for their general interest and relevance, e.g., the relation between language and thought, or human language vs. animal languages and computer languages. Coreq., LING 2000 or equivalent, and junior or senior standing. Approved for arts and sciences core curriculum: critical thinking.

LING 4220-3. Language and Mind. Studies processes of perceiving speech and interpreting it as meaningful and of expressing communicative intentions as utterances. Emphasizes roles of the brain and of perceptual and motor systems. Writing, gestural, and animal communicative systems are also treated. Coreq., LING 2000 and PSYC 1001, or instructor consent. Same as PSYC 4220.


LING 4420-3. Morphology and Syntax. Introduces principles of word formation and sentence structure. Covers major morphological and syntactic structures found in the world's languages, and methods for describing grammatical structures, and includes practice in analyzing data from a variety of languages. Coreq., LING 2000 or equivalent. Same as 5420.

LING 4560-3. Language Development. Emphasizes acquisition of language by young children, development in later years and into
adulthood is also created. Particular attention
given to roles of environment and of neurophysi-
ological endowment in learning to communi-
cate with words, sentences, and narratives. Pre-
req., LING 2000 and PSYC 1001. Same as
SLHS 4560 and PSYC 4560.
LING 4610-3. English Structure for Teachers
of English to Speakers of Other Languages.
Description of morphological and syntactic
categories and structures of English. Prereq.,
LING 2000. Same as LING 5610.
LING 4800-3. Language and Culture.
Principles of language structure and how language
and culture interrelate; how language and language
use are affected by culture; and how culture may
be affected by use of, or contact with, particular
languages. Prereq., junior standing.
Topics vary from year to year, depending
on interest of faculty and prospective students.
Offerings are at intermediate level of difficulty.
LING 4830-3. Honors Thesis. Required for
students who elect departmental honors. Stu-
dents write an honors thesis based on indepen-
dent research under the direction of a faculty
member. May be repeated for a total of 7 credit
hours. LING 4900 (1-3). Independent Study. May
be repeated for a total of 7 credit hours.
LING 5030-3. Linguistic Phonetics. Same as
LING 4030.
LING 5300-3. Research in Psycholinguistics.
A critical introduction to issues and research
methods in psycholinguistics (language produc-
tion and comprehension, language and cognition,
language acquisition), several major
current research topics, such as models of speech
production, and theories of brain specialization
for language, are explored. Prereq., at least one
graduate-level course in linguistics, psychology,
computer science. Same as PSYC 5300.
LING 5410-3. Phonology. Prereq., LING
4030/5030 or instructor consent. Same as
LING 4410.
Prereq., LING 2000 or equivalent. Same as LING
4420.
Explores fundamental concepts of semantics and
pragmatics, including theories of communica-
tion and meaning representation, conversational
implications, speech acts, and discourse struc-
ture. Prereq., LING 5420 or instructor consent.
LING 5450-3. Introduction to Formal Syn-
tax. Introduces the use of formal models of syn-
tax in the study of language. Surveys the motiva-
tion, claims, and influence of the most widely
used models. One model is chosen as a frame-
work for the study of methodology. Prereq.,
graduate standing.
LING 5570-3. Introduction to Diachronic
Linguistics. Familiarizes students with terminol-
y, methods, and theories dealing with phe-
nomena of language change through time. Pre-
req., LING 5410 or instructor consent.
LING 5610-3. English Structure for Teachers
of English to Speakers of Other Languages.
Prereq., graduate standing. Same as LING 4610.
LING 5900 (1-3). Independent Study. May
be repeated for a total of 7 credit hours.
LING 5950-1. Perspectives on East Asian
Languages. Readings and discussion of issues in
contrastive linguistics, cultural differences, lin-
guistic analysis, and methodological issues
related to the teaching of English to speakers
of East Asian languages. May be repeated for
a total of 6 credit hours.
LING 6000-3. Linguistics for Cognitive
Science. Surveys linguistics for doctoral students,
especially those in the cognitive science disci-
plines. Covers the phenomena studied by lin-
guists (sound systems, grammar, meaning and
function, language use, and language change)
and the theoretical approaches linguists take
these phenomena. Not open to graduate stu-
dents in linguistics. Prereq., graduate standing or
instructor consent.
LING 6260-3. Knowledge Representation
and Language Structures. Examines parallels
between natural language structures and cate-
gories and knowledge representation formalisms
current in cognitive science. Specifically addresses
the evidence for a language-like model of knowl-
edge and the distinction between universal and
language-particular features.
LING 6300-3. Topics in Language Use.
Discusses current issues and research in a selected
area related to language use and function. Sam-
topics include conversational interaction, lan-
guage policy, language content, and sociallin-
guistic variation.
Surveys the structure of one or more languages, empha-
sizing understanding how parts of the language
interact. Designed to supplement courses in
which parts of languages are used to illustrate
theoretical claims. Prereq., LING 5410 and
5420.
LING 6520-3. Topics in Comparative Lin-
guistics. Students compare and contrast selected
structures of languages treated from a typologi-
al, genetic, or diachronic perspective. No special
prior knowledge of the subject language is
required. Prereqs., LING 5410, 5420, and
5570, or equivalent.
LING 6940 (1-3). Master's Degree Candidate.
LING 6950 (1-6). Master's Thesis.
LING 7000-3. Methods of Typological
Research. 1. Research pracicum that provides
experience in discovering generalizations about
language from observations over a sample of
individual languages. Students practice the steps
in such research from formulation of research
questions to preliminary sketch of results under
close faculty supervision. Prereq., LING 5410,
5420, and 5570 or equivalent.
LING 7100 (2-3). Field Methods 1. Introduces
the process of discovering structure of a language
from data obtained directly from its speakers.
Emphasizes effectiveness in the field context,
rapid recognition of structural features, and pre-
liminary formulation using computational tools.
If taken for 2 credits, must be followed by or
taken concurrently with LING 7101. Prereq.,
LING 5410 and 5420, or equivalent.
LING 7110-3. Field Methods 2. Continuation
of LING 7100. Students continue field investiga-
tion of the same language. Further applying
the techniques introduced in LING 7100, but
they are expected to undertake a deeper analysis
of one aspect of the language structure. Prereq.,
LING 7100.
LING 7200-3. Computational Methods in
Linguistics. Computational speech and text
analysis (search tools, statistics, script writing),
foundations of linguistics theory (regular and
context-free grammars, the Chomsky hierarchy),
and an overview of common algo-
rithms (transduction, parsing, classification).
Prereq., CSCI 1200 or basic computer program-
ning ability.
LING 7410-3. Phonological Theory. Phonetic
and morphophonological representations: dis-
cussive features, segments, prosodic structures,
morphological structures. Phonological processes
and their interaction. Naturalness conditions.
LING 7420-3. Syntactic Theory. Covers vari-
ous topics in syntactic theory. Prereq., LING
5420 or equivalent.
developments in the theory of linguistic seman-
tics. Topics include truth-conditional theories,
generative linguistic theories, semantic theories
of communicative competence, and integration
of these theories in development of a combined
theory of semantics and pragmatics. Prereq.,
LING 5430 or instructor consent.
LING 7560-3. Language Acquisition. Theo-
ries and research methods in first-language
acquisition of phonology, morphology, syntax,
semantics and pragmatics. Prereq., LING 5410,
5420, and 5430, or instructor consent.
LING 7570-3. Advanced Diachronic Lin-
guistics. Presents theories of language change.
Discusses mechanisms of language change, its tra-
jectories over linguistic categories and items, and
its relation to theories of grammar and of lan-
guage variation. Prereq., LING 5410, 5420,
and 5570, or equivalent.
LING 7800-3. Open Topics in Linguistics.
Prereq., instructor consent.
LING 7900 (1-3). Independent Study. May
be repeated for a total of 7 credit hours.
Provides students with opportunity to analyze
selected structures of a language from data elicited
from a native speaker. Prereq., LING 7100 and
at least one of LING 7410, 7420, and 7430.
LING 8240-3. Seminar: History of Linguis-
tics. Treats different topics chosen from the four
or five historical periods covering the history of
linguistics. Intended to reveal coherence of lin-
guistic ideas in their historical setting. Prereq.,
instructor consent.
LING 8410-3. Seminar: Advanced Phonol-
ogy. Advanced topics in phonological theory.
Prereq., LING 7410 or instructor consent.
Deeper analysis of one aspect of a language of
the individual student's choice according to a
particular theory of grammar. Each student is expected to produce a partial grammar of one linguistic topic. Prereq.: LING 7420 or instructor consent.

LING 8430-3. Seminar: Topics in Semantic Theory. Devoted to particular topic in semantic theory, such as place and nature of the lexicon in linguistic theory, a particular semantically based theory of general linguistics (e.g., Montague grammar), or some aspect of lexicology (e.g., dictionaries). Prereq.: LING 7430 or instructor consent.

LING 8530-3. Seminar: Areal Linguistics. Studies linguistic features shared by numerous languages or dialects within a given region, usually Africa or North America. Particular area or areas studied, however, depends on the interests of instructor and student. Prereq.: instructor consent.

LING 8540-3. Seminar: Language Variation. Selected topics on the systematic variation of language. Relative emphasis on contextual, geographical, stylistic, and social variation differs from offering to offering. Prereq.: instructor consent.

LING 8560-3. Seminar: Issues in Language Acquisition. In-depth exploration of current issues in language acquisition, through readings and through analysis of audio- and videotapes of young children. Course topics vary; sample topics are syllable structure, development of morphological markers, and development of locative structures. Prereq.: LING 7560 or instructor consent.

LING 8570-3. Seminar: Diachronic Linguistics. Advanced topics in theory of language change or in reconstruction of language history. Prereq.: LING 7570 or instructor consent.

LING 8990 (1-10). Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

English as a Second Language

Students first enrolled in fall 1989 and thereafter may not apply ESLG course work toward minimum degree requirements. Students may, although they are not required to, take ESLG 1110, 1210, or 1310 as sequences.

ESLG 1110-3. Spoken English for Foreign Students. Oral drills with goal of promoting fluency and listening comprehension. Does not fulfill humanities or major requirements.

ESLG 1120-3. Advanced Spoken English for Foreign Students. Continued practice in speaking and listening comprehension, with attention to grammar and pronunciation as well as meaning and appropriateness. Does not fulfill humanities or major requirements.

ESLG 1210-3. Written Composition for Foreign Students. Distinction between spoken and written English emphasizing grammar and vocabulary of the latter. Does not fulfill humanities or major requirements.

ESLG 1220-3. Advanced Written Composition for Foreign Students. Continued work on grammar and vocabulary but with greater focus on the mechanics of writing and organization of material for longer connected discourse. Does not fulfill humanities or major requirements. Prereq.: ESLG 1210 or instructor consent.

ESLG 1310-3. Intermediate Applied English Structure for Foreign Students. Instruction and practice at the non-beginning level in colloquial and written American English. Intended for foreign students requiring additional study to become competent in English for most university needs. Does not fulfill humanities or major requirements.

ESLG 1320-3. Advanced Applied English Structure for Foreign Students. Instruction and practice at the advanced level in colloquial and written American English. Intended for foreign students needing additional study of English to function to the best of their ability in a university. Does not fulfill humanities or major requirements.

Mathematics

After completing one semester of calculus with a grade of C (2.00) or better, no math major may receive credit in any mathematics course numbered below 1300. No student may obtain more than 9 hours of credit in mathematics courses numbered below 1300. A grade of C- or above is required for all prerequisite courses. Summer offerings vary; check the summer schedule.

MATH 1012-3. Quantitative Reasoning and Mathematical Skills. Promotes mathematical literacy among liberal arts students. Teaches basic mathematics, logic, and problem-solving skills in the context of higher level mathematics, science, technology, and/or society. This is not a traditional math class, but is designed to stimulate interest in and appreciation of mathematics and quantitative reasoning as valuable tools for comprehending the world in which we live. Same as QRMS 1010. Approved for arts and sciences core curriculum: quantitative reasoning and mathematical skills.

MATH 1100-3. The Spirit and Uses of Mathematics. For liberal arts students and prospective elementary teachers. Includes a study of problem-solving techniques in mathematics, the uses and role of mathematics in our society, and the structure of our familiar number systems. Additional topics are chosen from number theory, ancient numeration systems, computer science, modern geometry and algebra, and elementary logic. Prereq.: one year of high school algebra and one year of plane geometry. The combination MATH 1110 and 1120 is approved for arts and sciences core curriculum: quantitative reasoning and mathematical skills.

MATH 1120-3. The Spirit and Uses of Mathematics 2. Continuation of MATH 1110. Prereq.: one year of high school algebra and one year of plane geometry. The combination MATH 1110 and 1120 is approved for arts and sciences core curriculum: quantitative reasoning and mathematical skills.

MATH 1150-4. Precalculus Mathematics. Develops techniques and concepts prerequisite to calculus through the study of trigonometric, exponential, logarithmic, polynomial, and other functions and their applications. Prereq.: one and one-half years of high school algebra. Simi-
credit for both MATH 2510 and APPM 4570/5570. Prereq., two years of high school
algebra.

MATH 3000-3. Introduction to Abstract
Mathematics. Bridges the gap between lower-
division mathematics courses and the more
abstract and theoretical upper-division courses.
Topics vary but often include informal logic, set
theory, relations and functions, axiomatic sys-
tems with examples from algebra or geometry,
and number systems. Prereq., Calculus 2.
Approved for arts and sciences core curriculum;
critical thinking.

MATH 3110-3. Introduction to Theory of
Numbers. Studies the set of integers, focusing
on divisibility, congruences, arithmetic func-
tions, sums of squares, quadratic residues and
reciprocity, and elementary results on distribu-
tions of primes. Offered each spring. Prereq.,
Calculus 3.

MATH 3130-3. Introduction to Linear
Algebra. Examines basic properties of systems of
linear equations, vector spaces, linear indepen-
dence, dimension, linear transformations, matri-
ces, determinants, eigenvalues, and eigenvectors.
Students may not receive credit for both MATH

MATH 3140-3. Abstract Algebra I. Studies
the elementary theory of groups, rings, fields,
polynomials, group and ring homomorphisms,
and isomorphisms. Prereq., MATH 3000, 3110,
3130, or 3200.

MATH 3170-3. Combinatorics I. Covers basic
methods and results in combinatorial theory.
Includes enumeration methods, elementary prop-
erties of functions and relations, and graph the-
ory. Emphasizes applications. Prereq., Calculus 2.

MATH 3200-3. Introduction to Topology.
Helps prepare students for MATH 4310
through studying the underlying structure of
a space with particular attention to open and
closed sets and continuous functions. Includes
domestic set theory, metrics spaces, Hausdorff spaces,
general topological spaces, connectivity, limits,
homomorphisms, connectedness, and compact-
ness. Prereq., Calculus 3. Approved for the arts
and sciences core curriculum; critical thinking.

MATH 3210-3. Euclidean and Non-Euclid-
ian Geometries. Axiomatic systems. Founda-
tions of Euclidean and Lobachevskian geomet-
ries. Prereq., Calculus 2.

MATH 3270-3. Computable Functions.
Topics include Turing machines, computable func-
tions, the halting problem and noncomputable
functions, Church's thesis, universal machines,
Goedel's incompleteness theorem, and undecid-
able theorems. Prereq., Calculus 2.

Focuses on a complete deductive framework for
mathematics and applies it to various areas.
Prepares the student's understanding of the
foundations of mathematics.

MATH 4120-3. Introduction to Operations
Research. Studies linear and nonlinear program-
ming, the simplex method, duality, sensitivity,
transportation, and network flow problems,
some constrained and unconstrained optimiza-
tion theory, and the Kuhn-Tucker conditions, as
nurture permits. Prereq., MATH 3130 or APPM
3310. Same as APPM 4120.

MATH 4230-3. Geometry of Curves and Sur-
faces. Introduces the modern differential geom-
etry of plane curves, space curves, and edges in
space. Computer programs are used, but no prior
knowledge of computer programming is required.
Prereq. MATH 2400 and 3130.

MATH 4270-3. Computer Geometry. Involves
synthetic and analytic projective geometry, espe-
cially as applied to depicting mathematical pha-
omena. Topics may include tangents, envelopes,
slines, quadric surfaces, conformal mappings,
singular points of surfaces, level curves, vector
fields, and polyhedra. Prereq., Calculus 3, MATH
3130, and CSCI 1200.

MATH 4310-3. Introduction to Analysis.
Analyzes students with calculus of one variable.
Topics include the real number system, continu-
ity, differentiation, sequences and series, conver-
gence, uniform convergence, Taylor's theorem,
and integrations. Prereq., Calculus 3 and
MATH 3000 or MATH 3200. MATH 3130
highlighted recommended.

MATH 4320-3. Multivariable Analysis.
Instructs students in calculus of several variables.
Topics include continuity, differentiation and
integration, implicit function theorem, inverse
function theorem, and if time permits, Fournier
series. Prereq., MATH 4310, and either
MATH 3130 or APPM 2360.

MATH 4330-3. Fourier Analysis. The notion
of Fourier analysis, via series and integrals, of
periodic and nonperiodic phenomena is central
to many areas of mathematics. Develops the
Fourier theory in depth, and considers such spe-
cial topics and applications as wavelets, Fast
Fourier Transforms, signal processing, and
number theory. Prereq., MATH 3130.

MATH 4430-3. Ordinary Differential Equa-
tions. Involves an elementary systematic intro-
duction to first-order scalar differential equa-
tions, nth order linear differential equations,
and n-dimensional linear systems of first-order dif-
f erential equations. Additional topics are chosen
from equations with regular singular points,
Laplace transforms, phase plane techniques,
linear existence, uniqueness, and numerical
solutions. Prereq., Calculus 3 and either
MATH 3130 or 3150 or APPM 2360.

MATH 4450-3. Introduction to Complex
Variables. Theory of functions of one complex
variable, including integrals, power series,
residues, conformal mappings, and special func-
tions. Prereq., Calculus 3.

MATH 4460-3. Applied Topics in Complex
Variables. Applies complex variables to topics
chosen from the following: classical functions
(e.g., Legendre, Bessel) defined by differential
equations, especially their asymptotic properties
and their behavior under changes of variable;
Laplace, Fourier, and Z-transforms; conformal
mapping with applications to solving boundary
value problems; and other topics as interest
and time permit. Prereq., MATH 4450. Same as
MATH 4540.

MATH 4470-3. Introduction to Partial Diff-
erential Equations I. Studies initial and
boundary value problems for the wave, heat,
and Laplace equations. Also highlights separa-
tion of variables, method; eigenvalue problems,
Fourier series, and orthogonal systems. Prereq.,
APPM 2360 or MATH 4430.

MATH 4480-3. Introduction to Partial Dif-
erential Equations II. Involves numerical
analysis of partial differential equations, includ-
ing finite difference methods, finite element
methods, and finite spectral methods. Also
considers the mathematical settings and analyses
of these methods. Examines model problems
such as heat equation, convection/diffusion
equations, and first-order hyperbolic systems.
Prereq., MATH 4470 or equivalent. Same as
MATH 5480.

MATH 4510-3. Introduction to Probability
Theory. Studies axioms, combinatorial analysis,
independence and conditional probability,
discrete and absolutely continuous distributions,
expectation and distribution of functions of ran-
dom variables, laws of large numbers, central
limit theorems, and simple Markov models.
Prereq., Calculus 3. Credit may be received for
both MATH 4510 and APPM 3570 or both
MATH 4510 and ECE 3810.

MATH 4520-3. Introduction to Mathemati-
cal Statistics. Topics include point and confi-
dence interval estimation. Examines principles
of maximum likelihood, sufficiency, and com-
pleteness, as well as tests of simple and com-
posite hypotheses, linear models, and multiple
regression analysis. Analyzes variance distribu-
tion free methods. Prereq., MATH 4510. Same
as MATH 5520, APPM 4520 and 5520.

MATH 4650-3, 4660-3. Intermediate Numer-
ical Analysis I and 2. Topics include solution
of algebraic and transcendental equations, and
linear and nonlinear systems of equations. High-
lights interpolation, integration, solution of
ordinary differential equations, least squares,
sources of error, and error analysis, computer
implementation of numerical methods, matrix
eigenvalue problems, and summation of infinite
series. Prereqs., MATH 3130 and knowledge of
a programming language. Same as APPM 4650
and 4660.

MATH 4710-3. Introduction to Mathemati-
cal Logic. Topics include sentential logic and
first-order logic. Also considers completeness
theorems. Prereq., two upper-division courses in
mathematics.

the theory of cardinal and ordinal numbers,
definition by recursion, the statement of the
continuum hypothesis, simple cardinal arith-
metic, and other topics chosen by the instructor.
Prereq., Calculus 3 or MATH 3000.

MATH 4800-3. History of Mathematics.
Encompasses a selection of topics in the history
of mathematics from earliest times to present,
emphasizing Greek mathematics, development
of calculus in the 17th century, and history of
algebra, analysis, and geometry in the 19th and
20th centuries. Prereq., two upper-division
courses in mathematics. Same at MATH 5800.

MATH 4899 (1-3). Honors Independent
Study. Offered for students doing a thesis for
departmental honors.

MATH 4900 (1-3). Independent Study.
Graduate Courses

Undergraduates must have approval of the instructor to take courses numbered 5000 and above.

MATH 5000-3. Foundations of Mathematics. Focuses on foundations used in other graduate courses and for specialization in foundations. Includes equivalence relations, orderings, ordinal and cardinal numbers and arithmetic, axiom of choice, first-order logic, models, truth, compactness and completeness theorems, nonstandard analysis, and infinitesimals; and formulation of Godel's incompleteness theorem. Prereq.: MATH 3130, 3140, and 4310.


MATH 5120-3. Introduction to Operations Research. Studies linear and nonlinear programming, the simplex method, duality, sensitivity, transportation and network flow problems, some constrained and unconstrained optimization theory, and the Kuhn-Tucker conditions, as time permits. Prereq.: MATH 5130 or APPM 3310. Same as MATH 4120 and APPM 5120.


MATH 5450-3. Ordinary Differential Equations. Introduces theory and applications of ordinary differential equations, including existence and uniqueness theorems, qualitative behavior, series solutions, and numerical methods, for scalar equations and systems. Prereq.: MATH 3130 and 4310.

MATH 5460-3. Applied Topics in Complex Variables. Prereq.: MATH 4450. Same as MATH 4460.

MATH 5470-3. Partial Differential Equations 1. Introduces theory and applications of partial differential equations, including existence, uniqueness, stability, regularity, and solution construction and approximation procedures. Prereq.: MATH 4430, or APPM 4350 and APPM 4340, or equivalent. Same as MATH 5470.

MATH 5480-3. Partial Differential Equations 2. Prereq.: MATH 4470, 5470, APPM 5470, or equivalent. Same as MATH 4480.

MATH 5520-3. Introduction to Mathematical Statistics. Prereq.: one semester of calculus-based probability (MATH 4510, APPM 3570 or 4560). Same as MATH 4520 and APPM 5520.


MATH 5800-3. History of Mathematics. Prereq.: two upper-division math courses. Same as MATH 4800. This course does not count toward a graduate degree in mathematics.


MATH 6150-3. Commutative Algebra. Introduces topics used in number theory and algebraic geometry, including radicals of ideals, exact sequences of modules, tensor products, Ext, Tor, localization, primary decomposition of ideals, and Noetherian rings. Prereq.: MATH 5140.

MATH 6170-3. Algebraic Geometry. Introduces algebraic geometry, including affine and projective varieties, morphisms, and differentials and divisors. Additional topics might include Bertini's Theorem, the Riemann-Roch Theorem, elliptic curves, and sheaves and schemes. Prereq.: MATH 6140.

MATH 6180-3. Algebraic Number Theory. Introduces number fields and completions, norms, discriminants and differentials, finiteness of the ideal class group, Dirichlet's unit theorem, decomposition of prime ideals in extension fields, decomposition, and ramification groups. Prereq.: MATH 6110 and 6140.

MATH 6190-3. Analytic Number Theory. Aequates students with the Riemann Zeta-function and its meromorphic continuation, characteristics and Dirichlet series, Dirichlet's theorem on primes in arithmetic progression, zero-free regions of the zeta function, and the prime number theorem. Prereq.: MATH 6110 and 6350.

MATH 6210-3, 6220-3. Introduction to Topology 1 and 2. Introduces elements of general topology, algebraic topology, and differentiable manifolds. Prereq.: MATH 5130, 5140, 4310, and 4320.


MATH 6410-3. Calculus of Variations and Control Theory 1. Highlights classical necessary and sufficient conditions with emphasis on the simplest problems, the problem of Lagrange, and Hamiltonian and Lagrangian mechanics. Also examines the problem of optimal control, the maximum principle of Pontrjagin, controllability, and applications. Prereq., instructor consent.

MATH 6520-3. Mathematical Statistics. Focuses on mathematical theory of statistics covering distribution theory, estimation and testing of hypotheses, multivariate analysis, and non-parametric inference, all with emphasis on theory. Prereq.: MATH 5520 or APPM 5520. Same as APPM 6520.

MATH 6540-3. Time Series Analysis. Stresses basic properties, linear extrapolation, and filtering of stationary random functions. Topics also include spectral and cross-spectral analysis, estimation of the power spectrum using computers, nonstationary time series, and comparison of various computer programs. Prereq.: MATH 4510 or instructor consent. Same as APPM 6540.

MATH 6550-3. Introduction to Stochastic Processes. Provides a systematic study of Markov chains and some of the simpler Markov processes, including renewal theory, limit theorems for Markov chains, branching processes, queuing theory, and birth and death processes. Applications to physical and biological sciences. Prereq.: MATH 4510 and 4310, or instructor consent. Same as APPM 6550.


MATH 6730-3, 6740-3. Set Theory 1 and 2. Presents cardinal and ordinal arithmetic, generalizations of Ramsey's theorem, and independence of the axiom of choice and of the generalized continuum hypothesis. Prereq.: MATH 4710 and 4730, or instructor consent.

MATH 6900 (1-3). Independent Study. May be repeated for a total of 6 credit hours.

MATH 6950 (1-6). Master's Thesis.


MATH 8330-3 and 8340-3. Functional Analysis 1 and 2. Introduces such topics as Banach spaces (Hahn-Banach theorem, open mapping theorem, etc.), operator theory (compact operators and integral equations, and spec-
Math 5330-3. Topics in Mathematical Probability. Offers selected topics in probability such as sums of independent random variables, notions of convergence, characteristic functions, Central Limit Theorem, random walk, conditioning and martingales, Markov chains, and Brownian motion. Prereq., Math 6310 or equivalent.

MATH 8104-3. Modular Forms. Introduces the upper-half plane and its geometry, modular forms, congruence subgroups, cusps, Fourier expansions, Theta series, Poincaré series, Hecke operators, and relations to Dixmier series. Prereq., Math 6130 and 6350.

MATH 8114-3. Topics in Number Theory. May include the theory of automorphic forms, elliptic curves, or any of a variety of advanced topics in analytic and algebraic number theory. Prereq., Math 6120.


MATH 8174-3. Topics in Algebra 1. Offers a detailed study of advanced topics not covered in modern algebra or other courses, to be chosen by instructor. Prereq., modern algebra.

MATH 8304-3. Topics in Analysis 1. Presents advanced topics in analysis including Lie groups, Banach algebras, operator theory, ergodic theory, representation theory, etc. Prereqs., MATH 8330 and 8340, or instructor consent.

MATH 8364-3 and 8374-3. Topics in Complex Variables I and 2. Covers advanced topics in complex analysis, including Riemann surfaces, several complex variables, special functions, rational approximation, and potential theory, etc. Prereq., instructor consent.

Seminars

Normally, about half of the following seminars are given each year. The same seminar number may be repeated for credit.

MATH 5905-1. Mathematics Teacher Training. Designed to train students to become effective teachers. Students teach a mathematics course, meeting weekly with faculty to discuss problems particular to teaching of mathematics. Prereq., graduate standing and experience as a teaching assistant.


MATH 8815-3. ULM Seminar.

Mathematics Module Courses

Courses numbered 1000 through 1100 are self-paced 1-credit microcourses, or modules, administered by the Mathematics Module Program. Certain combinations of modules are equivalent to conventional courses in college algebra, trigonometry, and mathematics for business and social sciences, as indicated below.

MATH 1000-1. Solving Equations and Inequalities. Includes linear, quadratic, exponential, and radical equalities, linear, polynomial, rational, and absolute value inequalities, and systems of linear and nonlinear equations. Also includes the Binomial Theorem. Students who elect to follow MATH 1000 with MATH 1010 and MATH 1020 receive the equivalent of a conventional 3-credit course in college algebra, such as MATH 1001 or 1011. Prereq., one year of high school algebra.

MATH 1010-1. Introduction to Functions and Graphing. Includes graphing lines and circles and transformations of known graphs. Covers functional notation, properties of functions, combining functions, and inverse functions and their graphs. Also covers the second one-third of a conventional 3-credit course in college algebra. Prereq., MATH 1000.

MATH 1020-1. Polynomial, Rational, Exponential, and Logarithmic Functions. Introduces graphing such functions, solving exponential and logarithmic equations, and exponential modeling. Covers the final one-third of a conventional 3-credit course in college algebra. Prereq., MATH 1010.

MATH 1030-1. Numerical Trigonometry. Studies angles, trigonometric functions, numerical calculations, law of sines, law of cosines, and graphs of trigonometric functions. Students who elect to follow MATH 1030 with MATH 1040 receive the equivalent of a conventional 2-credit course in college trigonometry, such as MATH 1021. Prereq., MATH 1020, or 1 1/2 years of high school algebra and one year of high school geometry.

MATH 1040-1. Analytical Trigonometry. Focuses on inverse trigonometric functions, trigonometric identities, and trigonometric equations. Covers the second half of a conventional 2-credit course in college trigonometry. Prereq., MATH 1030.

MATH 1050-1. Linear Equations and Matrices. Studies lines and linear equations, matrix methods for solving systems of linear equations, matrix algebra, matrix inversion, and applications. Students who elect to follow MATH 1050 with MATH 1060 and MATH 1070 receive the equivalent of a 3-credit course in finite mathematics for business and social sciences such as MATH 1071. Prereq., MATH 1000 or 1 1/2 years of high school algebra.

MATH 1060-1. Linear Programming. Studies linear inequalities, geometric method of linear programming, simplex method of linear programming, and duality principle. MATH 1060 covers the middle one-third of a standard one-semester course in finite mathematics for business and social sciences. However, MATH 1060 by itself forms a self-contained short course in linear programming, suitable for students whose backgrounds and/or placement scores indicate that they are adequately prepared. Prereq., MATH 1050 or MATH 1010 or 1 1/2 years of high school algebra.

MATH 1070-1. Combinatorics and Probability Theory. Covers sets and counting, permutations, combinations, random experiments, sample spaces, and calculation of probabilities. MATH 1070 provides the final one-third of a standard one-semester course in finite mathematics for business and social sciences. However, MATH 1070 by itself forms a self-contained short course in the theory of probability, which could serve as a foundation for students planning to take courses in statistics. Prereq., MATH 1000 or 1060 or 1 1/2 years of high school algebra.

MATH 1080-1. Functions, Limits, and Derivatives. Highlights functions, graphs, limits and continuity, definition of derivative, derivative formulas, higher order derivatives, and applications. Students who elect to follow MATH 1080 with MATH 1090 and MATH 1100 receive the equivalent of a conventional 3-credit course in calculus for business and social sciences such as MATH 1081. Prereq., MATH 1070 or MATH 1010 or two years of high school algebra.

MATH 1090-1. Fundamentals of Differential Calculus. Examines implicit differentiation, relative and absolute extrema, concavity, first and second derivative tests, asymptotic, logarithmic and exponential functions, and applications. MATH 1090 forms the middle one-third of a standard one-semester course in calculus for business and social sciences. Prereq., MATH 1080 or one semester of high school calculus.

MATH 1100-1. Fundamentals of Integral Calculus. Focuses on the indefinite integral, methods of integration, differential equations, the definite integral, area under a graph, function of several variables, and applications. MATH 1100 forms the final one-third of a standard one-semester course in calculus for business and social sciences. Prereq., MATH 1090.

Quantitative Reasoning and Mathematical Skills

science, technology, and society. QRMS is not a traditional math class, but is designed to stimulate interest in and appreciation of mathematics and quantitative reasoning as valuable tools for comprehending the world in which we live. Same as MATH 1012. Approved for arts and sciences core curriculum: quantitative reasoning and mathematical skills.

QRMS 2380-3. Mathematics for the Environment. An interdisciplinary course where analysis of real phenomena such as acid rain, population growth, and real-world rubrics in Nevada leads to consideration of various fundamental concepts in mathematics. One-third of the course consists of individual projects chosen by students. Prereq.: proficiency in high school mathematics. Same as MATH 2380. Approved for arts and sciences core curriculum: quantitative reasoning and mathematical skills.

Continuing Education Mathematics

These courses are not offered through the mathematics department. Each of these four courses is approved for continuing education. QRMS core curriculum: quantitative reasoning and mathematical skills.

MATH 1011-3. Fundamentals and Techniques of College Algebra. Covers simplifying algebraic expressions, solving linear and quadratic equations, inequalities, exponential, logarithmic, functions, and graphs, complex numbers, and binomial theorem. Students may not receive credit for both MATH 1011 and 1000/1020. Prereq.: one year of high school algebra or placement exam score for MATH 1000.

MATH 1021-2. Numerical and Analytical College Trigonometry. Covers trigonometric functions, identities, solutions of triangles, addition and multiple angle formulas, inverse and trigonometric functions, and laws of sines and cosines. Students may not receive credit for both MATH 1021 and 1030/1040. Prereq.: MATH 1011 or 1020, placement exam score for MATH 1050, or 1 1/2 years high school algebra and one year high school geometry.

MATH 1071-3. Finite Mathematics for Social Science and Business. Discusses systems of linear equations and introduces matrices, linear programming, and probability. Students may not receive credit for both MATH 1071 and 1030/1040/1070. Prereq.: MATH 1011 or 1000, placement exam score for MATH 1020, or 1 1/2 years high school algebra.

MATH 1081-3. Calculus for Social Science and Business. Covers differential and integral calculus of algebraic, logarithmic, and exponential functions. Students may not receive credit for both MATH 1081 and 1061/1091/100. Prereq.: MATH 1011, 1071, 1019, or 1070, placement exam score for MATH 1029, or two years high school algebra.

Student Academic Service Center Courses

This course is not offered through the mathematics department. It is a controlled enrollment course offered through the Student Academic Service Center.

MATH 1001-3. College Algebra. Provides an introduction to college mathematics that meets the arts and sciences core requirement for quantitative reasoning. Can be a terminal course in mathematics or can be used as preparation for more advanced math modules and courses in science, economics, business, or statistics. Includes polynomials, factoring, rational expressions, inequalities, negative and fractional exponents, functions and graphs, inverse functions, theory, and manipulation of logarithms, and exponent. Prereq.: knowledge of basic algebraic concepts—i.e., those gained through at least one year of high school algebra or its equivalent.

Medieval and Early Modern Studies

MEDV 2020-3. Introduction to Medieval and Early Modern Studies. Introduces the literature, history, culture, art of Europe and the Mediterranean basin from late antiquity through the 16th century. Interdisciplinary course, focusing on topics that reveal the dynamics and diversity of pre- and early modern culture. Same as ELLI 2260 and EINE 2260.

MEDV 4020-3. Medieval and Early Modern Studies: Texts and Contexts. Focuses on communities in the Mediterranean Basin and Europe (i.e., church, court, and city), discussing major literary texts and visual monuments associated with these and their historical contexts. Emphasizes tensions between tradition and innovation, Latin and vernacular, East and West, Christian and non-Christian (Jewish and Muslim), sacred and secular authority and freedom, and male and female. Prereq.: MEDV 2020, or CLAS 1110 and 1120, or ENGL 2600 and 2610, or HIST 1010 and 1020, or HUMN 1010 and 1020, or instructor consent. Same as MEDV 5020.

MEDV 4030-3. Medieval and Early Modern Studies: Special Topics. Different topics offered by the faculty of the Medieval and Early Modern Studies Program in alternate semesters. Topics may include the literature of pilgrimage and travel, women and minorities, narrative, music, epic, medieval and Early Modern views of the Classics, the Bible, and Medieval and Early Modern theories of education. Prereq.: MEDV 2020, or CLAS 1110 and 1120, or ENGL 2500 and 2510, or HIST 1010 and 1020, or HUMN 1010 and 1020, or instructor consent. Same as MEDV 5030.

MEDV 5020-3. Medieval and Early Modern Studies: Texts and Contexts. Prereq.: graduate standing in comparative literature, theater, classics, or instructor consent. Recommended prereq.: ability to use literary texts in their original language. Same as MEDV 4020.

MEDV 5030-3. Medieval and Early Modern Studies: Special Topics. Prereq.: graduate standing in comparative literature, theater, classics, or instructor consent. Recommended prereq.: ability to use literary texts in their original language. Same as MEDV 4030.

Molecular, Cellular, and Developmental Biology


MCDB 2840 (1-3). Lower Division Independent Study. Instructor consent and independent study contract required. May be repeated for credit, but only 8 hours of MCDB 2840 plus MCDB 4840 can be counted toward graduation. Students with adequate prerequisites should take MCDB 4840. Coreq.: MCDB 1150.

MCDB 3120-3. Cell Biology. Introduces modern cell biology. Includes molecular basis of cellular organization and function, cellular membrane systems, intracellular organelles, mechanism of energy transduction, the cytoskeleton, extracellular matrix, and func-
tional organization of genetic material. Recommended for students planning careers in health sciences. MCDB 3140 must be taken concurrently or when next offered by MCDB and distributed studies majors. Prereq., MCDB 2150 or EPOB 3200. Coreq., CHEM 1131.

MCDB 3140-2. Cell Biology Laboratory. One four-hour lab per week. Provides hands-on experience with modern cell biology laboratory techniques. Topics include microscopy, immunochemistry, Western blotting, Southern blotting, and flow cytometry. This course does not use vertebrate animals. Coreq., MCDB 3120.

MCDB 3150-3. Biology of the Cancer Cell. Highlights dimensions of the cancer problem: cancer as a genetic/ cellular disease; chemicals, viruses, and radiation as causes of cancer; cancer and diet; cancer epidemiology; cancer risk factors; proto-oncogenes, oncogenes, and cancer suppressor genes; and prevention of cancer. Prereq., MCDB 2150 or EPOB 3200, or instructor consent. Approved for arts and sciences core curriculum: natural science.

MCDB 3280-3. Molecular Cell Physiology. Analyzes cellular mechanisms from a molecular perspective. Examines unicellular organisms and tissues of animals and plants to learn how cell process signals from both in and outside themselves. Information is used to react and accomplish physiological tasks. Prereq., MCDB 3120 and CHEM 1131.


MCDB 3350-3. Fertility, Sterility, and Early Mammalian Development. Describes the production of germ cells, ovulation, fertilization, embryonic development, controls of reproduction, early development of the embryo, methods of contraception, and causes and treatments of sterility. Recommended for students planning careers in the health sciences. Prereq., MCDB 1150, EPOB 1210, or instructor consent.

MCDB 3500-3. Molecular Biology. Studies how molecular techniques are being used to characterize genes and their expression. Topics include mechanisms of DNA replication, mutation and repair, recombinant, prokaryotic and eukaryotic gene expression, transposable genetic elements, current applications of recombinant DNA procedures, and identification of human genes. Prereq., CHEM 1131 and either MCDB 2150 or EPOB 3200.


MCDB 4000-3. Searching the Biomedical Literature. Students learn how to locate and interpret publications describing current research on a biomedical topic of current interest, followed by critical analysis of controversies and new trends in that research. Prereq., MCDB 3120 and 3500. Approved for arts and sciences core curriculum: critical thinking.

MCDB 4110 (1-3). Special Topics. Presents special topics in molecular, cellular, and/or developmental biology, usually given by visiting faculty, alone or in conjunction with MCDB faculty. Prereq., instructor consent.

MCDB 4130-3. Biological Electron Microscopy Principles and Recent Advances. Covers basic mechanisms for imaging and recent advances used in current biological research, elements of electron optics, image optimization, resolution, radiation damage, various imaging modes (TEM, HVEM, SEM, STEM, STM), specimen quantitation and reconstruction (stereo and 3D), microanalysis, and electron diffraction. Specimen preparation treated only incidentally. Prereq., one of the following: MCDB 1150, EPOB 1220, MCDB 4500, PHYS 1120 or 2020, or instructor consent. Same as MCDB 5130 and PHYS 4130.

MCDB 4140-3. Plant Molecular Biology and Biotechnology. Introduces some of the frontiers in experimental plant research, with applications in modern biotechnology, including seed development, hormonal control of growth, photomorphogenesis, stress responses (heat, water, salt), host-pathogen systems (bacteria, fungi, viruses, viroids), plant defense mechanisms, plant cell tissue culture, and genetic engineering of plants. Prereq., MCDB 3120, and 3400 or 3500, or instructor consent. Same as MCDB 5140. Approved for arts and sciences core curriculum: critical thinking.

MCDB 4300-3. Immunology. Emphasizes cellular and molecular mechanisms by which organisms protect themselves from pathogens and the experimental basis for our understanding of these processes. Discusses development, function and malfunction of T-cells, B-cells, and other components of the immune system, focusing on the human immune system. Prereq., MCDB 3120 and 3500.


MCDB 4426-3. Cell Signaling and Developmental Regulation. Introduces several cell signaling processes and their biological functions. Students read and analyze original research articles to learn the thinking processes of scientific research. Written and oral presentations are required. Prereq., MCDB 3120, and 3400 or 3500, and CHEM 4711, or instructor consent. Same as MCDB 5426. Approved for arts and sciences core curriculum: critical thinking.


MCDB 4471-3. Regulation of Gene Regulation in Eukaryotes. Focuses on manifestations of regulated gene expression as seen in sex determination, viral pathogenesis, cancer, and other human diseases. Studies gene regulation at multiple steps, i.e., transcription, RNA processing, and translation. Discusses how viruses sabotage cellular machinery for their survival and how these discoveries directly impact our society. Written assignments and oral presentations are required. Prereq., MCDB 3500 or instructor consent. Same as MCDB 5471. Approved for arts and sciences core curriculum: critical thinking.

MCDB 4480-3. Great Literature in the Nucleic Acids. Students read, analyze, write about, and speak on the subjects presented by important papers from the original scientific literature on nucleic acid (RNA and DNA) biology. Prereq., MCDB 3400 or 3500. Approved for arts and sciences core curriculum: critical thinking.

MCDB 4540-3. Analysis of Biological Sequences. Examines methods for identifying and evaluating similarity between sequences, predicting RNA and protein structures, analyzing and predicting regulatory sites, and building phylogenetic trees. Describes algorithms and uses computer programs. Prereq., MCDB 1050, 1150, or instructor consent. Same as MCDB 5540.


MCDB 4650-2. Vertebrate Developmental Biology Laboratory. Lab for MCDB 4640. Studies live and prepared embryos from amphibians, birds, and mice. Topics include descriptive and experimental embryology and molecular methods applied to developmental biology problems. This course uses living vertebrate animals. Students may not receive credit for both MCDB 4650 and MCDB 4660. Prereq., MCDB 3120 and 3500. Recommended coreq., MCDB 4620.

MCDB 4650-3. Developmental Biology. Analyzes development, emphasizing cellular, molecular, and genetic mechanisms. Topics include descriptive embryology, control of gene expression in eukaryotic cells, mechanisms of differentiation and morphogenesis, and developmental genetics. Prereq., MCDB 3120 and 3400, or 3500, or instructor consent; coreq., MCDB 4660.

MCDB 4660-2. Developmental Biology Laboratory. Lab for MCDB 4650. Studies live and prepared embryos from a variety of organisms, including amphibians, birds, nematodes, and fruit flies. Topics include descriptive and
and execute experiments in selected areas. Open only to MCDB graduate students. May be repeated for a total of 9 credit hours.

MCDB 6338-1. Current Topics in Developmental Genetics and Signal Transduction. Discusses current research papers in the area of developmental biology and cell signaling. Each student is required to present at least one research paper and lead the discussion during presentation. Students also are required to read all preassigned papers and participate in discussions. Students learn the most advanced developments in the research fields, critically read scientific literature, participate in the thinking process of doing science, and develop the skill of presenting and discussing scientific materials. Prereq., instructor consent.

MCDB 6440 (1-3). Special Topics in MCD Biology. Acquaints students with various topics not normally covered in the curriculum. Offered intermittently or upon student demand, and often presented by visiting professors. May be repeated for a total of 4 credit hours.

MCDB 6900-3. Master's Degree Candidate. MCDB 6950 (1-6). Master's Thesis. Students seeking a master's degree should consult a departmental advisor. Plan I or Plan II is offered.

MCDB 7790 (1-3). Graduate Seminar.

MCDB 7840 (1-6). Graduate Independent Study. Graduate level. Instructor consent and independent study contract required. May be repeated for a total of 7 credit hours.

MCDB 7910-3. Seminar Practicum. Designed for graduate students to give oral presentations on their thesis research, field questions, respond to critiques, and present background information.

MCDB 8990-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

Museum and Field Studies

For additional course information, please call 303-492-5437.

Independent Study

MUSM 4840 (1-3). Independent Study. Same as MUSM 5840.

MUSM 4900 (1-3). Independent Study. May be repeated for a total of 9 credit hours. Same as MUSM 5900.

MUSM 5840 (1-3). Graduate Independent Study. Same as MUSM 4840.

MUSM 5900 (1-3). Graduate Independent Study. Same as MUSM 4900.

Museum Studies

MUSM 4011-4. Introduction to Museum Studies. For majors in anthropology, biology, fine arts, geological sciences, history, or other museum-related subjects. Provides background in history and literature of museums, their objectives and methods; laboratory exercises in curatorial, exhibition theory, and administr-
lection. Prereq., instructor consent. Same as MUSM 5011.

MUSM 4021 (2-3). Selected Museum Topics. Provides framework for student projects on varied museum topics (e.g., ethics of collecting, data management, the museum's role in the community). Student projects include case study analysis, interviewing, and original presentations. Topics vary each semester. Prereq., instructor consent. Same as MUSM 5021.

MUSM 4030-3. Museum Education. Surveys and discusses the educational role of museums, including art, children, and natural history museums; horticultural gardens; zoos; science centers; and informal learning centers. Issues include current trends, learning theories and styles, learning from objects, education programs, diverse audiences, museum/school partnerships, and the role of education in exhibit development. Prereq., MUSM 5011 and instructor consent. Same as MUSM 5030.


MUSM 5021 (2-3). Selected Museum Topics. Prereq., instructor consent. Same as MUSM 4021.

MUSM 5030-3. Museum Education. Same as MUSM 4030.

MUSM 5031-3. Museums and the Public. Covers all elements of the public side of the museum, including the audience; visitor needs assessment and advocacy; public programming and outreach; museum education, including exhibits and school programs; and volunteer and diversity training. The team approach is emphasized. Prereq., graduate standing.

MUSM 5041-3. Museum Administration. Covers theory of organizations and how it applies to museums; application of small business management and non-profit organizations to museums; marketing and development; and grant writing and funding strategies. Prereq., graduate standing.

MUSM 5051-3. Collections Management. Deals specifically with curation and data management, including acquisition practices and problems; organization, management, use, and preventative conservation of collections; and computer data management of collections. Prereq., MUSM 5011 and appropriate level of computer literacy. Facility with computers must be demonstrated or the student must complete an appropriate computer science course.

MUSM 6110 (2-3). Seminar in Museum Issues. Addresses one new topic/issue each semester relevant to museum operations, such as archival administration, museums and multiculturalism, repatriation, and others. Prereqs., graduate standing and MUSM 4011/5011.

MUSM 6140-1. Advanced Topics and Trends. Discusses current topics and/or trends in the museum profession. Topics change annually to reflect current topics and trends of the most current museum issues. Prereqs., graduate standing. (MUSM 5011 and 5051 recommended.)

MUSM 6930 (2-4). Museum Internship. Provides experience in museums of different sizes, audiences, and subjects, including history, natural history, art, and children's museums. Each student is supervised individually by a faculty member as well as the appropriate person in the cooperating museum. Prereq., instructor consent.

MUSM 6950 (1-6). Master's Thesis in Museum and Field Studies. A thesis, which may be a research, expository, critical, or creative type, is required of every master's degree candidate under the thesis-option plan. Prereq., instructor consent.

MUSM 6960 (1-3). Master's Project or Paper in Museum and Field Studies. A project or paper in the student's discipline and related to some aspect of museum studies is required of every master's degree candidate under the non-thesis-option plan. Prereq., instructor consent.

Anthropology

MUSM 4462 (2-6). Museum Field Methods in Anthropology. Archaeological field techniques including excavation, mapping, recording, photography, interpretation, and field laboratory. May be repeated for a total of 6 credit hours. Same as MUSM 5462.

MUSM 4912-3. Museum Practicum in Anthropology. Students take part in curatorial procedures of the anthropology section of the museum: conservation, cataloging, collection management, and administration. Prereq., MUSM 4011, 5011, or equivalent. Enrollment is limited; students should make arrangements during previous semester. Same as MUSM 5912.

MUSM 5462 (2-6). Museum Field Methods in Anthropology. May be repeated for a total of 6 credit hours. Same as MUSM 4462.


Botany


MUSM 4913-3. Museum Practicum in Botany. Students take part in curatorial procedures of the botany section of the museum: specimen preparation, labeling, identification, cataloging, conservation, and collection management. Prereq., MUSM 4011, 5011, or equivalent. Enrollment is limited; students should make arrangements during previous semester. Same as MUSM 5913.


Geology

MUSM 4484-3. Museum Field Methods in Geology. Paleoecological and paleoecological field techniques including collecting, recording of geographic, stratigraphic, and quarry information; preservation; and interpretation, including applicable readings. Designed for individuals who have some background in geology but little or no prior field experience. Same as MUSM 5484. Summer only.

MUSM 4913-3. Museum Practicum in Geology. Students take part in curatorial procedures of the geology section of the museum: field collection, specimen preparation, cataloging, collection management, and a survey of current laws as they apply to specimens. Prereq., MUSM 4011, 5011, or equivalent. Enrollment is limited; students should make arrangements during previous semester. Same as MUSM 5914.

MUSM 5484-3. Museum Field Methods in Geology. Same as MUSM 4484.

MUSM 5914-3. Museum Practicum in Geology. Same as MUSM 4914.

Zoology

MUSM 4793-3. Museum Field Methods in Zoology. Methods for observing, identifying, collecting, and preserving varieties of animal species. Course includes lectures, labs, and field trips to native lake, stream, marsh, forest, and mountain habitats. Students assemble a zoological collection. Same as MUSM 5793.

MUSM 4915 (2-3). Museum Practicum in Zoology. Students take part in basic curatorial procedures of the zoology section of the museum: relaxing, boxing, positioning, preserving, cataloguing, storing, and shipping. Also introduces students to the animal kingdom. Prereq., instructor consent. Same as MUSM 5915.


MUSM 5915 (2-3). Museum Practicum in Zoology. Same as MUSM 4915.

Entomology

MUSM 4916-3. Museum Practicum in Entomology. Students take part in curatorial procedures of the entomology section of the museum: field collection, specimen preparation, labeling, identification, rearing techniques, and exhibit preparation. Prereq., MUSM 4011, 5011, or equivalent. Enrollment is limited; students should make arrangements during previous semester. Same as MUSM 5916.


Museography

MUSM 4917 (1-3). Museum Practicum in Techniques. Students participate in museum public education functions that may include research, planning, developing, and producing exhibits, traveling trunks, booklets, and other materials. May involve writing labels, molding and casting, conservation, and restoration. May be repeated for a total of 6 credit hours. Same as MUSM 5917.

MUSM 4937 (1-3). Museum Practicum in Techniques 2. Continuation of MUSM 4917. More advanced techniques in museum public education functions that may include research, planning, developing, and producing exhibits, traveling trunks, booklets, and other materials. May involve writing labels, molding
and casting, conservation, and restoration. Same as MUSM 5937.

MUSM 5917 (1-3). Museum Practicum in Techniques 1. May be repeated for a total of 6 credit hours. Same as MUSM 4917.

MUSM 5937 (1-3). Museum Practicum in Techniques 2. Same as MUSM 4937.

Music

The following courses offered in the College of Music are accepted for arts and sciences credits (see College of Music chapter for full descriptions).

EMUS 1832-3. Appreciation of Music. Approved for arts and sciences core curriculum: literature and the arts.


Oriental Languages and Literatures

See East Asian Languages and Literatures.

Peace and Conflict Studies

PACS 2500-3. Introduction to Peace and Conflict Studies. Introduces the field of peace and conflict studies. Examines causes and dynamics of conflict and violence (interpersonal to global), peace institutions and research, peace movements, nonviolence, and careers in conflict resolution and peacemaking.

PACS 2860-3. Nuclear War: Its Risks and Preventions. Gives students a broad, interdisciplinary perspective on what is perhaps the most complex problem ever to confront the human species. Focuses on dramatic differences of opinion regarding the prevention of nuclear war. Helps students develop the ability to think critically and analyze arguments, and to clarify their opinions about the role of nuclear weapons in maintaining national security.

PACS 2900 (1-3). Sophomore Independent Study. Content to be determined by consultation between student and instructor. May be repeated for a total of 7 credit hours.
Prep. WMST 2000 or 2290. Same as WMST 3110. Approved for arts and sciences core curriculum: ideals and values, or critical thinking.

PHIL 3140-3. Environmental Ethics. Examines major traditions in moral philosophy to see what light they shed on value issues in environmental policy and the value preassumptions of the economic, ecological, and juridical approaches to the environment. Prep.: junior standing, or PHIL 1100, 1200, 2290, 3100, or 3200. Approved for arts and sciences core curriculum: ideals and values.


PHIL 3180-3. Critical Thinking: Contemporary Topics. Looks at a selected topic such as nuclear disarmament, racial and sexual discrimination, animal rights, or abortion and eugenics by examining issues through the lens of critical philosophical analysis. Reviews the reasoning behind espoused positions and the logical connections and argument forms they contain. Prep.: junior standing. Approved for arts and sciences core curriculum: critical thinking.

PHIL 3190-3. War and Morality. Focuses on moral issues raised by war as a human institution. What are the justifications, limits, and alternatives? Does the advent of nuclear weapons change the nature of war? Approved for arts and sciences core curriculum: ideals and values.

PHIL 3200-3. Social and Political Philosophy. Systematic discussion and analysis of such philosophic ideas as community, freedom, political power, and violence. Approved for arts and sciences core curriculum: ideals and values.


PHIL 3340-3. Epistemology. Studies some of the main topics of philosophy, such as evidence, justification, prediction, explanation, skepticism, and concept acquisition. Prep.: 12 credit hours of philosophy, including PHIL 2440 and 3010: PHIL 3440 highly recommended.

PHIL 3410-3. History of Science: Ancients to Newton. Surveys the history of science up to Newton, including the emergence of scientific modes of thinking from religious and philosophical roots in the Near East and Greece to the development of these modes in the Middle Ages and Renaissance. Examines with Isaac Newton and the 17th-century scientific revolution. Approved for arts and sciences core curriculum: historical context or natural science.

PHIL 3420-3. History of Science: Newton to Einstein. The history of physical and biological science, from the epoch-making achievements of Charles Darwin in biology to the dawn of the 20th-century revolutions in physics, chemistry, and genetics. Deals with the success of the mechanical philosophy of nature and its problems. Approved for arts and sciences core curriculum: historical context, or natural science.

PHIL 5480-3. Critical Thinking and Writing in Philosophy. Focuses on the fundamental skills, methods, concepts, and distinctions that are essential for the study of philosophy. Covers the writing of philosophy papers, the reading of articles, and the extraction and evaluation of arguments. Restricted to junior or senior philosophy majors. Prep.: or coreq., PHIL 2440. Approved for arts and sciences core curriculum: critical thinking, or written communication.

PHIL 5600-3. Philosophy of Religion. Philosophical discussion of fundamental issues in religion, such as existence of God, religious experience, faith and reason, evil, immortality, and religious language. Approved for arts and sciences core curriculum: ideals and values.

PHIL 5700-3. Aesthetic Theory. Introduces major theories of aesthetics and contemporary discussions of problems, e.g., the nature of art and the problem of evaluation in art.

PHIL 5800-3. Open Topics in Philosophy. Variety of new courses at the 3000 level. See current departmental announcements for specific content. May be repeated for a total of 7 credit hours.

PHIL 5840-1-3. Independent Study. May be repeated for a total of 8 credit hours. Prep.: junior standing.

Note: All courses at the 4000 level require 9 hours of philosophy and sophomore standing, unless otherwise indicated.

PHIL 4010-3. Single Philosophy. Intensive study of one systematic philosophy with attention to the scope, methods, and integrity accomplished by it. May be repeated for credit three times on different philosophers.

PHIL 4040-3. Studies in 20th-Century Philosophy. Studies two or three major philosophers prominent during the present century.


PHIL 4080-3. Introduction to Phenomenology. Examines the works of Edmund Husserl and subsequent phenomenologists (e.g., Heidegger, Sartre, Merleau-Ponty).

PHIL 4090-3. Kierkegaard. Primarily an analysis of selected texts of Soren Kierkegaard. Specific topics considered include Kierkegaard's notions of Christian faith, the paradox, truth, reason, and history. Same as PHIL 5090.

PHIL 4110-3. Contemporary Moral Theory. Provides an in-depth look at some recent work in moral theory. Topics covered, varying from year to year, include: consequentialist and act virtue theories; moral psychology, impartiality and the personal point of view. Prep.: PHIL 3100. Same as PHIL 5110.

PHIL 4200-3. Contemporary Political Philosophy. Provides a survey of recent approaches to political philosophy: liberalism (John Rawls, Ronald Dworkin); libertarianism (Robert No-
ick); communitarianism (Michael Sandel, Alastair MacIntyre); and feminism (Alison Jaggar).

Topics and readings may vary with instructor. May be repeated for a total of 6 credit hours on different topics. Same as PHIL 5200.

PHIL 4210-3. Ancient Political Thought. Pre-reqs., CLAS/HIST 1051, CLAS/HIST 1061, HIST 1010, PSCI 2404, or PHIL 3000. Same as CLAS 4041, HIST 4041, and PSCI 4094.

PHIL 4250-3. Marxism. Historical and systematic study of principal themes of Marxist thought, from its Hegelian origins to its contemporary varieties, emphasizing the works of Marx and Engels.

PHIL 4260-3. Philosophy of Law. Considers various views of the nature of law, its role in society, and its relation to other disciplines.

Investigation of philosophical commitments that underlie and affect legal conceptions and procedures. Same as PHIL 5260.

PHIL 4300-3. Philosophy of Mind. Discusses problems in the philosophy of mind, including the mind-body problem, knowledge of other minds, compatibility of free will and determinism, and such concepts as action, intention, desire, enjoyment, memory, imagination, dreaming, and knowledge. Pre-reqs., PHIL 2440, 3010, 3340, and 3480. Same as PHIL 5300.

PHIL 4360-3. Metaphysics. Traditional and contemporary theories of the basic categories of reality and the human relationship to it, including universals, substance, identity, change, mind and body, free will, and modalities. Pre-reqs., PHIL 2440, 3010, 3340, and 3480. Same as PHIL 5360.

PHIL 4390-3. Philosophy and Psychological Theory. Conceptual problems in psychological theories, e.g., issues such as models, metaphysical views, value assumptions, theory in psychotherapy. Selected readings in both philosophy and psychology. Same as PHIL 5390.

PHIL 4400-3. Philosophy of Science. Examines major concepts and problems of scientific thought: explanation, confirmation, causality, measurement, and theory construction. Same as PHIL 5400.

PHIL 4440-3. Mathematical Logic. Introduces the fundamental concepts and procedures of mathematical logic. Pre-req. PHIL 2440 or equivalent. Same as PHIL 5440.

PHIL 4450-3. History and Philosophy of Physics. Investigates the role of experiment in physics. Uses case studies in the history and philosophy of physics and in scientific methodology. Pre-req., one year of physics or instructor consent. Same as PHIL 5450 and PHYS 4450. Approved for arts and sciences core curriculum: critical thinking.

PHIL 4490-3. Philosophy of Language. Examines theories and problems regarding the nature of language and its relation to reality. Concepts discussed include sense, reference, conventions, intentions, and their relation to science and social life. Relevant literature includes readings in Frege, Russell, Quine, Putnam, Kripke, and Chomsky. Restricted to students with 12 credit hours of philosophy. Pre-req., background in symbolic logic. Same as PHIL 5490.

PHIL 4600-1. Theology Forum Seminar. Discusses a variety of theological and philosophical topics. Some reading, much discussion, occasional guest speakers. Students may enroll for repeated credit with permission of instructor to a total of 3 hours.

PHIL 4730-3. Philosophy and Literature. Examines various relations between philosophy and literature, ranging from the direct incorporation of philosophical doctrine into literature to literature as a distinctive way of practicing philosophy.

PHIL 4800-3. Open Topics in Philosophy. A variety of new courses at the 4000 level. See current departmental announcements for specific content. May be repeated for a total of 7 credit hours.

PHIL 4830-3. Senior Seminar in Philosophy. Critical in-depth examination of a selected philosophical topic. Pre-reqs., 15 hours in philosophy and junior or senior status or instructor consent. Approved for arts and sciences core curriculum: critical thinking.

PHIL 4840-1(3). Independent Study. May be repeated for a total of 8 credit hours. Prereq. senior standing.

PHIL 4930-3. Honors Thesis. PHIL 4950-3. Honors Thesis: May be repeated for a total of 7 credit hours. Note: All courses at the 5000 and 6000 levels require graduate standing in philosophy unless otherwise indicated.

PHIL 5020-3. Topics in the History of Philosophy. May be repeated for a total of 7 credit hours.

PHIL 5080-3. Philosophy of Plato. May be repeated for a total of 7 credit hours. Same as CLAS 5800.

PHIL 5081-3. Philosophy of Aristotle. May be repeated for a total of 7 credit hours. Same as CLAS 5810.

PHIL 5082-3. Philosophy of Hume. May be repeated for a total of 7 credit hours.

PHIL 5083-3. Philosophy of Kant. May be repeated for a total of 7 credit hours.

PHIL 5084-3. Philosophy of Spinoza. May be repeated for a total of 7 credit hours.

PHIL 5089-3. Philosophy of Hegel. Textual explication of Hegel's Logic and his Phenomenology of the Spirit, with special emphasis on the latter. May be repeated for a total of 7 credit hours.


PHIL 5100-3. Ethics. Presents representative positions in normative ethics and metaethics. May be repeated for a total of 7 credit hours.


PHIL 5200-3. Contemporary Political Philosophy. May be repeated for a total of 6 credit hours. Same as PHIL 4200.

PHIL 5210-3. Philosophy and Social Policy. Studies philosophical approaches to social and political issues such as abortion, bioethics, environmental preservation, human rights, and reverse discrimination. Gives attention to strengths and weaknesses of philosophical treatments of these issues. May be repeated for a total of 7 credit hours.

PHIL 5230-3. Bioethics and Public Policy. Examines public policy implications of contemporary biological, genetic, biomedical, and behavioral science in light of ethics and human values. Considers theoretical and practical grounds for moral assessment of scientific research and possible applications of technology. May be repeated for a total of 7 credit hours.

PHIL 5240-3. Seminar in Environmental Philosophy. Philosophical examination of several different approaches to environmental problems: economic, juridical, political, and ecological. Discusses specific environmental problems, focusing on their moral dimensions, e.g., wilderness preservation, animal rights, and land use and urban planning. May be repeated for a total of 7 credit hours.

PHIL 5250-3. Philosophy of Law. Same as PHIL 4250.

PHIL 5250-3. Topics in Values and Social Policy. Deals with topics in the area of philosophy and public policy and is often interdisciplinary in focus. Topics vary from one semester to another. May be repeated for a total of 7 credit hours.

PHIL 5300-3. Philosophy of Mind. Same as PHIL 4300.

PHIL 5350-3. Analytic Philosophy. Surveys representative philosophers, methods, or problems in the 20th-century analytic tradition. May be repeated for a total of 7 credit hours.

PHIL 5360-3. Metaphysics. Same as PHIL 4360.

PHIL 5390-3. Philosophy and Psychological Theory. Same as PHIL 4390.

PHIL 5400-3. Philosophy of Science. Same as PHIL 4400.

PHIL 5440-3. Mathematical Logic. Same as PHIL 4440.

PHIL 5450-3. History and Philosophy of Physics. Same as PHIL 4450 and PHYS 4450.

PHIL 5490-3. Philosophy of Language. Same as PHIL 4490.

PHIL 5500-3. Philosophy of Religion. Studies topics falling under philosophy of religion, such as proofs for God’s existence, religious language, mysticism, psychology of religion, modern theological movements, miracles, and studies of individual theologians. May be repeated for a total of 7 credit hours.

PHIL 5700-3. Aesthetics. Analyzes the principal topics of aesthetics, including such issues as formal structure of artistic activity, the nature of critical judgments, and the status of the work of art. May be repeated for a total of 7 credit hours.

PHIL 5800-3. Open Topics in Philosophy. Variety of new courses at the 5000 level. See current departmental announcements for spe-
specific content. May be repeated for a total of 7 credit hours.

PHIL 5810 (1-3). Special Topics in Philosophy. Instructor meets regularly with three or more students to discuss special topics in philosophy. May be repeated for a total of 6 credit hours.

PHIL 5840 (1-3). Graduate Independent Study. May be repeated for a total of 7 credit hours.

PHIL 6000 (3-4). Seminar in Ancient Philosophy. Advanced topics in ancient philosophy. Examines selected classical texts or movements in an in-depth way. Topics vary, but may include: the Socratic dialogues; Plato's later metaphysics; Aristotle's ethical theory; Aristotle's metaphysics; Stoicism; Hellenistic philosophy; and Neo-Platonism. Prereq.: PHIL 3000 or equivalent; PHIL 5080 or 5081 recommended.

PHIL 6040-3. Seminar: Phenomenology. May be repeated for a total of 7 credit hours.

PHIL 6100-3. Seminar in Ethics. Intensive study of selected topics in ethical theory.

PHIL 6200-3. Seminar in Social and Political Philosophy. Provides an in-depth look at some particular topic in social and political philosophy, such as rights, political freedom, political obligation, or democracy.


PHIL 6310-3. Issues and Methods in Cognitive Science. Prereq.: graduate standing or at least one course at the 3000-level or higher in computer science, linguistics, philosophy, or psychology. No background in computer science is presumed. Same as CSCI 6402, LING 6200, and PSYC 6200.

PHIL 6340-3. Seminar in Epistemology. Studies some of the main topics of epistemology, such as skepticism, foundations of knowledge, perception, introspection, belief, certainty, and analytic-synthetic distinctions.

PHIL 6380-3. Seminar in Metaphysics. Traditional and contemporary theories of the basic categories used to describe nature and the human relationship to it, including such concepts as substance, identity, space and time, causality, determination, and systematic ontology.


PHIL 6490-3. Seminar in Philosophy of Language. Studies some of the main topics in the philosophy of language, such as meaning and theories of meaning, translation, speech acts, rules of language, references, relevance of psycholinguistics, language and thought, and language and ontology.

PHIL 6940 (1-3). Master's Candidate for Degree. May be repeated for a total of 7 credit hours.

PHIL 6950 (1-6). Master's Thesis. May be repeated for a total of 7 credit hours.

PHIL 6960-3. Master's Research. May be repeated for a total of 7 credit hours.

PHIL 7840 through 7900 (1-3). Doctoral Independent Study. May be repeated for a total of 7 credit hours.

PHIL 8990-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of the catalog.

Physics

PHYS 1000-3. Preparatory Physics. Introduces basic physics, emphasizing an analytical approach that prepares students for PHYS 1110 or PHYS 2100. Satisfies the MAFS requirement in natural science. Prereq.: one year of high school algebra or equivalent.


PHYS 1020-4. Physical Science for Nonscientists 2. Three lect., one rec. per week, plus three evening exams in the semester. First semester of three-semester sequence for science and engineering students. Covers kinematics, dynamics, momentum of particles and rigid bodies, work and energy, gravitation, simple harmonic motion, and introduction to thermodynamics. Coreq.: APPM 1350 or MATH 1300. Approved for arts and sciences core curriculum: natural science, or quantitative reasoning and mathematical skills.


PHYS 1140-1. Experimental Physics 1. One lect., one 2-hour lab per week. Prereq.: PHYS 1110; coreq.: PHYS 1120. Approved for arts and sciences core curriculum: natural science.

PHYS 1150-1. Experimental Physics 2. One lect., one 2-hour lab per week. To be taken concurrently with PHYS 1140 and PHYS 1120. For physics majors in plan 3. Registration by special arrangement with the Department of Physics.

PHYS 1230-3. Light and Color for Nonscientists. Discusses light, color, vision, and perception. Covers reflection, refraction, lenses, and applications to photography and other methods of light sensing. Other topics include lasers and holography. Course is geared towards non-science majors. Approved for arts and sciences core curriculum: natural science.

PHYS 1240-3. Sound and Music. Explores the physical processes that underlie the diversity of sound and musical phenomena. Topics covered include the physical nature of sound, the perception of sound, the perception of pitch and harmony, musical instruments, synthesizers and samplers, and room acoustics. Non-mathematical; geared toward non-science majors. Approved for arts and sciences core curriculum: natural science.

PHYS 1600-4. Order, Chaos, and Complexity. Develops the foundations to understand new ideas in science, focusing on fractals and chaos in complex interacting systems. Topics include the historical perspective of fractal geometry, complex nonlinear systems, and the nature of uncertainty. Same as GEOL 1600. Approved for arts and sciences core curriculum: natural science, or quantitative reasoning and mathematical skills.

PHYS 2100-5, 2120-5. General Physics 1 and 2. Three demonstration lectures, one two-hour lab/rec. per week, plus three evening exams in the semester. PHYS 2100 covers mechanics, heat, and sound; PHYS 2120 covers electricity and magnetism, light, and modern physics. Elementary but thorough presentation of fundamental facts and principles of physics. Natural science majors with a knowledge of calculus and others taking calculus are urged to take instead PHYS 1110, 1120, 1140, 2130, and 2150. Prereq. for PHYS 2100 is ability to use high school algebra and elementary trigonometry; prereq. for PHYS 2120 is PHYS 2100. Approved for arts and sciences core curriculum: natural science.

PHYS 2130-3. General Physics 3. Lect. Third semester of introductory sequence for science and engineering students except: physics majors and those studying computer applications in physics (for these, see PHYS 2170 below). Covers special relativity, quantum theory, atomic physics, solid state, and nuclear physics. Physics majors should take the PHYS 2140-2170 sequence instead of the PHYS 2130-2140 sequence. Prereq.: PHYS 1120 and PHYS 1140; coreq.: MATH 2400. Normally taken with PHYS 2150.

PHYS 2140-3. Methods of Theoretical Physics. Lect. Introduces mathematical techniques required for a quantitative understanding of phenomena of modern physics, including vector algebra and vector calculus, Fourier analysis, and some differential equations of physics. Computer applications in physics are also covered. Prereq.: PHYS 1120; coreq.: MATH 2400 or APPM 2350.

PHYS 2150-1. Experimental Physics. One lect., one 2-hour lab per week. Includes many experiments of modern physics, including atomic physics, solid state physics, electron diffraction, radioactivity, and quantum effects. Normally taken concurrently with PHYS 2130 or PHYS 2170 but students may take PHYS 2150 after taking PHYS 2130 or 2170. Prereq.: PHYS 1120 and 1140.
PHYS 2160-L. Experimental Physics. One
lec., one 2-hour lab per week. To be taken con-
currently with PHYS 2130 and PHYS 2130. For
physics majors in plan 3. Registration by special
arrangement with the Department of Physics.

PHYS 2170-3. Foundations of Modern
Physics. Three lec. per week. For physics
majors in plans 1 and 2 and those studying
computer applications in physics. Completes
the three-semester sequence of general physics.
Emphasizes developing skills for physics majors.
Involves relativity, quantum mechanics, atomic
structure. Normally taken concurrently with the
laboratory PHYS 2150. Prereq.: PHYS 2140.
Coreq.: MATH 2400 or APPM 2350.

PHYS 2810, 2820 (1-3). Special Topics in
Physics. Various topics not normally covered in
the curriculum; offered intermittently depend-
ing on student demand and availability of
instructors. May be repeated for a total of 7
credit hours.

PHYS 2840, 2850, 2860 (1-3). Independent
Study. Selected topics for undergraduate inde-
dependent study. Subject matter to be arranged.
May be repeated for a total of 7 credit hours.

PHYS 2900-4. Science, Computer Images,
and the Internet. Computer classroom overview
for non-specialists of how quantitative scientific
information is visualized using color images.
Covers Internet basics; graphics are downloaded
and processed. Macintosh lab projects use
Netscape, Photoshop, PowerPoint. Restricted to
18 students. Prereq.: QWKS 1010 or 2380,
or equivalent skill level. Approved for arts and
sciences core curriculum: natural science.

PHYS 3050-3. Writing in Physics. Teaches
strategies used in scientific writing with an
emphasis on argument; reviews and reinforces
essential writing skills; and provides experience
in writing both academic and professional
communications in a style appropriate to the
literature of physics. Prereq.: PHYS 2130 or 2170
and the lower-division course writing requirement.
Approved for arts and sciences core curriculum:
written communication.

Lect. Various aspects of energy: the physics,
involved in sources and use of energy in our
society; the state of depletion of the fossil fuels;
nuclear energy, solar energy, and other alterna-
tive sources of energy and their possible effects
on the environment. No background in physics
is required. Approved for arts and sciences core
curriculum: natural science.

PHYS 3080-3. The Physics of Contemporary
Social Problems. Lect. Various contemporary
areas of concern such as air and water pollution,
transportation, resources, and communications
are discussed from the point of view of physical
principles involved and impact on society.
Course object is to understand scientific ques-
tions involved in making decisions in these
areas. No background in physics is required.
Approved for arts and sciences core curriculum:
natural science.

Covers Newtonian mechanics, including rigid
body motion, coupled oscillators, central forces
and scattering, and provides introduction to
Lagrangian's and Hamilton's equations. Prereq.:
PHYS 4840, 4850, 4860 (1-3). Independent Study. Selected topics for undergraduate independent study. Subject matter to be arranged. May be repeated for a total of 7 credit hours.

PHYS 4970-3. Seminar on Physical Methods in Biology. Prereq.: PHYS 1120 or 2020, and MCDB 1068 or 1150 or EPCB 1220, or instructor consent. Same as PHYS 1120 and MCDB 4970.

PHYS 5000-1. Seminar in Plasma Physics. Graduate seminar on current plasma physics research. Reviews the goals and techniques of research in various areas of plasma physics (controlled fusion, numerical simulations, solar and space physics). Discusses current topics and research literature in depth. May be repeated for a total of 4 credit hours to meet candidacy requirements. Prereq.: graduate standing or instructor consent. Same as ASTR 5000.

PHYS 5010-3. Health Physics. Two lect., one lab per week. Provides job-oriented skills. Topics covered include radiation dosimetry, radiation biology, radiocarceology, safety, and medical physics. The lab includes exercises with radioactive isotopes as well as tours of off-campus facilities. Prereq.: instructor consent.

PHYS 5030-3, 5040-3. Intermediate Mathematical Physics 1 and 2. Surveys classical mathematical physics, including complex variable theory and finite dimensional vector spaces. Topics in ordinary and partial differential equations, the special functions, boundary value problems, potential theory, and Fourier analysis. Prereq.: PHYS 5030 or MATH 4310 and 4320, or equivalent. Prereq.: PHYS 5040 or MATH 5030. Same as MATH 5030 and 5040.

PHYS 5130-3. Biological Electron Microscopy. Principles and Recent Advances. Prereq.: MATH 4110 or 5110, or EPCB 1220, or MCDB 4500/5500, or PHYS 1120 or 1220, or instructor consent. Same as PHYS 4130 and MCDB 5130.


PHYS 5250-3, 5260-3. Introduction to Quantum Mechanics 1 and 2. Quantum phenomena, relations to classical physics, Schrödinger and Heisenberg picture, application to problems, approximation techniques, angular momentum, scattering theory, Pauli spin theory. Coreq.: PHYS 5250 or PHYS 5270. Coreq.: PHYS 5260 or PHYS 5270.

PHYS 5440-3. Introduction to Research in Modern Physics. One lect., one lab per week. Experiments in nuclear physics, atomic physics, and condensed matter introduce students to various techniques useful in current research. Recommended for students with limited background in lab work. Same as PHYS 4440.

PHYS 5450-3. History and Philosophy of Physics. Same as PHYS 4440 and PHIL 5450.


PHYS 5840, 5850, 5860 (1-3). Selected Topics for Graduate Independent Study. Subject matter to be arranged. May be repeated for a total of 7 credit hours.


PHYS 6650 (1-3). Seminar in Geophysics. Same as GEOL 6650 and ASTR 6650.

PHYS 6940 (1-3). Master's Degree Candidate. PHYS 6950 (1-6). Master's Thesis. Approved problem in theoretical or experimental physics under the direction of staff members. Intended to introduce the student to procedures in research and development work. Work of an original nature required.

PHYS 7160-3. Intermediate Plasma Physics. Continuation of PHYS 5150. Topics vary yearly but include nonlinear effects such as wave coupling, quasilinear relaxation, particle trapping, nonlinear Landau damping, collisionless shocks, solitons, non-ideal plasmas, kinetic theory of waves in a magnetized plasma, instabilities, instabilities, propagation of waves, parametric instabilities, stimulated scattering. Plasma optics, kinetic theory and radiation phenomena. Prereq.: PHYS 5150 or instructor consent. Same as ASTR 7160.

PHYS 7230-3. Statistical Mechanics. Classical and quantum statistical theory, including study of both equilibrium and non-equilibrium systems. Topics covered include kinetic theory, degenerate gases, macromolecular and gran canonical ensembles, and irreversible processes. Prereq.: PHYS 5250 and 5260.

PHYS 7240-3. Advanced Statistical Mechanics. Introduces current research topics in statistical mechanics. Topics vary from year to year and may include phase transitions, critical phenomena, nonequilibrium phenomena, dense fluids, dynamical systems, plasma physics, or quantum statistical mechanics. Prereq.: PHYS 7230.

PHYS 7270-3. Introduction to Quantum Mechanics 3. Radiation theory, relativistic wave equations with simple applications; introduction to field theory and second quantization.

PHYS 7280-3. Advanced Quantum Theory. Quantum theory of fields, elementary particles, symmetry laws, and topics of special interest. Prereq.: PHYS 7270 or instructor consent.

PHYS 7310-3, 7320-3. Electromagnetic Theory 1 and 2. Electromagnetic fields; applications of Maxwell's equations to electromagnetic wave propagation, and fundamental properties of light, relativistic electrodynamics, radiation theory. Prereq.: PHYS 7310 or PHYS 5030; coreq.: PHYS 5260.

PHYS 7440-3, 7450-3. Theory of the Solid State 1 and 2. Stresses application to the solid state of physical concepts basic to modern physics such as particle approximation and the energy-band description of electron states in solids, pseudopotential theory applied to ordered and disordered systems, dynamical behavior of electrons in solids, lattice dynamics, Hartree-Fock and random-phase approximations to solids, many-body aspects of magnetism and superconductivity.

PHYS 7710-3. Nuclear Physics. Intrinsic properties of nuclei and the nuclear-nuclear interaction, nuclear models, scattering of nucleons by nuclei in terms of an optical model, and nuclear reactions.

PHYS 7720-3, 7740-3. Theory of Elementary Particles 1 and 2. Symmetry of elementary particles: quantum numbers, Lorentz group and spin, the SU(n) and invariant amplitudes; analytical properties of amplitudes; dispersion relations; dynamical calculation of quantum numbers and masses; elementary particle spectroscopy; higher symmetries.

PHYS 7810, 7820, 7830 (1-3). Special Topics in Physics. Various topics not normally covered in the curriculum; offered intermittently depending on student demand and availability of instructors. May be repeated for a total of 7 credit hours.

PHYS 7840, 7850, 7860 (1-3). Selected Topics for Graduate Independent Study. Subject matter to be arranged. May be repeated for a total of 7 credit hours.

PHYS 8990 (1-10). Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of the catalog.

Political Science

American

PSCI 1101-3. The American Political System. Emphasizes interactions among levels and branches of government, formal and informal institutions, processes, and behavior. Approved for arts and sciences core curriculum: contemporary societies or United States societies.

PSCI 2101-3. Introduction to Public Policy Analysis. Studies policy-making processes in American government, factors shaping public decision, and issues and questions relevant to policy inquiry.

PSCI 2111-3. Introduction to Urban Studies. Surveys different perspectives on urbanization and urban life from an interdisciplinary perspective, emphasizing the economic, spatial, and political dimensions of urban conditions and their planning and policy implications. Required for the certificate in urban studies.


PSCI 3051-3. Political Parties and Pressure Groups. Highlights the practice of party politics in the United States, including the nature, structure, organization, and functions of political parties and pressure groups. Analysis of party politics and political behavior. Prereq., PSCI 1101.

PSCI 3061-3. The American Congress. Provides intensive examination of the role of Congress in American government, including congressional elections, representation, the organization of Congress, and congressional policy making. Examines larger context of congressional politics, including political parties, the president, and interest groups. Prereq., PSCI 1101.

PSCI 3071-3. The Judicial System. Examines the structure of political, social, and economic influence in urban areas. Focuses on the relationship of the political system to governmental, social, and economic institutions and the contemporary policy processes in American cities. Prereq., PSCI 1101 or 2111. Approved for arts and sciences core curriculum: United States context.

PSCI 3081-3. Urban Politics. Examines the structure of political, social, and economic influence in urban areas. Focuses on the relationship of the political system to governmental, social, and economic institutions and the contemporary policy processes in American cities. Prereq., PSCI 1101 or 2111. Same as BLST 3101. Approved for arts and sciences core curriculum: cultural and gender diversity, or contemporary societies.

PSCI 3171-3. Government and Capitalism in the United States. Examines competing theoretical approaches to questions related to origins, development, and purposes of modern government in the United States; particular attention paid to impact of transformations in the underlying structure of the capitalist economy. Approved for arts and sciences core curriculum: United States context.


PSCI 3201-3. The Environment and Public Policy. Considers constitutional, political, and geographic factors in development of public policy affecting the use of natural resources and management of the environment, organization, procedures, and programs for use of natural resources and administration of environmental policies. Prereq., PSCI 1101 or ENV 417/418 major.


PSCI 4091-3. Comparative Urban Politics. Carries special attention to political and economic consequences shaping urbanization processes and distinctive policy issues in three different settings. Prereq., PSCI 1101 and 3011 recommended.

PSCI 4841 (1-3). Independent Study—American. Subjects are chosen and arrangements are made to suit the needs of each student. Independent study is for upper-division students who have completed 9 credit hours of political science and who have an overall GPA of at least 3.00. Not more than 6 credit hours of independent study may be credited toward the minimum requirements in the political science major. A special independent study approval agreement form must be obtained from the department. May be repeated for a total of 7 credit hours. Prereq.: PSCI 1101.

PSCI 5011-3. Seminar: American Politics. Primarily for graduate students who have completed a graduate course in American politics. Emphasizes preparation of research papers and literature in the field. Same as PSCI 7011.

PSCI 5021-3. Latinos and U.S. Politics. Examines the theoretical and empirical literature assessing the political situation and activities of Latinos (Mexican-Americans, Puerto Ricans, Cuban Americans, and others) in the U.S. Stresses original research. Same as PSCI 7021.

PSCI 5031-3. Seminar: Political Attitudes and Behavior. Provides an intensive examination of topics in political attitudes and behavior such as political participation, ideology, voting, and elite behavior. Reviews methodology of behavioral research and introduces ICPSR data archive and computer-based research. Same as PSCI 7031.

PSCI 5041-3. Seminar: The Presidency. Offers an intensive examination and preparation of research papers on historical, functional, and constitutional aspects of the presidency. Gives attention to literature on the presidential system and to analytical comparisons with other political systems. Same as PSCI 7041.


PSCI 5091-3. Politics of Social Movements and Interest Groups. Examines theoretical and empirical research on American interest groups and social movements. Emphasizes the role of public power in the development of political and policy institutions. Same as PSCI 7091.

PSCI 5121-3. Black Leadership and Public Policy. Examines the writings of African-American political leaders, public policy critics, and politicians who have influenced black politics and society since 1900. Explores the ideas and leadership of W.E.B. DuBois, E. Franklin Frazier, Martin Luther King, and others. Same as PSCI 7121.


PSCI 5151-3. American Subnational Politics and Government. Provides a comprehensive overview of the issues and literature concerning American "subnational" politics. Considers three bodies of literature: American federalism and intergovernmental relations, state politics, and urban/local politics. Also examines a number of policy issues. Same as PSCI 7151.

PSCI 5901 (1-3). Topics in Political Science. Same as PSCI 7901. May be repeated for a total of 7 credit hours.

PSCI 6901 (1-3). Graduate Research Topic. Independent research in a topic of special interest. Arrangements are made to suit the needs of each student. Not a free option; must be approved by student's advisor and department chair. Does not count as a seminar. May be repeated for a total of 7 credit hours. Same as PSCI 8901.

PSCI 6951-4. Master's Thesis. May be repeated for a total of 7 credit hours.


PSCI 7021-3. Latinos and U.S. Politics. Same as PSCI 5021.

PSCI 7031-3. Seminar: Political Attitudes and Behavior. Same as PSCI 5031.


PSCI 7051-3. Seminar: The United States Congress. Same as PSCI 5051.

PSCI 7091-3. Politics of Social Movements and Interest Groups. Same as PSCI 5091.

PSCI 7121-3. Black Leadership and Public Policy. Same as PSCI 5121.

PSCI 7141-3. The Political Economy of American Politics. Same as PSCI 5141.


PSCI 7901 (1-3). Topics in Political Science. May be repeated for a total of 7 credit hours. Same as PSCI 5901.

PSCI 8901 (1-3). Graduate Research Project. May be repeated for a total of 7 credit hours. Same as PSCI 6901.

PSCI 8991-10. Doctoral Dissertation. All doctoral students must register for no fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of the catalog.

Comparative

PSCI 2012-3. Introduction to Comparative Politics. Examines the concepts of how countries confront common political questions, including how to gain popular support, what kinds of political institutions are most appropriate, and how to distribute burdens and benefits to different segments of the population. Concentrates on learning to compare different political systems and provides illustrative examples from several industrialized and non-industrial-
ized countries. Students do not receive credit for both PSCI 2012 and IAFS 1000. Approved for arts and sciences core curriculum: contemporary societies.

PSCI 3022-3. British Politics. Offers an inquiry into contemporary British politics (with systematic American comparisons). Focuses on economic and imperial decline; changes in ideologies, political party fortunes, and the shape of central government and on the legal/constitutional issues raised by Britain in Europe. Prereq., PSCI 2012 or IAFS 1000.


PSCI 3062-3. Revolution and Political Violence. Studies, discusses, and evaluates alternative theoretical frameworks for the analysis of revolution and political violence. Theoretical material is firmly connected to case situations, such as ethnic and colonial, urban, racial, and religious conflicts. Students may not receive credit for PSCI 3562 and PSCI 3062. Prereq., PSCI 1101, PSCI 2012, or IAFS 1000.

PSCI 3072-3. Government and Politics in Southeast Asia. Surveys historical and contemporary forces shaping politics in Southeast Asia. Gains attention to key issues in the region, and to the factors linking Southeast Asia to the international system. Prereq., PSCI 2012 or IAFS 1000.

PSCI 3082-3. Political Systems of Sub-Saharan Africa. Analyzes political independence and post-colonial change in Sub-Saharan African countries through the lens of political and economic development, power and politics. Students may not receive credit for PSCI 3802 and PSCI 3082. Prereq., PSCI 2012 or IAFS 1000. Approved for arts and sciences core curriculum: contemporary societies.

PSCI 4002-3. Western European Politics. Comparatively analyzes developments of the political systems and processes of European democracies. Emphasizes contemporary institutions, decision-making patterns, and policy issues. Special attention to challenges to welfare systems. Strongly recommended prereq., PSCI 2012 or IAFS 1000. Approved for arts and sciences core curriculum: contemporary societies.

PSCI 4012-3. Global Development. Examines contemporary political, economic, and social development in the context of international economic and political forces. Discusses the meaning of political economy and the role of government in the development. Prereq., PSCI 2012, ECON 2060, IAFS 1000, or one upper-division PSCI course. Students do not receive credit for both PSCI 4012 and PSCI 4732. Same as INV 4732. Approved for arts and sciences core curriculum: contemporary societies.


PSCI 4062-3. The Emerging Democracies of Central and Eastern Europe. Studies developments in the former satellites of the Soviet Union, and Yugoslavia, their governmental organizations, and their relations to the Soviet Union and the West. Prereq., PSCI 2012 or IAFS 1000. Students do not receive credit for both CEES 4000 and PSCI 4062. Approved for arts and sciences core curriculum: contemporary societies.

PSCI 4102-3. The Government and Politics of Israel. Studies historical and contemporary responses of Jews to the conditions of diaspora and statehood. Emphasizes Israeli politics, government structure and processes, and party politics. Also looks at problems of integration, defense, and relations with the diaspora Jewish community. Prereq., PSCI 2012 or IAFS 1000.

PSCI 4122-3. The Military in Politics: Latin America and the U.S. Examines military intervention in politics, contrasting patterns of civil-military relations, and the problem of civilian control of the armed forces. Focuses on Latin American military, with introductory attention to U.S. military. Prereq., PSCI 2012 or IAFS 1000, and PSCI or RRTC major.

PSCI 4272-3. The Political Economy of Industrial Societies. Considers how political power is used to achieve economic ends and to shape the operations of market economies. Focuses on economic conflict as political contest, and explores how politics shapes the course of economic development as well as the basis of social and political stability. Prereq., PSCI 2012 or IAFS 1000, and ECON 2060 recommended. Approved for arts and sciences core curriculum: contemporary societies.

PSCI 4732-3. Critical Thinking in Development. Analyzes the subject matter in PSCI 4012, requiring students to critically evaluate explanations of the success or failure of development and policy proposals for facilitating it that are presented as evidence or evidence of evidence. Prereq., PSCI 2012 or IAFS 1000, ECON 2060 and 2080, and one upper-division PSCI course. Students do not receive credit for both PSCI 4012 and PSCI 4732. Same as INV 4732. Approved for arts and sciences core curriculum: critical thinking or contemporary societies.


PSCI 4792-3. Issues on Latin American Politics. Studies several Latin American countries in some depth including history and contemporary politics. Students to listen to and evaluate a variety of arguments, and critically evaluate substantive content. Prereq., PSCI 2012 or IAFS 1000, and junior or senior standing. Approved for arts and sciences core curriculum: critical thinking.

PSCI 4842-3. Independent Study. Comparative. Subjects chosen and arrangements made to suit needs of each student. Independent study for upper-division students who have completed 9 credit hours of political science and who have an overall GPA of at least 3.00. Not more than 6 credit hours of independent study may be credited toward the minimum requirements in the political science major. Special independent study approval agreement form must be obtained from the department. May be repeated for a total of 7 credit hours. Prereq., PSCI 2012 or IAFS 1000.

PSCI 5012-3. Seminar in Comparative Political Systems. Discusses current literature on comparative politics including theoretical and methodological issues. Same as PSCI 7012.

PSCI 5022-3. Seminar in Political Development: The Third World. Surveys political development in the context of economic and cultural development, the global economy, and the state system. Includes definitions, explanations, and prescribing policies for successful development and comparing Third and First World development. Same as PSCI 7022.

PSCI 5032-3. Seminar in Latin American Politics. Studies intensive study of the political process in Latin America with special emphasis on democratic experience. Same as PSCI 7032.

PSCI 5042-3. Seminar in Comparative Politics: Western Europe. Focuses on comparative analysis of changes in political institutions and processes and their impact on microeconomic policies, e.g., growth, employment, redistribution, and welfare. Includes an examination and writing of research papers on specific topics in industrial democracies. Same as PSCI 7042.

PSCI 5062-3. The Politics of Ethnicity. Explores the political aspects of pluralism, ethno-nationalism, separatism, and related phenomena. Examines theories of ethnic mobilization, conflict, and accommodation in the context of political development and "nation-building." Includes cross-policy comparisons and case studies of multicultural societies in the developed and developing world. Prereq., at least one course in comparative politics. Same as PSCI 7062.

PSCI 5072-3. Seminar in Comparative Politics: Sub-Saharan Africa. Studies comparisons among African political systems as well as with other areas of the world, and in understanding of change. Includes writing and discussion of analytical literature reviews and research papers on various aspects of political change in Sub-Saharan Africa. Same as PSCI 7072.

PSCI 5092-3. Comparative Human Rights and Repression. Provides students with an understanding of human rights and repression in a comparative perspective. Deals extensively with conceptual issues, theoretical explanations, and diverse techniques of studying the subject. Same as PSCI 7092.

PSCI 5112-3. Seminar in Comparative Political Parties and Interest Groups. Introduces students to the study of political parties and interest groups. Students to analyze political parties, parties, and interest groups. Analyzes concept, theories, and
case studies with particular emphasis on Western political systems. Also examines party systems in comparison and the role of groups and the determinants of group politics. Same as SCI 7112.

PSI 5132-3. Comparative Politics and Ideologies. Same as SCI 7132. Available through the Division of Continuing Education.

PSI 5142-3. Political Economy in Industrial Democracies. Provides an advanced seminar that examines the structure of political and economic relations in several advanced democracies. Specifically examines a series of historical, institutional, and cultural theories that purport to explain these differences. Same as SCI 7142.

PSI 5902 (1-3). Topics in Political Science. May be repeated for a total of 7 credit hours. Same as SCI 7902.

PSI 6902 (1-3). Graduate Research Topic. Guides independent research on a topic of special interest. Arrangements made to suit needs of each student. Not a free option; must be approved by student's advisor and department chair. Does not count as a seminar. May be repeated for a total of 7 credit hours. Same as SCI 8902.

PSI 6952-4. Master's Thesis. May be repeated for a total of 7 credit hours.


PSI 7022-3. Seminar in Political Development. Same as SCI 5022.


PSI 7042-3. Seminar: Comparative Politics—Western Europe. Same as SCI 5042.

PSI 7062-3. The Politics of Ethnicity. Pre-req.: at least one course in comparative politics. Same as SCI 5062.

PSI 7072-3. Seminar: Comparative Politics—Sub-Saharan Africa. Same as SCI 5072.

PSI 7082-3. Subordinate Protest and Democratization. Same as SCI 5082.

PSI 7092-3. Comparative Human Rights and Repression. Same as SCI 5092.

PSI 7112-3. Seminar: Comparative Political Parties and Interest Groups. Same as SCI 5112.

PSI 7902 (1-3). Topics in Political Science. May be repeated for a total of 7 credit hours. Same as SCI 5902.

PSI 8902 (1-3). Graduate Research Topic. May be repeated for a total of 7 credit hours. Same as SCI 6902.

PSI 8992-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

International Relations

PSI 2223-3. Introduction to International Relations. Introduces the field of international relations, with general survey of the theories, history, and problems of international and contemporary relations among state and nonstate actors. Approved for arts and sciences core curriculum: contemporary societies.

PSI 3123-3. War, Peace, and Strategic Defense. Analyzes employment, or the threat of employing force, in securing American interests in the post-Cold War world. Gives special attention to arms control negotiations and the threat of regional and nuclear weapons. Students may not receive credit for PSI 3121 and SCI 3123. Pre-req.: SCI 1101.

PSI 3143-3. Problems in International Relations. Analyzes the various theoretical and policy challenges facing the post-Cold War world, with emphasis on examining alternative conceptions of and approaches to such challenges. Pre-req.: SCI 2223. Approved for arts and sciences core curriculum: contemporary societies.


PSI 3193-3. International Behavior. Presents alternative theoretical frameworks to explain the interaction of international relations. Applies theories conflict behavior and social interaction to problems of war and peace. Pre-req.: SCI 2223.

PSI 4143-3. Seminar: Control of Foreign News Coverage—International Perspectives. Addresses press freedom as absolute and relative notions, and compares "national" developments with commitments to freedom, opportunities for conceptual/analytic, and empirical research with domestic and foreign materials. Upper-division students only. Pre-req.: SCI 2223.

PSI 4173-3. International Organization. Examines international organizations to determine whether they are effective instruments for achieving peace and security and for the promotion of international cooperation. Pre-req.: SCI 2223.

PSI 4183-3. International Law. Investigates the body of law that regulates relations between states and provides a framework for solving the problem of conflict. Explores its nature and effectiveness as well as its adaptability to a changing environment. Pre-req.: SCI 2223.


PSI 4233-3. The Middle East in World Affairs. Discusses the evolution of the Middle East and the world influence on the Middle East region. Students are encouraged to read and discuss international problems affecting the Middle East with special emphasis on the Arab-Israeli conflict. Pre-req.: SCI 2223.

PSI 4263-3. Advanced Seminar: International Affairs. Provides an interdisciplinary course to help majors in international affairs bring together, review, and apply what they have learned in their IA courses in the various disciplines and geographic areas. Emphasizes interaction between fact and theory. Pre-req.: SCI 2223. For seniors only; instructor consent required.

PSI 4703-3. Alternative World Futures. Aims to help students think about the future of the world in a systematic way. Focuses on alternative projections and policies dealing with major problems. Pre-req.: SCI 2223 and junior or senior standing. Approved for arts and sciences core curriculum: critical thinking.


PSI 4843-3. Independent Study—International Relations. Subjects and arrangements made to suit needs of each student. Independent study is for upper-division students who have completed 9 credit hours in political science and who have an average of at least 3.00. Not more than 6 credit hours of independent study may be taken for the minimum requirements in the political science major. Special independent study approval agreement form must be obtained from the department. May be repeated for a total of 7 credit hours. Pre-req.: SCI 2223.

PSI 5013-1. Seminar: International Relations. Topics in contemporary international issues and subsequent presentation and critical discussion of analytical studies. Allows students wide latitude in substantive and methodological approaches. Emphasizes changing trends and efforts to understand the bases for cooperation and conflict. Required of all Ph.D. students majoring in political science during their first year of residence. Same as SCI 7013.


PSI 5053-3. War and Peace. Allows for a systematic treatment of theories, concepts, and data; addressing the conditions and processes of international conflict, violence, and stability, with attention to historical and contemporary cases. Same as SCI 7053.

PSI 5063-3. Psychological Approaches to International Relations. Studies the role of psychological processes in the formulation and
conduct of foreign policy. Examples include attribution theory, cognition, decision making, and personality. Same as PS CI 5063.

PS CI 5073-3. Seminar: Global Political Economy. Introduces graduate students to concepts, theories, and data used to study the global system from a political-economic framework. Examines world systems analysis, regime change theory, and dependency theory with respect to operation of the exchange and power relationship within the contemporary world system. Same as PS CI 7073.

PS CI 5113-3. Advanced Readings in International Relations. Provides an advanced readings course for international relations graduate students. Acts as a capstone course for those preparing to take the Ph.D. comprehensive exams, and is intended to provide in-depth knowledge about core areas of international relations scholarship. PreReq.: PS CI 5013. Same as PS CI 7113.

PS CI 5223-3. Continuities and Changes in the Modern World Economy. Introduces the topics of globalization and democratization from an interdisciplinary perspective. Examines major changes to the global political economy and explores their implications for local, national, regional, and international political and economic processes. PreReq.: graduate standing in PS CI. Same as PS CI 7223, GEOG 5222, SOCY 5223, and ECON 8323.

PS CI 5333-3. Globalization and Democratization: An Introduction. Introduces research on globalization and democratization from an interdisciplinary perspective. Examines ongoing interdisciplinary research on the global political economy. Students learn about ongoing research, critique current efforts, and design their own research project. PreReq.: graduate standing in PS CI, ECON, GEOG, or SOCY. Same as PS CI 7333, SOCY 5333, and ECON 8333.

PS CI 5903 (1-3). Topics in Political Science. Not a free option; must be approved by the student's advisor and department chair. Does not count as a seminar. May be repeated for a total of 7 credit hours. Same as PS CI 7903.

PS CI 6903-1-3. Graduate Research Topic. Independent research in a topic of special interest. Arrangements made to suit needs of each student. Not a free option; must be approved by student's advisor and department chair. Does not count as a seminar. May be repeated for a total of 7 credit hours. Same as PS CI 8903.

PS CI 6953-4. Master's Thesis. May be repeated for a total of 7 credit hours.

PS CI 7013-3. Seminar: International Relations. Same as PS CI 5013.


PS CI 7053-3. War and Peace. Same as PS CI 5053.

PS CI 7063-3. Psychological Approaches to International Relations. Same as PS CI 5063.


PS CI 7113-3. Advanced Readings in International Relations. PreReq.: PS CI 5013 or 7013. Same as PS CI 7113.

PS CI 7223-3. Continuities and Changes in the Modern World Economy. PreReq.: graduate standing in PS CI. Same as PS CI 5223, ECON 8323, GEOG 5222, and SOCY 5223.

PS CI 7333-3. Globalization and Democratization: An Introduction. PreReq.: graduate standing in PS CI, ECON, GEOG, or SOCY. Same as PS CI 7333 and ECON 8333.

PS CI 7903 (1-3). Topics in Political Science. Same as PS CI 5903. May be repeated for a total of 7 credit hours.

PS CI 8903 (1-3). Graduate Research Topic. May be repeated for a total of 7 credit hours. Same as PS CI 6903.

PS CI 8993-10. Doctoral Dissertation. All doctoral students must register for at least 6 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of the catalog.

Political Theory

PS CI 2004-3. Survey of Western Political Thought. Studies major political philosophic and political issues of Western culture, from antiquity to 20th century. Approved for arts and sciences core curriculum: ideals and values.

PS CI 3054-3. American Political Thought. Highlights the development of American political theories and ideas from colonial period to present. Can also be taken for American field credit. PreReq.: PS CI 2004 recommended. Approved for arts and sciences core curriculum: United States context, or ideals and values.

PS CI 4024-3. Senior Seminar—Theory. Intensively analyzes and discusses major theories and issues of both contemporary political thought and the history of political philosophy. The topic is announced by the instructor, but might include analysis of concepts (justice, human rights, democracy, etc.) or major theories. Emphasizes advanced discussion plus individual research. PreReq.: PS CI 2004.

PS CI 4074-3. Quantitative Research Methods. Introduces quantitative research methods used in political science. Focuses on basic tools of analysis: data collection, processing, and evaluation, with special attention to survey techniques. Includes logistic and case study analysis, aggregate, cluster, and content analysis; and the use of computers in political research. PreReq.: PS CI 1101, 2223, or 2012.

PS CI 4094-3. Classical Greek Political Thought. Studies the main representatives of political thought of antiquity (Plato, Aristotle, Cicero) and the most important concepts and values of ancient political thought. Same as CLAS 4041, HIST 4041, PHIL 4210. PreReq.: PS CI 2004, CLAS/HIST 1051, CLAS/HIST 1061, HIST 1010, or PHIL 3000.


PS CI 4704-3. Politics and Language. Explores the use of language in politics. Examines in depth the political nature and meaning of language, including its significance, philosophy, and practice. PreReq.: junior or senior standing recommended. Approved for arts and sciences core curriculum: critical thinking.

PS CI 4714-3. Liberalism and Its Critics. Examines contemporary arguments for and against liberalism. Focuses on the analysis, evaluation, and understanding of the philosophical contributions to this debate. Gives special attention to the concepts of justice, freedom, equality, and individuation. PreReq.: junior or senior standing. Approved for arts and sciences core curriculum: critical thinking.

PS CI 4734-3. Politics and Literature. Broadly examines political topics as they are presented in important literary works and analyzes the possibilities involved in using the literary mode to present political teachings. PreReq.: junior or senior standing. Approved for arts and sciences core curriculum: critical thinking.

PS CI 4844 (1-3). Independent Study—Theory. Subjects and arrangements suit individual student needs. Independent study is for upper-division students who have completed 9 credit hours of political science and who have an overall GPA of at least 3.00. No more than 6 credit hours of independent study may be credited toward the minimum requirements in the political science major. Special independent study approval forms must be obtained from the department. May be repeated for a total of 7 credit hours. PreReq.: PS CI 2004.

PS CI 5004-3. Seminar: Political Theory. Allows for intensive research in and presentation of selected topics. Introduces students to the broad context within which political ideas arise. Deals with classical and modern thought. Same as PS CI 7004.

PS CI 5024-3. Seminar: Selected Political Theories. Familiarizes students with selected political philosophies or theories in classical or modern political thought. Same as PS CI 7024.

PS CI 5040-1-3. Topics in Political Science. May be repeated for a total of 7 credit hours.

PS CI 6004 (1-3). Graduate Research Topic. Independent research in a topic of special interest. Arrangements made to suit needs of each student. Not a free option; must be approved by student's advisor and department chair. Does not count as a seminar. May be repeated for a total of 7 credit hours. Same as PS CI 8004.

PS CI 6054-4. Master's Thesis. May be repeated for a total of 7 credit hours.

PS CI 7004-3. Seminar: Political Theory. Same as PS CI 5004.

PS CI 7024-3. Seminar: Selected Political Theories. Same as PS CI 5024.

PS CI 8094 (1-3). Graduate Research Topic. May be repeated for a total of 7 credit hours. Same as PS CI 6094.

PS CI 8994-10. Doctoral Dissertation. All doctoral students must register for at least 30 hours of dissertation credit as part of
the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of the catalog.

**Empirical Theory and Research Methodology**

PSCI 5075-3. Introduction to Professional Political Science. Introduces graduate students to intellectual foundations and historical development of political science: epistemologies, subfields, intellectual approaches, methodological strategies of the discipline, and ethics and norms of professional conduct. Same as PSCI 7075.

PSCI 5085-4. Introduction to Political Science Data Analysis. Provides intensive experience with quantitative techniques commonly employed in political science research. Examines fundamental design issues comparing experimental and post-hoc observational design; builds on a review of multivariate regression, inferential statistics, and causal modeling. Students undertake substantive research projects employing cross-sectional and time series data generated via different methodologies. Requires lab instruction in the use of the computer in quantitative applications of political science research. Prereq.: graduate standing in social science or history. Same as PSCI 7085.

PSCI 5085-5. Advanced Political Data Analysis. Provides advanced training in empirical and analytic methods of political analysis. Covers general multivariate linear (regression) models as employed in political science. Also covers variety of statistical approaches to empirical analysis (stochastic models, time series, and simulation). Prereq.: PSCI 5085 or instructor consent. Same as PSCI 7085 and GEOG 5085/7085.

PSCI 5125-3. Seminar: Conflict Behavior—The Politics of Violence. Surveys historical, theoretical, and empirical analyses of violent conflict behavior, including causes and consequences of riots, terrorism, revolution, internal, and external war, and intervention. Enrollment recommended in both semesters of the two-semester sequence. Same as PSCI 7125.

PSCI 5145-3. Basic Formal Methods in Political Science. Introduces the application and role of models in political science (domestic and international politics), in areas such as voting, coalitions, power, decision making, and war and peace. Models include applications of the theory, elementary probability, games, and systems analysis. Prereq.: PSCI 5085, 5095, or instructor consent. Same as PSCI 7145.

PSCI 5905 (1-3). Topics in Political Science. May be repeated for a total of 7 credit hours. Same as PSCI 7905.

PSCI 6905 (1-3). Graduate Research Topic. Offers the opportunity for independent research in a topic of special interest. Arrangements made to suit needs of each student. Not a free option; must be approved by student's advisor and department chair. Does not count as a seminar. May be repeated for a total of 7 credit hours. Same as PSCI 8905.

PSCI 6955-4. Master's Thesis. May be repeated for a total of 7 credit hours. Same as PSCI 7075.

PSCI 7055-4. Introduction to Political Science Data Analysis. Prereq.: graduate standing in social science or history. Same as PSCI 5085.

PSCI 7095-3. Advanced Political Data Analysis. Same as PSCI 5085.


PSCI 7905 (1-3). Topics in Political Science. May be repeated for a total of 7 credit hours. Same as PSCI 5905.

PSCI 8905 (1-3). Graduate Research Topic. May be repeated for a total of 7 credit hours. Same as PSCI 6905.

PSCI 8955-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

**Public Policy**

PSCI 5016-3. Introduction to the Policy Sciences. Provides an introduction to the policy sciences as a distinct discipline within the policy field. Emphasizes the use of conceptual tools to improve analysis of complex problems. Teaches problem-solving frameworks that students apply to issues of their choice. Same as PSCI 7016.

PSCI 5026-3. The Problem of Orientation. Teaches basic problem-solving frameworks for policy analysis. Emphasizes applications to develop policy recommendations for issues selected by students. Includes group projects. Same as PSCI 7026.

PSCI 5036-3. Introduction to Policy Science: The Decision Process. Provides policy science frameworks for analyzing policy problems and evaluating policy alternatives, and for analyzing policy processes and designing policy strategies to influence those processes in the direction of the preferred alternative. Emphasizes applications to problems selected by students for team projects. Same as PSCI 7036.

PSCI 5046-3. Context-Sensitive Research Methods. Prepares students to conduct research on topics where data is not obvious or not easily available. Encourages the use of text and setting as part of data collection. Methods include interviewing protocols, interpretive methods, cluster analyses, case study methodological, and textual analyses. Same as PSCI 7046.

PSCI 5056-3. Readings in Public Policy. Explores diverse approaches to policy choice, change, and learning. Literature on policy determinants and policy analysis, policy subsystems, innovation and diffusion, agenda setting, implementation, problem definition, and social construction. Same as PSCI 7056.

PSCI 5066-3. Argument, Persuasion, and Public Policy. Addresses the issues revolving around the fact that the audiences for policy arguments are typically a number of somewhat autonomous “policy communities” and an inability to persuade relevant audiences invites failure and frustration. Consequently, the course examines a number of types of policies in terms of what seems to persuade and why. Same as PSCI 7066.


PSCI 5906 (1-3). Graduate Research Topic. Provides the opportunity for independent research in a topic of interest. Arrangements made to suit needs of each student. Not a free option; must be approved by student's advisor and department chair. Does not count as a seminar. May be repeated for a total of 7 credit hours. Same as PSCI 8906.

PSCI 5956 (1-4). Seminar: Master's Thesis. May be repeated for a total of 7 credit hours. Same as PSCI 7016.

PSCI 7016-3. Introduction to the Policy Sciences. Same as PSCI 5016.

PSCI 7026-3. The Problem of Orientation. Same as PSCI 5026.

PSCI 7036-3. Introduction to Policy Science: The Decision Process. Same as PSCI 5036.


PSCI 7056-3. Readings in Public Policy. Same as PSCI 5056.

PSCI 7066-3. Argument, Persuasion, and Public Policy. Same as PSCI 5066.


PSCI 8906 (1-3). Graduate Research Topic. May be repeated for a total of 7 credit hours. Same as PSCI 6906.

PSCI 8996-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of the catalog.

**Law and Politics**


PSCI 5907 (1-3). Topics in Political Science. May be repeated for a total of 7 credit hours. Same as PSCI 7007.

PSCI 6907 (1-3). Graduate Research Topic. Provides the opportunity for independent research in a topic of special interest. Arrangements made to suit the needs of each student. Not a free option; must be approved by student's advisor and department chair. Does not count as a seminar. May be repeated for a total of 7 credit hours. Same as PSCI 8907.
PSCI 6957-4. Master's Thesis. May be repeated for a total of 7 credit hours.
PSCI 7907 (1-3). Topics in Political Science. May be repeated for a total of 7 credit hours. Same as PSCI 5907.
PSCI 8907 (1-3). Graduate Research Topic. May be repeated for a total of 7 credit hours. Same as PSCI 6907.
PSCI 8997-10. Doctoral Dissertation. All doctoral students must register for no fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of this catalog.

General

PSCI 4008-3. Political Science Honors Thesis. Involves writing an honors thesis. Restricted to students who have successfully completed PSCI 4718.
PSCI 4028-3. Special Topics. Offers subjects not covered by existing courses. Offered when the department approves a special topic. May be repeated for a total of 12 credit hours for different topics.
PSCI 4718-3. Honors Political Science Seminar. Involves writing and discussion of selected topics in political science. Critically reviews the major methodological and conceptual features of the discipline. Students begin their honors papers in the seminar. Prereq.: GPA of at least 3.50. Approved for arts and sciences core curriculum: critical thinking.
PSCI 4848 (1-3). Independent Study. Subjects chosen and arrangements made to suit needs of each student. Independent study is for upper-division students who have completed 9 credit hours of political science and who have an overall average of at least 3.00. Not more than 6 credit hours of independent study may be applied toward the minimum requirements in the political science major. Special independent study approval agreement form must be obtained from the department. May be repeated for a total of 7 credit hours.
PSCI 4938 (3-6). Internship in Government. Working individually under the guidance of a public official, students are assigned to projects selected for their academic suitability and value to the official. Biweekly seminars are held by the instructor to evaluate experiences, discuss relevant readings, or present project papers. Since prior approval by both the instructor and the official is required, prospective students should make their interest known before early registration. May be repeated for a total of 6 credit hours. Prereq.: PSCI 1101.
PSCI 5008-1. Teaching Political Science 1. First in a sequence of three courses designed to train graduate teachers in the essentials of political science teaching and provide a background in theories of political science teaching and development in discipline-specific education. Same as PSCI 7008.
PSCI 5018-1. Teaching Political Science 2. Second in a sequence of three courses designed to train graduate teachers in the essentials of political science teaching and provide a background in theories of political science teaching and development in discipline-specific education. Same as PSCI 7018.
PSCI 7008-1. Teaching Political Science 1. Same as PSCI 5008.
PSCI 7018-1. Teaching Political Science 2. Prereq.: PSCLI 7008 recommended. Same as PSCI 5018.
PSCI 7028-1. Teaching Political Science 3. Third in a sequence of three courses designed to train graduate teachers in the essentials of political science teaching and provide a background in theories of political science teaching and practical skills development in discipline-specific education. Prereq.: PSCLI 7008 and PSCI 7018 recommended.

Psychology

PSYC 2700-3. Psychology of Contemporary American Women. Surveys psychological theory and research concerning contemporary American women. Deals with such issues as masculine bias in American culture, sex difference in cognitive functioning and personality, psychological conflict for women between career and home, and, finally, specific areas pertaining to women's mental health. Prereq.: PSYC 1001 or WMST 2000. Same as WMST 2700. Approved for arts and sciences core curriculum: cultural and gender diversity.
PSYC 4240-3. Language and Mind. Studies processes of perceiving speech, interpreting it as meaningful, and expressing intentions to communicate as utterances. Emphasizes role of the brain and of perceptual and motor systems. Writing, gestural, and animal communicative systems also are treated. Prereq.: PSYC 1001 and LING 2000. Same as LING 4240.
PSYC 4560-3. Language Development. Examines the development of language in childhood and into adulthood, emphasizing the role of environment and biological endowment in learning to communicate with words, sentences, and narratives. Prereq.: PSYC 1001 and LING 2000, and junior or senior standing. Same as LING 4560 and SLHS 4560.
PSYC 4700-3. Woman and Mental Health. Examines mental health issues of women by focusing on theories of female personality development. Explores theory and research pertaining to women and psychopathology and to women as patients in traditional and nontraditional treatments of mental illness. Prereq.: PSYC 2700, WMST 2700, WMST 2800, or WMST 2810. Same as WMST 4700.
PSYC 4740-3. Biology of Amphibians and Reptiles. Focuses on comparative morphology, anatomy, ecology, behavior, and geographic distribution of amphibians and reptiles. Prereq.: EPB 1210 and 1220 or PSYC 1001 and 1002. Same as EPB 4740 and PSYC 5740.
PSYC 5740-3. Biology of Amphibians and Reptiles. Prereq.: Instructor consent. Same as PSYC 4740 and EPOB 5740.
PSYC 5800-5. Neuroscience Research Lab. Intensive study of methods and techniques in neuroscience research for advanced students. Methods are drawn from electrophysiology, neurohistology, computer neural modeling, neurochemistry, neuropharmacology, and psychophysics. Faculty and topics vary from term to term. Prereq.: graduate standing, recommendation of campus neuroscience faculty, and instructor consent. Same as EPOB 5830.

General

Many of the following courses have controlled enrollment by application. Please check with the departmental office in Herringer 204 for further information.

PSYC 1001 (3-4). General Psychology. Three hours lec. and one hour rec. per week. Surveys major topics in psychology: perception, development, personality, learning and memory, and biological bases of behavior. Students may participate as subjects for several hours in ongoing research.
PSYC 2841 (1-3). Independent Study (Lower Division). May be repeated for a total of 7 credit hours. Prereq.: freshman or sophomore standing.
PSYC 3001-3-6. Honors Seminar 1. Focuses on research design. Each student prepares an original, detailed research proposal, which can become the honors thesis. Open only to students who have been accepted into the psychology departmental honors program. Prereq.: consent of psychology honors director.
PSYC 3101-4. Statistics and Research Methods in Psychology. Three hours lec. and one two-hour lab per week. Introduces descriptive and inferential statistics and their roles in psychological research. Topics include correlation, regression, t-test, analysis of variance, and selected nonparametric statistics. Recommended prerequisite: MATH 1000 or equivalent. Similar to PSYC 2101. Students may not get credit for both PSYC 2101 and 3101.
PSYC 4001-3. Honors Seminar 2. Surveys contemporary issues, explores current controversies, and examines in detail selected topics in psychology. Open to juniors and seniors in the department's honors program and to others who have a GPA of 3.00 or better. Prereq.: instructor consent. Approved for arts and sciences core curriculum: critical thinking.
PSYC 4011 (1-6). Senior Thesis. Critically reviews some aspect of psychological literature, scholarly analysis of a major psychological issue, or empirical research project. See the psychology honors director for further information. May be repeated for a total of 6 credit hours.
PSYC 4511-2-4. History of Psychology. Includes outline of development of psychological theories since the Greek philosophers, the story of experimental psychology and its problems, and schools of psychological thinking. Students read original sources in English and English translations. Restricted to juniors and seniors.
PSYC 4521-3. Critical Thinking in Psychology. Allows students to "expand their powers" as they think about psychological problems, or
about how psychological knowledge and techniques can be applied to pressing political, economic, biological, quantitative, and social issues. Encourages intellectual discipline and critical thinking about concepts and ideas; enables students to participate in oral and written discussion. May be repeated for a total of 6 credit hours. Restricted to psychology majors. Approved for arts and sciences core curriculum: critical thinking.

PSYC 5411-54. Special Topics in Psychology. Studies and analyzes special interest topics from the broad and diversified field of psychology. Particular section content is determined by instructor. May be repeated for a total of 6 credit hours. Same as PSYC 5541.

PSYC 4841 (1-6). Independent Study (Upper Division). Pass/fail only. May be repeated for a total of 3 credit hours. Restricted to psychology majors. Prereq., junior or senior standing.

PSYC 4851 (1-3). Independent Study (Upper Division). Pass/fail only. May be repeated for a total of 7 credit hours. Prereq., junior or senior standing.

PSYC 4911-3. Teaching of Psychology. Students receive concrete experience in teaching general psychology under supervision of a psychology faculty member. Alternative pedagogical strategies are discussed. Students must submit an application to the director of undergraduate studies.

PSYC 4931-3. Field Placement Internship. Offers valuable volunteer experience through a supervised field placement. Provides hands-on insight into the decisions and issues that confront professionals in psychology and related fields. Restricted to psychology majors. Prereq., completion of 12 or more hours of psychology course work. Approved for arts and sciences core curriculum: natural science.

PSYC 5541 (1-6). Special Topics in Psychology. Prereq., instructor consent. Same as PSYC 5411.


PSYC 6811 (1-3). Independent Study. May be repeated for a total of 7 credit hours. Prereq., graduate student standing.

PSYC 6851 (1-3). Independent Study. May be repeated for a total of 7 credit hours. Prereq., graduate student standing.


PSYC 6941-3. Master's Degree Candidate. May be repeated for a total of 7 credit hours.

PSYC 6951 (1-6). Master's Thesis. May be repeated for a total of 7 credit hours.

PSYC 7051-2. Research Practicum. Discusses ongoing, current research projects, and students formulate and complete an empirical study of their own. For cognitive and social psychology graduate students. Prereq., instructor consent.


PSYC 7281-2. Mathematical Theories in Psychology. Offers a seminar on topics in mathematical theories of psychology. Specific topics vary depending on interests of students and instructors. May be repeated for a total of 8 credit hours. Prereq., instructor consent.


PSYC 7521-3. History and Theory. Surveys the development of psychological theories. Includes cross-cultural, comparative, and social perspectives. Provides opportunity for intensive examination of a few selected topics, which differ from year to year. Prereq., instructor consent.

PSYC 8991-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School chapter.

Biological

PSYC 2012-3. Biological Psychology 1. Surveys the biological bases of learning, motivation, emotion, sensory processes and perception, movement, comparative animal behavior, sexual and reproductive activity, motivational behavior, neurobiology of language and thought, and neurophysiology and neuroanatomy in relation to behavior. Prereq., completion of 12 or more hours of biology course work. Approved for arts and sciences core curriculum: natural science.


PSYC 4052-4. Behavioral Neuroscience. Intensive survey of the morphological, neurochemical, and physiological aspects of behavior. One lab/sec. section per week required. Prereq., one of the following sequences of courses: PSYC 2012 and 2022; MCB 1150 and 2150; MCB 1150 and EPHB 1220; EPHB 1220 and 1220; CHEM 1111 and CHEM 1131; PHYS 1010 and 1020, or PHYS 1010 and 2020. Same as PSYC 5052.

PSYC 4072-3. Clinical Neurosciences: A Clinical and Pathological Perspective. Provides basic science background for understanding the mechanism of behavior disturbances resulting from brain damage. Emphasizes pathological neuroanatomy, neurophysiology, and neuropharmacology, which is essential for understanding problems related to health and disease. Prereq., one of the following sequences of courses: PSYC 2012 and 2022; EPHB 1210 and 1220; MCB 1150 and 2150, or MCB 1150 and EPHB 1220. Same as PSYC 5072.

PSYC 4082-4. Advanced Neurobiology Laboratory. Provides an advanced course in neurobiology methods. Exercises involve hands-on demonstrations of the mechanisms of neurotransmission, focusing on particular cell groups and events. Peripheral nervous system physiology is followed by consideration of central processes using electrophysiology. Prereq., instructor consent.

PSYC 4092-3. Hormones and Behavior. Represents application of endocrinological concepts and techniques to problems of motivation and behavior. Prereq., junior or senior standing. Same as PSYC 5092.

PSYC 4112-3. Behavioral Genetics Laboratory. Provides laboratory experience in behavioral genetics. Students train in one or more aspects of data collection and interpretation, read research papers, contribute nine hours per week to a research project in behavioral genetics, and write a report. Prereq., PSYC 3102 or 4102.

PSYC 4122-3. Quantitative Genetics. Surveys principles of genetics of quantitative characteristics. Topics include gene frequencies, effects of mutation, migration, and selection. Also looks at correlations among relatives, heritability, inbreeding, crossbreeding, and selective breeding. Prereq., PSYC 2101 or 3101, and PSYC 3102 or 4102. Same as PSYC 5122.

PSYC 4132-3. Behavioral Neuropsychology. Offers an advanced course in neuroscience, considering chemical transmission in detail. Topics include neurochemistry as well as the mechanism of action of psychoactive drugs, cellular neurochemistry, and special topics in neuroscience research. Explains how psychologists use drugs to study learning, attention, motivation, and abnormal behavior. Prereq., PSYC 4052 or 5052. Same as PSYC 5132.

PSYC 4212-3. Geonlectical: A Multidisciplinary Perspective. Covers biological, psychological, and social issues in geonectics. Topics include brain changes with age, learning/memory changes with age, and social impact of increasingly older population distribution. Prereq., PSYC 2145, 2505, 4052, 4145, 4205, or 4406, or instructor consent. Same as PSYC 5212.

PSYC 4672-3. Principles of Developmental Psychology. Presents principles useful in understanding biobehavioral development, together with critical analysis of theories and research methodologies. Perspective is comparative, focusing on both human and animal research and on diverse cultures and ecosystems. Prereq., PSYC 2012 or 4052; EPHB 1210 and 1220; or EPHB 4420 and 4200.

PSYC 5042-3. Mammalian Neurophysiology. Examines selected topics in neurophysiological basis of higher brain function in mammals. Central theme is how neurophysiological data can provide insight into the type of information processing involved in sensation, perception, cognition, and action. Prereq., PSYC 4052, EPHB 4205, or MCB 4190, and instructor consent.


PSYC 5062-4. Functional Neurochemistry. Examines mechanisms of functional signal transduction in experimental literature in areas of transmitter synthesis, transport, secretion, turnover, reuptake, and post synaptic effects. Other special topics included. Prereq., PSYC 4052, MCBDB


PSYC 5112-3. Concepts in Behavioral Genetics. Examines selected topics in greater detail than is possible in the comprehensive undergraduate course in behavioral genetics (PSYC 4102). Topics covered may include inheritance of behavioral characteristics from perspectives of pharmacogenetics, transcription genetics, biochemical genetics, and evolutionary genetics. May be repeated for a total of 9 credit hours. Prereq., instructor consent.


PSYC 5262-3. Mammalian Neuroanatomy. Covers microscopic anatomy and function of different brain regions. Emphasizes correlation between structure and function, particularly at cellular and synaptic level. Course includes brain section, description of neuroanatomical and neuroembryological techniques, and an introduction to the ultrastructure of neurons. Prereq., PSYC 4052, MCDB 4190, or EPOB 4220, and instructor consent.

PSYC 5272-3. Neuronal Plasticity. Describes changes that occur in the nervous systems as a result of lesions, altered environment, and during development. These changes are examined relative to their significance for the organism, and to underlying mechanisms. Prereq., understanding of behavioral plasticity and recovery of function, and instructor consent.

PSYC 7012 (0-3). Research in Behavioral Genetics. Individual research projects. May be repeated for a total of 7 credit hours.

PSYC 7102-2. Seminar: Behavioral Genetics. Intensive study of selected topics in behavioral genetics. Emphasizes recent research. Attention to both human and animal studies. May be repeated for a total of 7 credit hours. Prereq., instructor consent.

PSYC 2303-3. Psychology of Adjustment. Surveys concepts pertaining to the process of psychological adjustment, with emphasis on understanding the concepts to understand common human problems in personal growth and relationships with others.


PSYC 2653-2. Child Psychology Practicum. Interns volunteer work with children in adlay care centers, nursery schools, community youth organizations, or the like. Requires periodic training sessions and discussion group meetings with agency and departmental staff. Coreq., PSYC 2643.

PSYC 3313-4. Psychopathology. One two-hour per week. Analyzes major theories of personality and behavior disorders. Students will not receive credit for this course if they have already received credit for PSYC 4301 or 4313. Prereq., PSYC 1001.

PSYC 4303-3. Abnormal Psychology. Examines deviant behavior as extreme variations of the normal personality. Focuses on major theories of personality and behavior disorders. Theories of mental disorder and methods of assessment. Not open for credit to those who have credit for PSYC 3313 or 4313. Prereq., PSYC 1001.

PSYC 4423-3. Research Problems in Clinical Psychology. Surveys major research issues relevant to the field of clinical psychology and mental health services. The purpose of developing familiarity with substantive and methodological problems facing the field. Prereq., instructor consent for undergraduates. Same as PSYC 5423.

PSYC 4553-3. Developmental Psychopathology. The first semester of this year-long course provides an introduction to child development, developmental psychopathology, and clinical interventions for children. Focuses on the concepts and methodologies involved in the field of developmental psychology and child clinical psychology. Prereq., instructor consent for undergraduates. Same as PSYC 5453.


PSYC 5713-3. Survey of Clinical Psychology. Surveys theories and practices relating to problems of ability and adjustment. Diagnostic procedures and treatment methods with children and adults. Prereq., PSYC 3313, 4303, or 4313. Open to majors only.

PSYC 4733-4. Psychological Testing and Assessment. Provides an overview of issues central to testing and assessment of psychological constructs, including types of evaluation instruments currently in use in the field, their applications, and design. Prereq., PSYC 1001 and 3310, or PSYC 2101.


PSYC 5433-3. Adult Psychopathology. Intensively surveys major theories, research findings, and behavioral characteristics associated with adult reaction patterns. Prereq., instructor consent.


PSYC 7503-3. Developmental Child Clinical Assessment. Provides clinical psychology students with a theoretical understanding and skills to conduct a comprehensive review of psychological and developmental functioning. Includes assessment from a variety of sources and contexts, including testing. Prereq., PSYC 5453 and enrollment in the clinical psychology graduate program.

PSYC 7653-3. Child Psychotherapy. The second semester of this year-long course builds upon the course in PSYC 5453 to explore the theoretical and empirical bases for understanding child psychotherapy and intervention. Prereq., PSYC 5453 and instructor consent.

PSYC 7673-3. Adult Psychotherapy. Discusses selected topics in the field of psychotherapy, including concepts of abnormal behavior, therapy, and the process of therapy. Topics vary from semester to semester. Prereq., instructor consent.

PSYC 7683-3. Objective Testing in Clinical Psychology. Focuses on administering and interpreting objective test results commonly used in clinical psychology practice. Prereqs. are MAI, PSYCH, WISP, WAI, or other objective measures relevant. Uses case study format. Prereq., instructor consent.

PSYC 7693-3. Personality Measurement. Covers theory and practice primarily in areas of individual and group testing. Includes intensive field work and report writing. Prereq., instructor consent.

PSYC 7703-3. Seminar: Clinical Psychology. Offers selected topics in the area of clinical psychology. May be repeated for a total of 12 credit hours. Prereq., instructor consent.

PSYC 7713-3. Practicum in Clinical Psychology. Provides direct clinical experience for Ph.D. candidates in clinical psychology only. May be repeated for a total of 7 credit hours.

PSYC 7773-3. Professional Issues in Ethics in Prevention and Intervention. Focuses on the ethical dilemmas of individuals using data obtained from personal interviews. Covers concepts of human values, and personality characteristics of individuals using data obtained from personal interviews. Includes considerations of ethical issues in clinical psychology only.

Developmental
PSYC 4643-3. Developmental Psychology. In-depth consideration of human developmental processes across the life span. Includes coverage
of the major topics in human development, such as physical, cognitive, social, and personality development. Open only to juniors and seniors. Prereqs: PSYC 1001.

**Experimental**


PSYC 3105-3. Experimental Methods in Psychology. Introduces the use of experimental procedures in psychology. Students learn about the logic and design of experiments, the meaning of psychological data, how to analyze and interpret data, and the role of theory in psychology. Prereqs: PSYC 1001, and 2101 or 3101. PSYC 2145 recommended. Approved for arts and sciences core curriculum: critical thinking.

PSYC 4135-4. Judgment and Decision Making. One lab, three lectures per week. Introduces the study of judgment and decision making processes (estimation, prediction, and diagnosis, choice under uncertainty, and risky decision making) and the methods that have been developed to improve performance (statistical modeling, decision analysis, and expert systems). Preqs: PSYC 1001, and 2101 or 3101. Same as PSYC 5135. Similar to PSYC 4436.

PSYC 4145-4. Cognitive Psychology. Offers an advanced course in human cognitive processes. Focuses on attention, pattern recognition, memory, learning, language, visual thought, reasoning, problem solving, and decision making. Discusses major theories and ideas in terms of the research they have inspired. Emphasis varies with instructor. One lab per week; research project required. Preqs: PSYC 1001, 2145, and 2101 or 3101. Same as PSYC 5145.

PSYC 4165-4. Psychology of Perception. One lab, three lectures per week. Analyzes peripheral and central mechanisms involved in the transduction and interpretation of experience. Gives special attention to vision and audition; major theories in these areas are discussed in terms of research they have inspired. Preqs: PSYC 1001, and 2101 or 3101.

PSYC 4175-3. Introduction to Cognitive Simulation. Surveys major simulation programs in perception, learning, memory problem solving, and discovery. Students complete a simulation project as part of the course requirement. Preq: PSYC 1001. Same as PSYC 5175.

PSYC 4205-4. Psychology of Learning. One lab per week. Discusses conditions of learning in animals and humans as found in experimental literature. Preqs: PSYC 1001, and 2101 or 3101.

PSYC 4385-3. Ethology and Comparative Psychology. Discusses behavior of representative members of each animal phylum. Emphasizes ontogeny of behavior as well as phylogeny. Preqs: PSYC 1001 or EOPB 1210. Same as PSYC 5385.

PSYC 4505-4. Behavior of Zoo Animals. Examines behavioral research conducted at zoos of the world. Emphasizes courtship and copulation, offspring development, socialization, intellectual processes, and animal communications. Preqs: PSYC 1001, 2101 or 3101, EOPB 1210, and 1220. Same as PSYC 5505.


PSYC 5185-4. Cognitive Processes in Reading. Explores both normal and disabled reading development from cognitive, neurolinguistic, genetic, social, and educational perspectives.

PSYC 5505-4. Behavior of Zoo Animals. Same as PSYC 4505.

PSYC 5565-3 and 5675-3. Proseminar: Advanced Experimental Psychology. Provides an advanced and intensive survey of topics in experimental psychology. General areas include sensation and learning, and cognitive psychology. Preqs: instructor consent.

PSYC 5575-3. Proseminar: Advanced Experimental Psychology. Offers an advanced and intensive survey of topics in experimental psychology. General areas include sensation and perception, and history and theory. Preqs: instructor consent.

PSYC 5575-3. Issues and Methods in Cognitive Psychology. Provides an advanced introduction to research in cognitive psychology. Focuses primarily on graduate psychology students. Includes basic experimental methodology and design, advanced topics in statistics, and methods for a special topic in cognitive psychology (topic varies). Preqs: graduate enrollment in psychology or extensive background in cognitive psychology and statistics. Preqs: instructor consent.

PSYC 5585-3. Proseminar: Thinking and Problem Solving. Introduces graduate students to the empirical and theoretical analysis of higher mental processes, such as problem solving, deductive, inductive, and analogical reasoning; choice, and decision making. Preqs: instructor consent.

PSYC 7205-2. Seminar: Learning. Offers a detailed study of one or more important topics in the psychology of learning. Content of seminar varies from semester to semester. Prereqs: instructor consent.

PSYC 7215-3. Seminar: Experimental Psychology. Offers an advanced seminar dealing with different specialized topics, at the discretion of the instructor, in different years. Topics chosen are within the broad range of experimental psychology. Prereqs: instructor consent.

PSYC 7315-2. Advanced Research Seminar on Human Memory. Addresses topics in the experimental psychology of human memory. Content varies from semester to semester, depending on interests of faculty and students. A sample topic is the long-term retention of skill. Prereqs: graduate standing in psychology or related disciplines.

**Social**

PSYC 2406-3. Social Psychology of Ethnic Groups. Focuses on social-psychological approaches to a study of American ethnic minority groups, using both traditional and contemporary perspectives on race, ethnicity, and culture of the individual or group being studied. Preq: PSYC 1001.

PSYC 2456-3. Social Psychology of Social Problems. Examines social psychological aspects of a variety of issues, ranging from problems of poverty or minority status to topics of prejudice, drug use, student protest, and patterns of sexual behavior.

PSYC 2606-3. Social Psychology. Covers general psychological principles underlying social behavior. Analyzes major social psychological theories, methods, and topics, including attitudes, conformity, aggression, attraction, social perception, helping behavior, and group relations. Preqs: PSYC 1001. Similar to PSYC 4406; students may not receive credit for both 2606 and 4406. Approved for arts and sciences core curriculum: contemporary societies.

PSYC 4376-4. Research in Social Psychology. Designed primarily for psychology majors interested in learning about research methodology. Topics include research design, data collection, and data analysis, and written research reports. Preqs: PSYC 1001, 2606, and 2101 or 3101.

PSYC 4456-3. Psychology of Personality. Offers a psychological study of structure, organization, and development of the person as a whole. Analysis of major theories, methods, and research, including topics such as emotion, motivation, temperament, inner experience, identity and the self, personality change, and the influence of sociocultural context. Restricted to juniors and seniors.

PSYC 4606-3. Advanced Topics in Social Psychology. In-depth study of selected topics in social psychology. Particular sections content each semester is determined by the instructor. May be repeated for credit twice, provided the topics vary. Preqs: PSYC 1001, 2101 or 3101, and PSYC 2606.

PSYC 5606-3. Proseminar: Social-Personality Psychology. Provides a thorough introduction to methods and theories in social psychology concerned with topics such as the self, social cognition, judgment and decision making, attitude formation and change, small group processes, interpersonal relations, and social psychol-
Religious Studies


RLST 2200-3. Religion and Dance. Religions in cultures around the world frequently engage in dance. By focusing on dances and forms of movement, religious beliefs and meanings can be seen and appreciated. Studies select religions and cultures from around the world. Theory is developed to interpret and analyze religion and dance. Approved for arts and sciences core curriculum: literature and the arts, or ideals and values.

RLST 2201-3. Religion and Dance. Comparative study of the dances of two cultures (possibly varying), including instruction in elementary dance movement and the cultural, historical, and religious contexts of the dance. Complements RLST 2200. Coreq. RLST 2200.

RLST 2400-3. Religion and Contemporar. Society. Studies the nature of contemporary American society from various theoretical perspectives in religious studies. Given attention to the impact of secularization and to the religious elements found in aspects of secular life (e.g., politics, literature, education, and recreation). Approved for arts and sciences core curriculum: contemporary society.

RLST 2500-3. Religions in the United States. Explores the development of various religious traditions within the shaping influences of American culture, including separation of church and state, the frontier experience, civil religion, and the interaction of religions of indigenous peoples, immigrants, and African Americans. Approved for arts and sciences core curriculum: United States context, or ideals and values.

RLST 2600-3. World Religions: Western. Introduces literature, beliefs, practices, and institutions of Judaism, Christianity, and Islam in historical perspective. Approved for arts and sciences core curriculum: ideals and values.

RLST 2610-3. World Religions: India. Introduces the literature, beliefs, practices and institutions of Hinduism, Buddhism, Jainism, and Sikhism in historical perspective. Approved for arts and sciences core curriculum: ideals and values.

RLST 2620-3. World Religions: China and Japan. Introduces literature, beliefs, practices, and institutions of Taoism, Confucianism, Buddhism, and Shintoism in historical perspective. Approved for arts and sciences core curriculum: ideals and values.


RLST 2800-3. Women and Religion. Examines roles of women in a variety of religious traditions including Judaism, Christianity, Hinduism, Buddhism, and goddess traditions. Same as WMST 2800. Approved for arts and sciences core curriculum: cultural and gender diversity.

RLST 2840 (1-3). Independent Study. May be repeated for a total of 8 credit hours. Prereq. RLST 2200 or instructor consent.


RLST 3020-3. Advanced Writing in Religious Studies. A seminar for religious studies majors that emphasizes the development of writing skills for use inside as well as outside the academy. Writing assignments are focused on one or more core topics in religious studies. Restricted to RLST majors. Approved for arts and sciences core curriculum: written communication.


RLST 3125-3. Black Religious Life in America. Emphasizes the four principles in the growth and expansion of the black church: African traditional religion to the end of the American Civil War; development stage; traditional stage; and the contemporary period. Same as BLST 3125. Approved for arts and sciences core curriculum: contemporary society or ideals and values.


RLST 3250-3. Gandhi: Life and Teaching. Studies the life and teaching of Mohandas Gandhi, through reading and discussion of primary sources. Focuses on Gandhi's religion and his impact as a religious leader. Approved for arts and sciences core curriculum: ideals and values.

RLST 3500-3. Indian Buddhism. Studies selected aspects of Buddhist tradition in India, including the life of the Buddha, development of the early community, Buddhist contemplative tradition, early Buddhist philosophy and psychology, and origins and development of Indian Mahayana Buddhism.

RLST 3500-3. Japanese Religions. Studies the literature, beliefs, practices, and institutions of Shinto, Buddhism, and Confucianism within the historical development of Japan.

RLST 3500-3. Religion and Play. Examines the role of play in the life of a religious community, the relationship between religion and play, and the historical development of the arts by non-Western and Asian cultures. Also examines the impact of cybernetic art on the history of modern Western thought. Approved for arts and sciences core curriculum: cultural and gender diversity.

RLST 3520 (1-3). Religion and Dance Studies. Studies dancing in religious cultures to appreciate how it functions to enact religious beliefs, effect social change, shape moods and emotions, and forge personal and group identity. Prereq. RLST 2200 or instructor consent.

RLST 3600-3. Islam. Introduces Islamic beliefs and practices through an examination of the Qur'an, Muhammad's life, ritual duties, law and theology, mysticism, and social institutions.

RLST 3700-3. Religion and Psychology. Examines the relationship between religion and psychology in the understanding of human nature. Considers a variety of contemporary theories and models in both psychology and religious studies. Approved for arts and sciences core curriculum: critical thinking.


RLST 3820-3. Topics in Religious Studies. Intensive study of a selected area or problem in religious studies. May be repeated for a total of 9 credit hours at topic change.

RLST 3830-3. Perspectives on the Study of Religion. Offered each fall semester. Surveys basic approaches to the study of religion. Students read and respond to seminal works in religious studies selected by faculty members, who visit class for discussions. Students also meet several religious communities in the Boulder/Denver region. Restricted to and required for junior and senior RLST majors.

RLST 4020-3. Topics in Biblical Christianity. Studies major religious texts, origins, development of the historical person of Jesus, and theological perspectives of the New Testament. Emphasizes methodology, e.g., textual criticism, literary criticism, and form criticism. Variable topics include synoptic gospels, John, and Pauline writing. May be repeated for a total of 9 credit hours at topic change. Prereq. 6 credit hours of
RLST courses at any level or instructor consent. Same as RLST 5028.

RLST 4030-3. Religions in America. Studies various religious movements in the United States and other parts of the Americas. Includes American religion and its effects on culture and society. Religions include Christianity, Judaism, Islam, and other religious movements. May be repeated for a total of 9 credit hours as topics change. Prereq.: 6 hours of RLST or instructor consent. Same as RLST 5030.

RLST 4050-3. Topics in Christian Studies. Studies a particular topic in Christian theology and culture such as early Christianity, medieval Christianity, Christianity in the United States, women in Christianity, liberation theology, Christianity and diversity, and modern Christian thought. May be repeated for a total of 9 credit hours as topics change. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 5050.

RLST 4200-3. Topics in Hinduism. Examines the central themes, schools of thought, and movements in Hinduism, such as yoga, Buddhism, Vedanta, and 19th-century Hinduism. May be repeated for a total of 9 credit hours as topics change. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 5200.

RLST 4250-3. Topics in Buddhism. Examines the central themes, schools of thought, and movements in Buddhism, such as Theravada in Southeast Asia, Mahayana, and Tantrayana. May be repeated for a total of 9 credit hours as topics change. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 5250.

RLST 4300-3. Topics in Native American Religions. Examines a topic (varies as different offerings) focusing on religions of peoples indigenous to the Americas. May consider mythology, shamanism, and medicine; trickster, clown, and fool; and crisis and out movements. May be repeated for a total of 9 credit hours as topics change. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 5300.

RLST 4500-3. Native American Religions. Regional Studies. Studies religion(s) of a single native North American tribe or geographic region within context of history and culture of the tribe. May be repeated for a total of 9 credit hours as topic change. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 5350.

RLST 4550-3. Religion, War, and Peace in U.S. History. Examines interaction between religious language, symbols, traditions, and issues of war and peace in U.S. history, especially since World War II. Gives particular attention to the formation of U.S. government policies. Prereq.: 6 hours of religious studies at any level or instructor consent. Same as RLST 5550.

RLST 4600-3. Islam in the Modern World. Globally viewing religion and politics; Islam and the West; the Islamic revival and its varied forms in Iran, Indonesia, Libya, and Pakistan; development and changes in the status of women; and media and academic stereotyping. Prereq.: 6 credit hours of religious studies at any level or instructor consent. Same as RLST 5600.

RLST 4700-3. Confucianism. Studies Confucianism, one of the most influential traditions of East Asia. Focuses on major writings of classical Confucianism as well as Neo-Confucianism and analyzes the religious dimension of the tradition. Prereq.: 6 credit hours of religious studies at any level or instructor consent. Same as RLST 5700.

RLST 4750-3. Taoism. Covers historical development and influence of Taoist tradition in Chinese culture, focusing on classical philosophical Taoism, religious Taoism, and neo-Taoism. Prereq.: 6 credit hours of religious studies at any level or instructor consent. Same as RLST 5750 and CHIN 5750.

RLST 4760-3. Sufism. Studies origins and aims of Islamic mysticism, with concentration on the Sufi orders and mystics of Al-Hajjari, Al-Ghazali, Rumi, and others. Prereq.: 6 credit hours of religious studies at any level or instructor consent. Same as RLST 5760.

RLST 4800-3. Critical Studies in Religion. Focuses on a current issue or area of research in the study of religion. Students analyze the way theories develop and learn to develop their own critical analysis. Topics vary, e.g., comparative kinship, colonialism, ritual theories, feminist analysis. May be repeated for a total of 6 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 5800.

RLST 4810-3. Honors Thesis. Required for students who elect departmental honors. Students write an honors thesis based on independent research under the direction of a faculty member.

RLST 4820-3. Interdisciplinary Seminar on Religion. Topics. Variable topics in religion, drawing from a variety of disciplines and methodologies as they shed light on specific traditions and issues. May be repeated for a total of 9 credit hours as topics change. Prereq.: 6 credit hours of religious studies at any level or instructor consent. Same as RLST 5820.

RLST 4830-3. Senior Majors Seminar. Topics and instructors vary. Open to students majoring in religion. May be repeated for a total of 9 credit hours as topics change. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 5830.

RLST 5020-3. Topics in Biblical Christianity. May be repeated for a total of 9 credit hours. Same as RLST 4020.

RLST 5030-3. Religions in America. May be repeated for a total of 9 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4030.

RLST 5040-1-3. Religion and the Internet. Ongoing editorial writing and technical maintenance of the on-line journal that is initiated and operated by religious studies graduate students. Includes study of philosophical and theoretical issues, as well as technical training. May be repeated for a total of 3 credit hours.

RLST 5050-3. Topics in Christian Studies. May be repeated for a total of 9 credit hours. Prereq.: 6 hours of religious studies at any level or instructor consent. Same as RLST 4050.

RLST 5200-3. Topics in Hinduism. May be repeated for a total of 9 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4200.

RLST 5250-3. Topics in Buddhism. May be repeated for a total of 9 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4250.

RLST 5300-3. Topics in Native American Religions. May be repeated for a total of 9 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4300.

RLST 5500-3. Native American Religions: Regional Studies. May be repeated for a total of 9 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4500.

RLST 5550-3. Religion, War, and Peace in U.S. History. May be repeated for a total of 9 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4550.

RLST 5650-3. Islam in the Modern World. May be repeated for a total of 9 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4600.

RLST 5700-3. Confucianism. Same as RLST 4700.

RLST 5750-3. Taoism. Same as RLST 4750 and CHIN 5750.

RLST 5760-3. Sufism. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4760.

RLST 5800-3. Religious Texts and Contexts. Examines ways in which religious texts (e.g., scriptures, commentaries, pseudepigrapha) relate to their contexts (e.g., cultural, literary, historical). May be repeated for a total of 9 credit hours as topics change. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4820.

RLST 5840-1-6. Independent Study. May be repeated for a total of 8 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4840.

RLST 6820-1. Religious Studies Graduate Colloquium. A biweekly seminar for graduate students in religious studies focusing on a different topic each session. Includes faculty, graduate students, and outside speakers in discussions of current issues in religious studies. May be repeated for a total of 6 credit hours as topics change. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4820.

RLST 6840-1-6. Independent Study. May be repeated for a total of 8 credit hours. Prereq.: 6 hours of RLST courses at any level or instructor consent. Same as RLST 4840.

RLST 6850-3. Comparative Studies in Religion. Focuses on theories and methods of com-
parative study in religion through an examination of the concept of God in Judaism, Hinduism, and Christianity. May be repeated for a total of 6 credit hours as topics change. Prereq. must be RLST graduate student.

RLST 6940 (1-3). Master's Degree Candidate.
RLST 6950 (1-6). Master's Thesis.

Sewall Residential Academic Program

SEWL 2020-1. Conversations on America. Required of all students enrolled in AMST 2000 or 2010. Consists of a series of three or four special lectures that further explore and supplement material covered in AMST 2000 and 2010.

SEWL 2021-3. Conversations in America Writing Seminar. Complements the Sewall Conversations on America lecture series. Students read essays by this year's speakers for context and as writing models, then develop narrative, analytical, and argumentative essays of their own. Emphasizes critical thinking and organizational skills as well as the importance of revision. Approved for arts and sciences core curriculum: written communication.

Sociology

Sociology courses numbered at the 1000- and 2000-level are designed for first- and second-year students (fewer than 56 credit hours). Sociology courses numbered at the 3000- to 4000-level are restricted to students with 56 credit hours or more, or those with instructor consent.

SOCY 1001-3. Analyzing Society. Examines U.S. society in global context, using basic sociological ideas. Focuses on the nature of group life, social and moral order, social institutions, social disorganization, social problems, and social change. Approved for arts and sciences core curriculum: contemporary societies.

SOCY 1011-3. Introduction to Sociological Ideas. Reviews important studies that have shaped the field of sociology and produced essential theory and methods of the sociologist at work. Prereq. SOCY 1001 or instructor consent.

SOCY 1031-3. Introduction to Social Psychology. Surveys social psychology with special attention given to theories such as psychoanalytic, symbolic interactionist, culture and personality, and structural-functionalism.

SOCY 1841 (1-6). Independent Study in Sociology. May be repeated for a total of 7 credit hours.

SOCY 1931-3. Sociology of Education Internship. Provides an academically supervised opportunity for lower-division students to intern in classrooms of innovative teachers and serve as staff members of a "hands-on" learning center, devised and administered cooperatively by the sociology department and local schools.

SOCY 2011-3. Contemporary Social Issues and Human Values. Explores contemporary sociologists on a global scale. Focuses on such issues as capitalization, socialism, race and ethnic problems, sex discrimination, poverty and the concentration of wealth, crime and deviance, human rights and human values, peace and war.

SOCY 2031-3. U.S. Values, Social Problems, and Change. Examines U.S. society from the perspective of values and theories of social change. Considers such problems as distribution of power, unemployment, poverty, racism and sexism, the changing role of the family, and drugs. Approved for arts and sciences core curriculum: ideals and values.

SOCY 2041-3. The Social Construction of Reality. Analyzes the human environment as a human product. Studies how all things that construct the objective social facts of our social world are created, reproduced, maintained, and distributed by specific human interaction processes.

SOCY 2051-3. Sociology of Sport. Looks at the role of sport in contemporary American society, examining the function of sport, socialization to the values and power hierarchies in sport, professionalization in sport, and social and gender sport.

SOCY 2061-3. Introduction to Social Statistics. Introduces students to quantitative analysis of social phenomena. Emphasizes understanding and proper interpretation of tables, graphs, measures of central tendency, dispersion, and association, and statistical significance to students with limited mathematical background.

SOCY 2091-3. Topics in Sociology. Variety of courses taught by visiting and regular faculty. See current departmental announcements for specific content. Students may receive credit for this course up to three times for different topics.

SOCY 3001-3. History of Sociological Thought 1. Analyzes major social theorists from Aratoide to Comte and Spencer.

SOCY 3011-3. History of Sociological Thought 2. Continuation of SOCY 3001. Analysis of major social theorists from mid-19th century to present.

SOCY 3041-3. Self and Consciousness. Explores human development from a psycho-social perspective, focusing on the interplay between psychological patterns and social forms. Issues such as personal image, identity, and transformation are studied within the larger context of the individual versus the collective forces leading to conformity.

SOCY 3081-3. Social Relations. Improves students' abilities to observe, analyze, and understand their own behavior and that of others. Improves their ability to see the small group as a social system. Students are expected to demonstrate their abilities by participation in groups as well as in written analyses.

SOCY 3091-3. Environment and Society. Focuses on influences of the natural and built environment upon human behavior and social organization; microenvironments and their influence on individuals; the impact of macronvironments on social organization and environmental movements.

SOCY 3111-3. Social Change. Studies historically and cross-culturally the causes of modernization and its effects upon the individual, the family, and economic and political institutions.

SOCY 3121-3. Sociology of Language. More than anything else, it is the fact that humans use language that makes them what they are. Course focuses on language in its social context, and the social processes that shape it.

SOCY 3141-3. Social Movements in the U.S. The philosophical foundations, new values, motivations for joining, leadership, strategies, organization dynamics, public response, and reasons for success and failure of social movements are the primary focus. A look at organized attempts to contest traditional ideas and values regarding the relationship of human organization and activities to social movements.

SOCY 3151-3. Self in Modern Society. Using a variety of eastern and western perspectives, explores how modern social institutions and culture shape our personal experiences. How personal experiences can affect the nature of those institutions and culture, and how strategies can be developed for achieving balance between the individual and society. Approved for arts and sciences core curriculum: United States context, or ideals and values.

SOCY 4031-3. Social Psychology Studies individuals in social context. Reviews philosophical and sociological treatments of the relation between the individual and society. More specific topics include the sociological process, theories of human development and personality formation, language acquisition, conformity, aggression, sex differences in personality and gender identity, and the relation between attitudes and overt behavior.

SOCY 4041-3. The Creative Self. Experimental approach to the creative process that fosters experimentation outside of conventional patterns of thinking and expression, and explores the use of imagination and creativity in thinking and problem-solving, writing, and art.


SOCY 4071-3. Technology and Modernization. Analyzes social structures and social relationships that change in response to technological innovation. Emphasis also given to the role of technology in the development of countries other than the United States.

SOCY 4081-3. Sociology of Education. Analyzes the school as a social organization. Among topics considered are power and control in the school, classroom organization and procedures and their relation to learning and personality development in students; roles of educators and reciprocal relations of school and community.

SOCY 4091-3. Uses of Photography in Sociology. Examines how still photography can be used in sociological investigation, particularly in ethnographic field work. Each student is required to design and carry out a field project. Direct experience in investigative inquiry and sharpening of the student's observational and analytical skills are the goals.
SOCY 4121-3. Sociology of Religion. Discusses the social origin of religion, its significance as a cultural factor and as a form of social control in contemporary society, and its relationship to other institutions.

SOCY 4151-3. Sociology of the Future. Systematic analysis of future societies. A variety of possible social arrangements are examined, and the social, economic, and political consequences of each are assessed. Computer simulation is used as an optional method.

SOCY 4201-3. Research Methods 1: Introduction to Research Methods. Introduces students to social science research, selected topics in the philosophy of science, and methodology. Emphasizes use of library resources, research design, hypothesis construction, methods of data collection, verbal and written reports, observation techniques, unobtrusive methods (content analysis, secondary analysis), measurement, scaling, and report writing. Prereq.: SOCY 2061.

SOCY 4301-3. Research Methods 2: Survey Methods. Teaches quantitative research methods and, particularly, methods of survey research. Topics include sampling, interviewing, schedule construction, data analysis, computer methods, index construction, and statistical analysis. Students participate in a survey project, design, collect data, and prepare a research paper on the basis of collected data. Prereq.: SOCY 2061.

SOCY 4401-3. Research Methods 3: Field Experience. Emphasizes the development of skills to prepare the student to conduct qualitative sociological research. Emphasizes ethnographic techniques, including intensive interviewing, direct observation, coding, participation observation, and report writing. Students conceive and execute a field research project with data collection, analysis, and a report. Prereq.: SOCY 2061.


SOCY 4451-3. Senior Honors Seminar 2. Preparation of an honors thesis; research strategies, theory construction, and use of theory. Research methods and data analysis are used in reference to students' honors theses. Prereq.: sociology majors with a grade point average of 3.20; and instructor consent.

SOCY 4461-3. Critical Thinking in Sociology. Examines a sociological topic in depth, covering such issues as theory, methods, social structure, social processes, social change, and social policy, emphasizing writing, reading, and critical thinking. Prereq.: SOCY 1001, 1011, and senior standing. Approved for arts and sciences core curriculum: critical thinking.

SOCY 4841 (1-3). Independent Study in Sociology. Upper-division variable credit. Instructor consent required. May be repeated for a total of 7 credit hours.

SOCY 4911-3. Teaching Sociology. Students participate in a teaching seminar under the supervision of a faculty member. Includes pedagogical strategies for implementing concrete educational goals and encouraging higher levels of creativity and analysis in a large, lower-division class. Emphasizes mentorship and personal development. Prereq.: SOCY 1001 and instructor consent.

SOCY 4931 (1-4). Social Action Internship. Provides an academically supervised opportunity for lower and senior sociology majors to work in public or private organizations. Focuses on the sociology of education, institution building, and social change in educational settings. Internship work in specially devised learning centers. Prereq.: junior or senior standing, and SOCY major.


SOCY 5011-3. Contemporary Theory. Surveys post-World War II sociological theory emphasizing such theories as functionalism, symbolic interactionism, exchange theory, conflict theory, and phenomenology.

SOCY 5021-3. Data Analysis. Examines modern methods of quantitative and qualitative data analysis such as regression analysis, causal modeling, computer methods, content analysis, and written presentation of findings.

SOCY 5031-3. Research Design. Principles and practice of quantitative and qualitative research, including the nature of scientific explanation, the relationship between theory and research, research design, measurement problems, sampling, questionnaire construction, interviewing, ethnographic methods, and statistical analysis.


SOCY 5051-3. Sociological Analysis of Organizations. Examines theory and research in the field of formal organization. Gives special attention to problems of organizational change and to the difficulties a social scientist working in a bureaucratic organization might encounter.

SOCY 5121-3. Ethnographic Research Methods. Students are trained in the systematic observation of people in situations, finding them where they are, staying with them in a role acceptable to them, conducting interviews, and reporting it in ways useful to social science but not harmful to those observed.

SOCY 5141-3. Sociolinguistics. Research seminar incorporating theories of language use in society and in social scientific inquiry together with practical experience in observing, recording, and analyzing actual language data from some aspect of social action chosen by the student.

SOCY 5161 (1-3). Special Topics. May be repeated for a total of 9 credit hours.

SOCY 5171-3. Issues in Contemporary Political and Social Theory. Analysis of contemporary issues in political and social theory, including discussion of alternative philosophies of science, methodologies and approaches to the problems of human action, social structure, and social order. Prereq.: graduate standing and SOCY 5001, 5011, 5021, 5031, or PSCI 5075.

SOCY 5221-3. Ethnographic Analysis. Drawing on data gathered through participation, observation, and in-depth interviewing, students focus on developing theoretical analyses and exploring classical and post-modern ethnographic writing formats. Students prepare and revise their papers as well as a seminar journal article. Prereq.: graduate standing and SOCY 5211, or instructor consent.

SOCY 5321-3. Sociology of Ideas. Examines how social structures and beliefs mutually influence each other through a critical analysis of classical and modern sociological theories and methods. Prereq.: graduate standing and instructor consent.

SOCY 5531-3. Seminar in Social Psychology. Studies the individual in social context. Focuses on theoretical perspectives and substantive issues specific to sociological and social psychology, including socialization, the self, social roles, language, deviance, gender, collective behavior, group processes, attitudes and behavior, social norms, and conformity.

SOCY 5601-3. Advanced Data Analysis. Examines general linear regression model to consider residual analysis, curvilinearity and interaction, and includes completion of a written research project. Prereq.: graduate standing and SOCY 5021.

SOCY 5841 (1-3). Independent Study in Sociology. Graduate variable credit. Prereq.: instructor consent. May be repeated for a total of 7 credit hours.

SOCY 6821-1. Graduate Sociology Forum 1. Introduces first-year graduate students to the full range of substantive topics, research programs, and other projects in which graduate sociology faculty are engaged. Provides a forum in which issues of the discipline are presented and discussed. Features weekly presentations and discussions. Prereq.: graduate standing; seminar in social psychology.

SOCY 6831-1. Graduate Sociology Forum 2. Introduces first-year graduate students to the full range of substantive topics, research programs, and other projects in which graduate sociology faculty are engaged. Provides a forum in which issues of the discipline are presented and discussed. Features weekly presentations and discussions. Prereq.: graduate standing; seminar in social psychology.

SOCY 6841 (1-6). Guided Research in Sociology. May be repeated for a total of 7 credit hours.

SOCY 6941 (1-3). Candidate for Degree for Master's Thesis. Prereq.: SOCY 6951 (1-4). Master's Thesis. Sciences 6991-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For detailed discussion of doctoral dissertation credit, refer to the Graduate School portion of the catalog.

Population and Health Issues

SOCY 1002-3. Global Human Ecology. Examines global survival issues and human values. Focuses on such problems as overpopula-
tion, world hunger and poverty, pollution, resource shortages, environmental impact of technology and population dynamics, public policy, and strategies for change.


SOCY 3022-3. Sociology of Chicanos and Mexican Americans. Surveys contemporary sociological studies of Chicanos and explores used to understand and explain their status. Issues covered include population growth, socioeconomic status, reverse discrimination, Chicana feminism, and U.S.-Mexico relations. Same as CHST 3023.


SOCY 5012-3. Population Issues, Problems, and Policies. Presents relations between population and society, covers contemporary perspectives, and attends to theoretical and empirical substance. Focuses on mortality, fertility, and migration, the major demographic areas, with reviews of specific demographic phenomena and controversies.


SOCY 5052-3. Research in Demographic Methods. Surveys demographic data and methods, social indicators, ecological and cohort analysis, with individual research done in a student's area of interest.

Health and Medicine


Approved for arts and sciences core curriculum: cultural and gender diversity or United States context.

SOCY 4003-3. Sociology of Aging. Studies present and future roles of the aged in the family, the community, and the economic, political, health, and retirement systems. Approved for arts and sciences core curriculum: contemporary societies.

SOCY 5223-3. Continuities and Changes in the Modern World Economy. Introduces the topics of globalization and democratization from an interdisciplinary perspective. Examines major changes to the global political economy and explores implications for local, national, regional, and international political and economic processes. Same as GEOG 5222 and PSCI 5223. Prereqs. graduate standing in economics, geography, political science, or sociology.

SOCY 5335-3. Globalization and Democratization: An Introduction. Introduces research on globalization and democratization from an interdisciplinary perspective. Examines ongoing research, critique current efforts, and develop their own research project. Prereqs. graduate standing in economics, economy, or GEOG. Same as PSCI 5333 and GEOG 5332.

Criminology

SOCY 1004-3. Deviance in U.S. Society. Examines deviant groups in the U.S., emphasizing existing theory and research about such issues as deviant careers, deviant lifestyles and behavior, and processes of social control. Approved for arts and sciences core curriculum: ideas and values.

SOCY 2043-3. Topics in Criminology. Variety of courses in criminology taught by visiting lecturers. See current departmental announcements for specific content.


SOCY 2024-3. Law and Society. Introduces the field of law and society. The first half of the course reviews basic empirical research on legal institutions in contemporary American society. The second half reviews broader theoretical perspectives in law and society. Recommended prereq. SOCY 1001.

SOCY 2044-3. Women and Crime. Examines gender and criminality by focusing on women as criminals, women as victims (sexual and domestic abuse), and women as workers in the criminal justice system (police, prison guards, attorneys, and judges). Prereq. SOCY 1004.

SOCY 4004-3. Topics in Criminology. Variety of courses in criminology to be taught by visiting lecturers. See current departmental announcements for specific content. Students may receive credit for this course up to three times for different topics.

SOCY 4014-3. Criminology. Scientifically studies criminal behavior with special attention given to development of criminal law and its use to define crime, causes of law violation, and methods used to control criminal behavior. Prereqs. senior standing and SOCY 1004.

SOCY 4024-3. Juvenile Delinquency. Examines the history, incidence, and prevalence of delinquent behavior, as well as theoretical explanations regarding why children become involved in criminal activity. Approved for arts and sciences core curriculum: contemporary societies.

SOCY 4034-3. The Treatment of Offenders. Studies principles of treating offenders, including attitudes toward crime, drug abuse, sexual deviance, and psychological disorders. Approves for arts and science core curriculum: contemporary societies.

SOCY 4054-3. The Sociology of Law. Explores the relationship between law and society. Examines legal and sociological social theories and research on selected legal institutions and the relationship between law and social control, dispute resolution, culture, stratification, and social change. Prereqs. junior or senior standing.


SOCY 4084-3. The American Criminal Justice System: An Advanced Overview. Examines the major actors and institutions of the criminal justice system, the exercise and structure of discretionary decision making, and the relationships between rule enforcers and rule-breakers. Recommended prereqs. SOCY 4014.

SOCY 4094-3. Thought Reform, Influence, and Social Control. Examines thought reform (i.e., coercive persuasion, brainwashing) and extreme forms of social control in the former Soviet Union, China, and in American corrections. Issues of recruitment, management, and the evolution of violence and terrorism are addressed. Recommended prereqs. SOCY 4031.

SOCY 4934-3. Internship in Community Corrections 1. Students gain professional experience with offenders in treatment practices and evaluation research approaches in community. Correlation of settings. Topics include theory and practice in probation and parole programming, half-way house program structure and management, and other community correction options. Recommended prereqs. SOCY 4934.

SOCY 4944-3. Internship in Community Corrections 2. Designed to continue the training received in SOCY 4934. Students may receive credit for this course only once two quarters are necessary to complete their obligations to the internship organization. Prereq. SOCY 4934.
SOCY 5004-3. Topics in Criminology. Variety of courses in criminology to be taught by visiting lecturers. See current departmental announcements for specific content. Students may receive credit for this course up to three times for different topics.


Social Conflict


SOCY 2015-3. Sociology of Natural and Social Environments. Sociological interpretation of the increasingly traumatic interaction of natural and social systems in the Rocky Mountain west, where the natural environment is impacted by recreational activities and land development.

SOCY 2025-3. Nonviolence and the Ethics of Social Action. Examines nonviolence as a strategy of social action. Focuses on ethics and dynamics of nonviolent action; racial and economic justice movements; civil disobedience; and conscientious objection to war.

SOCY 4015-3. Theories of Conflict. Discusses theories about causes of conflict, its consequences, and methods of conflict resolution. Examples are drawn from the fields of small groups, community conflicts, and international disputes. Explores relationship between the theory of conflict resolution and its practices, such as mediation.


SOCY 4115-3. Democracy and Nonviolent Social Movements. Explores theories of democracy and development engendered and tested by movements for nonviolent social change in different settings. Focuses on means and ends, spirituality, leadership, decision-making, civil society, cooperative economics, ecology, and decentralized power. Same as INVS 4914.


SOCY 5035-3. Social Stratification. Same as SOCY 4035.

SOCY 5055-3. Modern Marxist Social Theory. Analyzes recent Marxist theories of class structure, exploitation, political economy, alienation, culture, and the state as discussed in the work of Althusser, Gramsci, Lukacs, Mandel, Marcuse, Roemen, and others.

SOCY 5085 (1-3). Topics in Social Conflict. Visiting conflict management specialists examine the theory-practice relationship from the perspective of the professional third-party neutral. Explores conflict and communication, environmental conflict, and international and internal civil wars. May be repeated for a total of 9 credit hours.


SOCY 5615-3. Teaching in Sociology. Students learn how to plan, execute, and evaluate effectively throughout a new content area and a clearer sense of the field. Each student chooses a content area within sociology for the basis of planning a course and developing and presenting different teaching techniques. Prereqs.: enrollment in SOCY graduate program and completion of graduate-teaching-program fall intensive.

SOCY 5915-3. Conflict Management Practice. Students learn conflict management skills in field placements with governmental, educational, industrial, and mediation organizations.

Sex and Gender


SOCY 1016-3. Sex, Gender, and Society 1. Examines status and power differences between the sexes at individual and societal levels. Emphasizes historical cross-cultural context of gender roles and status, and reviews major theories of gender stratification. Same as WMST 1016. Approved for arts and sciences core curriculum: cultural and gender diversity.

SOCY 2016-3. Sex and Gender in Futuristic Literature. Examines social structural causes and social psychological consequences of sex stratification in the context of futuristic literature, including science fiction and science fiction, and dystopian and utopian novels. Same as WMST 2016.

SOCY 2026-3. Men and Masculinity. Studies the historical development, cross-cultural definition, and social construction of masculinity. Emphasizes contemporary definitions of masculinity and the impact on these definitions.


SOCY 3046-3. Topics in Sex and Gender. Facultly present courses based on their areas of expertise and specialization in the field of sex and gender. Students should check current sociology department notices of course offerings for specific topics. Students may receive credit for this course up to three times for different topics.

SOCY 4016-3. Sex, Gender, and Society II. Studies status and power differences between the sexes at individual, group, and societal levels. Examines empirically based psychological sex differences, and reviews biological psychological, sociological, and sociological explanations for gender differences. Same as WMST 4016.

SOCY 4026-3. Sociology of Mental Health: Gender, Race, and Class Issues. Analyzes the social construction of mental illness, historically and present, with a focus on relationships between gender, race, and class-based social structures defining mental health. Looks at alternatives to traditional interpretations of mental health/illness.

SOCY 4086-3. Family and Society. Studies the changing relationship between the family and the economic structure, historically and sociologically. Examines households that differ from the nuclear family, taking into account the political, social, ideological, and economic determinants of family formation. Same as SOCY 5086 and WMST 4086.

SOCY 5006-3. Sociology of Sex and Gender. Provides theoretical and empirical examination of sex stratification, sex role differentiation, and sex differences in socialization, personality, institutions, and culture.

SOCY 5026-3. Feminist Research Methods. Explores sociological and methodological issues generated by feminist research and students' own projects.

SOCY 5036-3. Feminist Theory. Examines the main schools of feminist thought and their impact upon sociological theory. Also examines current feminist theoretical debates (e.g., on the relationship between class, gender, and race/ethnicity, on identity politics and subjectivity) and their relevance for feminist sociology. Prereq.: graduate standing.

SOCY 5086-3. Family and Society. Same as SOCY 4086.

Spanish and Portuguese

Spanish

Students will not receive credit for a lower-level course in foreign language instruction when another credit has been given for a higher-level course in the same language sequence. For example, students will not receive credit for SPAN 1010 after they have passed SPAN 2110.
SPAN 1000-3. Cultural Difference through Hispanic Literature. For freshmen only. Organized around the general topic of cultural differences. Focuses on a related issue such as gender or history articulated in the literature of Spain, Latin America, and the Hispanic United States. Taught in English; students read selected literary texts in English from the various traditions. Does not count towards the Spanish major. Approved for arts and sciences core curriculum: literature and the arts.

SPAN 1010-5. Beginning Spanish I. Offers students a firm command of Spanish grammar. Grammar is used as a point of departure for development of oral skills. Reading and writing are stressed to a lesser degree. Attendance at the language laboratory may be mandatory. Similar to SPAN 1150.

SPAN 1020-5. Beginning Spanish II. Continuation of SPAN 1010. Attendance at the language laboratory may be mandatory. Prereq.: SPAN 1010 with a grade of C- or better, or placement. Similar to SPAN 1150.

SPAN 1150-8. Intensive First-Year Spanish. An intensive beginning course covering the same material as SPAN 1010 and 1020. Not open to students with credit in SPAN 1010 and 1020. Attendance at the language laboratory must be mandatory. Prereq.: placement and departmental approval.

SPAN 2110-3. Second-Year Spanish 1. Grammar review. Emphasizes reading, writing, and speaking skills. Attendance at the language laboratory may be mandatory. Prereq.: SPAN 1020 or 1150 with a grade of C- or better, or placement. Similar to SPAN 2150.

SPAN 2120-3. Second-Year Spanish 2. Grammar review. Emphasizes reading, writing, and speaking skills. Attendance at the language laboratory may be mandatory. Prereq.: SPAN 2110 with a grade of C- or better, or placement. Similar to SPAN 2150.

SPAN 2150-5. Intensive Second-Year Spanish. Intensive review of grammar and other subjects covered in SPAN 2110 and 2120. Attendance at the language laboratory may be mandatory. Not open to students with credit in SPAN 2110 and 2120. Prereq.: SPAN 1020 or 1150 with a grade of C- or better, or placement and departmental approval.

SPAN 3000-5. Advanced Spanish Language Skills. Transitions course that introduces students to the Spanish major and improves their writing skills. Includes composition, reading, and to a lesser extent, conversation. Prereq.: SPAN 2120 or 2150 with a grade of C- or better, the equivalent, or placement.

SPAN 3001-3. Spanish Conversation. Emphasizes vocabulary acquisition and speaking fluency. Through structured and carefully monitored individual, group, and class work, students achieve enduring language growth and meaningful acquisition that otherwise could only be achieved through an extended stay in a Hispanic country. Prereq.: SPAN 2120 or 2150 with a grade of C- or better, the equivalent, or placement.


SPAN 3040-3. Professional Spanish for Business II. Includes writing, interpreting, and elementary translation. Some attention given to writing of resumes and application letters, as well as to the entire job-search process. Prereq.: SPAN 3050.

SPAN 3050-3. Spanish Phonology and Phonetics. Designed to teach some of the methods, techniques, and tools of descriptive linguistics as they apply to articulatory phonetics. Students analyze important contrasts between sounds of Spanish and English by means of phonetic transcription. Prereq.: SPAN 3000.

SPAN 3100-3. Literary Analysis. Students read short stories and poetry. Some attention is given to critical and creative essays, short plays, and poems to facilitate the acquisition of critical skills in identification of basic ideological and formalistic issues within texts being studied. Prereq.: SPAN 3000 or instructor consent Approved for arts and sciences core curriculum: critical thinking.

SPAN 3120-3. Advanced Spanish Grammar. Analysis of texts from a morphological and syntactic perspective. Structural and semantic characteristics of major features of Spanish are studied at the sentence level. Use of these grammatical features is then studied in selected literary texts. Prereq.: SPAN 3000 or equivalent.


SPAN 3210-3. The Cultural Heritage of Latin America. Examines literary, artistic, and philosophical currents in Latin America beginning with Pre-Columbian indigenous cultures and continuing to the present. Prereq.: SPAN 3000.

SPAN 3510-3. 20th-Century Spanish Literature. Surveys leading writers of Spain from 1898 to the present. Prereq.: SPAN 3100.


SPAN 4000-3. Hispanic and Native American Culture of the Southwest. Does not count major credit. Taught in English. Same as SPAN 5000 and CHST 4000.


SPAN 4070-3. Problems of Business Translation in Spanish. Legal and commercial documents are studied, prepared, and discussed to enable students to perform successfully in real translation situations. Prereq.: SPAN 4060 or equivalent.

SPAN 4110-3. Hispanic Women Writers. Discusses the image of women in Spanish literature through the centuries using works by representative female writers. Prereq.: SPAN 3100, 3120, and an additional course above SPAN 3000.

SPAN 4150-3. Masterpieces of Spanish Literature to 1700. Treats major literary tendencies of Spanish literature from its origins to the end of the Baroque period. Prereq.: SPAN 3100, 3120, and an additional course above SPAN 3000.

SPAN 4160-3. Masterpieces of Spanish Literature: 1700 to Present. Requires a reading of selected masterpieces and an examination of major movements and figures in the literature of Spain from 1700 to the present. Prereq.: SPAN 3100, 3120, and an additional course above SPAN 3000.

SPAN 4170-3. Masterpieces of Spanish American Literature to 1898. Examines major works of Spanish American literature from the colonial period to the late 19th century. Emphasizes major figures and their works. Prereq.: SPAN 3100, 3120, and an additional course above SPAN 3000.

SPAN 4180-3. Masterpieces of Spanish American Literature: 1898 to Present. Examines major works of Spanish American literature from the late 19th century to the present. Prereq.: SPAN 3100, 3120, and an additional course above SPAN 3000.

SPAN 4220 (1-3). Special Topics in Spanish and/or Spanish-American Literature. Examines intensively particular topics or issues concerning Spanish and/or Spanish-American literature selected by the instructor. May be repeated for a total of 7 credit hours. Prereq.: SPAN 3100, 3120, and an additional course above SPAN 3000.

SPAN 4230-3. Literature Written in Spanish in the United States. Provides different perspectives to American life within the Hispanic population through the study of the body of literature written in Spanish by Hispanic writers in the United States. Prereq.: SPAN 3100, 3120, and an additional course above SPAN 3000.

SPAN 4430-3. Special Topics in Hispanic Linguistics. Examines intensively particular topics or issues concerning Hispanic linguistics selected by the instructor. May be repeated for a total of 9 credit hours on different topics. Prereq.: SPAN 3100, 3120, and an additional course above 3000.

SPAN 4440-3. Introduction to Hispanic Linguistics. Introduces students to the main areas
of inquiry within the field of Hispanic linguistics. Topics to be covered include speech and language, phonetics and phonology, morphology and syntax, semantics, genre, and cultural variation. Students gain experience through role-playing games. Four 30-minute class periods. Credit granted only for one course.

SPAN 5690-6. High School Spanish Teaching. Preparation for high school Spanish teaching. Provides the opportunity to teach mini-lessons to high school students in the language laboratory. Preceptor, SPAN 5310, 5320, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 4690-1. Bibliography and Methods of Literacy Research. Designed to provide a background in bibliographical research tools. Consider standard library resources. Written and presented in detail. Preceptor, SPAN 5300, and departmental permission.

SPAN 4700-3. Spanish Honors Thesis. May be repeated for a total of 7 credit hours. Preceptor, SPAN 5300, 5320, or 5340, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 5000-3. Methods of Teaching Hispanic Literature and Culture. Unrequires the methodologies associated with teaching Hispanic literature and culture in the elementary schools. Preceptor, SPAN 5000, 5010, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 5120 (1-3). Seminar: Spanish American Literature. A selection of topics in Spanish and/or Spanish American literature. May be repeated for a total of 7 credit hours. Preceptor, SPAN 5720, 5730, or 5740, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 5130 (1-3). Seminar: Critical Approaches to Hispanic Literature. Treats various topics and genres, as needs and resources dictate. Special attention to historical and critical analysis of Hispanic literature with great emphasis on contemporary trends. Genres might include narrative, poetry, and theatre. May be repeated for a total of 7 credit hours. Preceptor, SPAN 5720, 5730, or 5740, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 5140 (1-4). Seminar: Spanish Literature. Medieval Period. Studies medieval works, authors, and themes, with consideration of particular influences from other literatures. Reading in Old Spanish. May be repeated for a total of 7 credit hours. Preceptor, SPAN 5720, 5730, or 5740, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 5200 (1-4). Seminar: Spanish Literature. Renaissance and Baroque. Treats various topics, as needs and resources dictate. Special attention to development of the Spanish language and its relation to contemporary Spanish literature. May be repeated for a total of 7 credit hours. Preceptor, SPAN 5720, 5730, or 5740, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 5210 (1-4). Seminar: Spanish Literature. 18th and 19th Centuries. Treats various topics, as needs and resources dictate. Special attention to development of the Spanish language and its relation to contemporary Spanish literature. May be repeated for a total of 7 credit hours. Preceptor, SPAN 5720, 5730, or 5740, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 5320 (1-3). Seminar: Spanish American Literature, Colonial Period and/or 19th Century. Treats various topics, as needs and resources dictate. Special attention to development of the Spanish language and its relation to contemporary Spanish literature. May be repeated for a total of 7 credit hours. Preceptor, SPAN 5720, 5730, or 5740, and an additional course above SPAN 3600. Credit must be approved by the Department of Spanish.

SPAN 5330 (1-4). Seminar: Trends in Hispanic Linguistics. Provides an overview of major trends and issues in Hispanic linguistics, includ-
SPAN 7401 (2-4). Seminar: Spanish Syntax. May be repeated for a total of 7 credit hours. Prereq., graduate standing or departmental approval. Same as SPAN 5410.

SPAN 7402 (2-4). Seminar: History of the Spanish Language. May be repeated for a total of 7 credit hours. Prereq., graduate standing or departmental approval. Same as SPAN 5420.

SPAN 7430 (1-3). Seminar: Hispanic Linguistics. May be repeated for a total of 7 credit hours. Prereq., graduate standing or departmental approval. Same as SPAN 5430.

SPAN 7440-3. Seminar: Trends in Hispanic Linguistics. May be repeated for a total of 7 credit hours. Prereq., graduate standing or departmental approval. Same as SPAN 5440.

SPAN 8840 (1-3). Independent Study. May be repeated for a total of 7 credit hours. Prereq., graduate standing or departmental approval.

Spanish

Students will not receive credit for a lower-level course in foreign language instruction taken after credit has been given for a higher-level course in the same language sequence. For example, students will not receive credit for PORT 1010 after they have passed PORT 2110.

PORT 1010-5. Beginning Portuguese 1. Offers students a firm command of Portuguese grammar. Uses grammar as point of departure for development of oral skills. Reading and writing stressed to lower degree. Attendance at language laboratory may be mandatory. Similar to PORT 1150.

PORT 1020-5. Beginning Portuguese 2. Continuation of PORT 1010. Prereq., PORT 1010 with a grade of C- or better, or placement. Similar to PORT 1150.

PORT 1150-3. Intensive Beginning Portuguese. Intensive review of the structures normally covered in PORT 1010 and 1020. Attendance at language laboratory may be mandatory. Not open to students with credit in PORT 1010 and 1020. Prereq., placement and departmental approval.

PORT 2110-3. Second-Year Portuguese 1. Includes grammar review and a study of Portuguese and Brazilian culture, civilization, literature, and art. Prereq., PORT 1010 or 1150 with a grade of C- or better, or placement. Similar to PORT 2150.

PORT 2120-3. Second-Year Portuguese 2. Includes grammar review and a study of Portuguese and Brazilian culture, civilization, literature, and art. Prereq., PORT 2110 with a grade of C- or better, or placement. Similar to PORT 2150.


Didactic: All-Department

SLHS 1010-3. Disabilities in Contemporary American Society. Addresses the issue that fifty percent of all individuals experience disability in their lifetime. Introduces students to the social, cultural, psychological, economic, political, legal, and health-care issues related to society and individuals with disabilities. Approved for arts and sciences core curriculum: contemporary societies or ideas and values.
SLHS 2000-3. Introduction to Communication Disorders. Surveys communication disorders, including hearing impairments, learning disabilities, and speech-language disorders, as well as an introduction to basic speech and hearing science.

SLHS 2010-3. Science of Human Communication. Discusses how human communication—the process by which a thought is transmitted from the brain of a speaker to the brain of a listener—involves a complex interaction of acoustics, anatomy, physiology, neurology, and psychology. Approved for arts and sciences core curriculum natural science.

SLHS 2100-3. Statistics for Research in Human Communication Sciences. Examines basic statistics for understanding and evaluating research in communication sciences, including parametric and non-parametric inferential statistics and single subject designs using data examples from speech, language, and hearing fields.

SLHS 4000-3. Multicultural Aspects of Communication Differences and Disorders. Examines perceptions and attitudes regarding differences in communication as a function of cultural-linguistic diversity. Discusses implications of differing verbal and nonverbal communication styles of various cultural groups in terms of professional responsibilities. Prereq.: upper-division standing and a 60 credit hours. Approved for arts and sciences core curriculum: critical thinking.

SLHS 4100 (1-3). Special Topics in Speech, Language, and Hearing Sciences. Studies selected topics in speech, language, hearing sciences, communication disorders, and other professional issues.


SLHS 5000-3. Scientific Methods in SLHS. Familiarizes students with basic methodologies and research designs employed in the field. Focuses on critical reading of research papers and design of experiments. At least one research project is conducted and written as part of the course requirements.

SLHS 5620-3. Computer Applications in SLHS. Familiarizes students with basic concepts of computers and how they are applied in the field. Emphasizes analysis of typical SLHS problems, their computer-based solutions, and skills to utilize programs.

SLHS 5110-3. Clinical Theory and Practice. Reviews models and theoretical perspectives regarding communication disorders with application to the clinical processes of assessment, intervention, counseling, and efficacy of intervention. Focuses on issues, challenges, and skills related to working with consumers of speech-language pathology and audiology services and their families, cultural competence, legal and ethical practices, teaming, and collaborative service delivery. Prereq.: graduate standing.

SLHS 6000 (1-3). Problems in Speech, Language, and Hearing Sciences. Studies selected topics related to the theory and management of communication disorders and theoretical scientific information related to speech, language, and hearing. May be repeated for a total of 7 credit hours.

SLHS 6940 (1-3). Candidate for Degree.


SLHS 7000-3. Research Designs in Human Communication Sciences and Disorders. Offers an advanced seminar in research designs for human behavior—efficacy, ethnographic, single-subject, quasi-experimental, and experimental designs. Designed to familiarize students with terminologies and research designs frequently used in speech-language-hearing areas. Prereq.: basic statistics.


SLHS 8950-10. Doctoral Dissertation. All doctoral students must register for not fewer than 30 hours of dissertation credit as part of the requirements for the degree. For a detailed discussion of doctoral dissertation credit, refer to the Graduate School chapter of this catalog.

Didactic: Speech-Language Pathology

SLHS 4502-2. Language Disorders: Child and Adult. Discusses how language disorders result from problems with cognitive, linguistic, and/or discourse processing. Addresses the theoretical framework of language dysfunction while drawing upon real clinical examples of language disorders that have been observed in children and adults. Prereq.: SLHS 4560.

SLHS 4512-3. Speech Disorders: Voice, Clf Palate, Motor Disorders, Stuttering. Emphasizes stuttering, cluttering, voice disorders, and motor disorders. Discusses research, evaluation, and treatment pertaining to each of these four disorder areas. Prereq.: SLHS 3130.


SLHS 5242-3. Language Disorders in School-Age Children. Addresses the nature, assessment, and treatment of developmental language disorders in school-age children. Prereq.: graduate standing and undergraduate background in SLHS.

SLHS 5252-3. Acquired Language Disorders in Adults. Introduces the neural bases and medical etiologies of acquired language disorders in adults, explores the ways in which normal language processing may become disordered, and studies current methods of evaluation and treatment design. Prereq.: graduate standing and undergraduate SLHS background.

SLHS 5272-3. Augmentative Alternative Communication: Theory and Use. Provides an overview of the application of current technology to alternative augmentative communication. Emphasizes assessment and intervention with neurological and speech pathologists and adults with need for alternative augmentative communication systems. Presents various technological devices and systems. Addresses computer selection, programming, development, and integration of use in environmental contexts.

SLHS 5282-3. Acquired Cognitive Disorders. Explores the theoretical and clinical management of acquired cognitive disorders that impact communication. Includes basic functional neuropsychology. Prereq.: graduate standing.


SLHS 5302-3. Phonological Disorders. Provides an overview of phonological development, perception, and production. Presents factors related to articulation and focuses on critical evaluation of traditional and phonological based assessment and intervention procedures. Includes coverage of phonological awareness, metalinguistic skills as related to literacy. Prereq.: graduate standing.

SLHS 5332-3. Clf Palate and Voice Disorders. Examines the anatomical and physiological bases for normal and disordered velopharyngeal and laryngeal function. Familiarizes students with evaluation and treatment of the speech of individuals with cleft lip and palate and laryngeal-based voice disorders.


SLHS 6362 (1-3). Seminar: Research in Stuttering. Emphasizes issues related to research of child and adult stuttering. Discusses the neurophysiology, psychology, and neurolinguistics. Encourages students to explore other topics in stuttering that are of particular interest. Prereq.: SLHS 5602.


Independent Study
SLHS 4849 (1-4). Independent Study for Undergraduates. May be repeated for a total of 7 credit hours. Prereq., departmental consent.
SLHS 5849 (1-4). Independent Study 1, M.A. May be repeated for a total of 7 credit hours.
SLHS 5859 (1-4). Independent Study 2, M.A. May be repeated for a total of 7 credit hours.
SLHS 7849 (1-4). Independent Study 1, Ph.D. May be repeated for a total of 7 credit hours.
SLHS 7859 (1-4). Independent Study 2, Ph.D. May be repeated for a total of 7 credit hours.

Theatre and Dance

History/Dramaturgy/Direction
THTR 1011-3. Development of Theatre 1: Forms of Classical Theatre and Drama. Examines the interaction of dramatic literature and performance in classical forms of European and Asian theatre, including Greek, Roman, Indian, Japanese, Medieval, and Renaissance Europe. Approved for arts and sciences core curriculum: literature and the arts.
THTR 3031-3. Development of Theatre 3: 20th-Century International Drama. Introduces 20th-century international drama. Discusses selected plays by major African, Asian, and European authors and explores different dramatic traditions and their increasing interactions throughout the 20th century. Videotapes and slides are used.
THTR 4001-3. Development of Theatre 4: American Theatre and Drama. Explores theatre in America from its beginnings to the present, with particular attention to theatre, plays, and players since 1800. Includes frontier theatre, regional repertory theatre, major dramatists, and the development of Broadway and Off-Broadway. Prereq., 3 credits in THTR.
THTR 4041-3. Women and Theatre of the 20th Century. Explores a body of 20th-century dramatic literature central to the study of women and theatre as well as the study of 20th-century cultural history from a cross-national and multicultural feminist perspective. Major playwrights, particularly women from Asia, Africa, and Europe, are read and discussed. Recommended prereq., THTR 3031. Same as THTR 5041.

THTR 4051-3. Playwriting. Introductory course in craft of playwriting; primary focus on techniques of developing short plays. Instructor consent required.
THTR 4081-3. Senior Seminar. Intellectual and conceptual capstone course for theatre and dance majors. Course promotes integration of ideas regarding history, criticism, and theory in performance and production. All inquiry throughout the semester relates to the theme of "creative process." Approved for arts and sciences core curriculum: critical thinking.
THTR 5031-3. Russian Theatre. Studies Russian theatre history and the development of Russian drama from the 18th century to the present. Taught in translation.
THTR 5051-3. Special Topics in Theatre History. Detailed study of a particular topic in theatre history (e.g., an era, a style, a country, or an organization). Topic specified in Registration Handbook and Schedule of Courses. May be repeated for a total of 9 credit hours on different topics.
THTR 5071-3. Perspectives on Directing. Advanced study of theory and practice of stage directing through examination of the work of selected directors, analysis of texts, and classroom exercises. Prereq., previous directing course work and/or directing experience.
Note: The following courses are open to graduate students only.
THTR 6001-3. Theatre Dramaturgy. Students work as production dramaturgs for the Colorado Shakespeare Festival, developing detailed textual, historical, and critical research for CSF productions, participating in education and outreach programs, and writing production-related articles for publication.
THTR 6011-3. On-Stage Studies: Classical and Neoclassical Drama. Studies classical and neoclassical drama in performance, with particular attention to 20th-century productions and the critical and scholarly responses to these productions.
THTR 6021-3. On-Stage Studies: Elizabethan and Jacobean Drama. Studies Elizabethan and Jacobean dramatic texts as playscripts for performance, with particular attention to contemporary Shakespeare criticism and theatrical productions over the last two centuries.
THTR 6031-3. On-Stage Studies: American Theatre and Drama. Studies American drama in performance, with particular attention to critical and scholarly responses to landmark productions of American 'classics.'
THTR 6041-3. On-Stage Studies: Modern European Drama. Studies modern European drama in performance, with particular attention to critical and scholarly responses to landmark productions of modern 'classics.'
THTR 6051-3. Production Research and Practicum: Directing. Allows students to undertake a production project, normally within the major theatre seminar, that requires detailed preliminary research, writing of a production, and presentation. Students work under faculty supervision and prepare a documented written report and evaluation of the research, rehearsal, and performance process. Prereqs., advanced course work in directing, and approval by the student's advisor. See department's variable credit guidelines.
THTR 6071-3. Seminar: Perspectives on Acting. The art of acting is examined through study of acting theories and practices developed during major periods of theatre history. Examines the variety of theories about acting that remain today.
THTR 6081-3. Seminar in American Theatre: Lesbians and Gays. Studies the portrayal of lesbians and gays in mainstream American theatre during the 20th century, as well as the contributions of gay and lesbian theatre artists during the same period.

Performance
THTR 1003-3. Beginning Acting. Teaches the basic principles of acting to novice theatre majors. Emphasis is on relaxation, concentration, improvisation, use of imagination, expression, objectives, and the development of an actor's voice and memory. Same as THTR 2003.
THTR 2003-3. Beginning Acting with Experience. Emphasizes principles of acting, focusing on exercises in relaxation, breathing, and movement. Includes voice exercises, and development of an actor's voice and memory. Offered in addition to required texts, there is a required reading list of plays.
THTR 2013-3. Performance of Literature. Students learn to produce literary drama and to translate it into classroom performances of selected modern plays and classics. Performances, both solo and ensemble, embody literary texts diverse in terms of genre and ethnicity.
THTR 2023-3. Intermediate Acting. Continuation of the techniques introduced in the beginning acting course (THTR 2003). Emphasizes monologues and scene study of contemporary plays. Explores basic techniques in developing a character. In addition to required texts, there is a required reading list. Prereqs., THTR 1003 or 2003.
THTR 2043-3. Vocal and Physical Preparation. Natural resources of the human voice and body are studied as artistic resources for the performer. Designed to examine both the process of production for vocal and physical craft work. Prereq., THTR 2003 or instructor consent.
THTR 3003-3. Advanced Acting. 9-12 weeks. Students learn and develop all the elements of an actor's art. Prepara-
THTR 3013-4. Studio 1: Acting Process—
Technique. In-depth study of the acting proc-
ture. Focuses on the actor's technique.
Explores the craft elements of acting, as well as
text analysis. Prereq.: Sophomore standing and
admission to the B.F.A. program in acting.

THTR 3023-4. Studio 2: Acting Process—
Scene Study. Continued development of acting
and technical techniques and tools for play analysis,
with particular emphasis on American realism from the
1930s to early 1960s. Prereq.: THTR 3013 or
instructor consent.

THTR 3043-3. Advanced Vocal and Physical
Preparation. Continues the work begun in
THTR 2043. Studies advanced vocal and physical
techniques with the goal of integrating these
tools into the working process of the performing
artist. Prereq.: THTR 2043 and senior standing,
or instructor consent. Coreq.: THTR 3013.

THTR 4013-4. Studio 3: Shakespeare. In-
depth study of Shakespearean texts from the
perspective of their demands on the actor,
including the conventions and performance
styles of Elizabethan theatre. Prereq.: THTR
3013 or 3023 or instructor consent.

THTR 4053-3. Ensemble Performance of
Literature. Analysis and performance of fiction
and nonfiction. Research into structure and
themes of classical and contemporary
works. Emphasizes the development of
ensemble and communicative skills. Prereq.: THTR
2013.

THTR 4073-3. Performing Voices of
Women. Explores theories underlying the "female
voice," varied perspectives in prose and poetry,
ways of embodying these voices and perspectives
in performance form, and ultimately the
actors' voices through creation of a
character and one-person performance. Emphasizes
recitation and ensemble performance. Prereq.: THTR
2013.

THTR 4083-3. Studio 4: Contemporary
British and American Theatre. Studies selected
authors and plays, as well as professional issues in
contemporary British and American theatre, and
the demands made on the actor. Prereq.: THTR
3013, 3023, 4013, or instructor consent.

THTR 4093-4. Studio 5: Ibsen, Shaw,
and Chekhov. In-depth study of selected texts by
three major playwrights of modern theatre.
Emphasizes the world views and conventions
implicit in the texts and how these shape the
actor's vocal and physical choices. Prereq.: THTR
3013, 3023, 4013, or instructor consent.

THTR 6003 (1-3). Production Research
and Practicum: Acting. Allows students to under-
take an acting project, normally within the
major theatre season, that requires detailed
preparatory research, testing of ideas, and
public presentation. Students work under faculty
supervision and prepare a documented written
report and evaluation of the research, production,
and performance. For graduate students only.
Prereq.: Advanced studies in acting and approval
by the student's advisor. See department's variable
credit guidelines.

Design and Technical Theatre

THTR 2005-3. Introduction to Technical
Production 1. Introduces technical production
elements and procedures, including materials,
orGANIZATION, methods, and equipment to realize
theatrical scenery, properties, lighting, and
sound design. Coreq.: THTR 2013, which
provides practical interpretation of lectures and work
on assigned projects.

THTR 2015-1. Introduction to Technical
Production 1: Lab. One three-hour lab per
week providing practical, hands-on experience in
production preparation of sets, props, and lights.
Coreq.: THTR 2005.

THTR 2025-3. Introduction to Technical
Production 2. Introduces costume construction for
the stage and the basics of stage makeup.
Coreq.: THTR 2005.

Introduces principles and techniques relevant to
the exploration of dramatic mood and idea through
visual elements of the theatre, focusing on concept
development, style, and design. Prereq.: THTR
2005.

THTR 2065-3. Computer Applications in
the Performing Arts. Introduces software and
program usage of computers in theatrical, design,
and performance processes. In-depth study of
the use of spreadsheets, database, CAD, and
computerized design in production. Prereq.: THTR
2005.

THTR 2085-3. History of Fashion. Detailed
study of the history of fashion from ancient
civilizations to contemporary times, including
history, accessories of dress, and ornamental

THTR 3005-3. Costume Design 1. Study and
application of the principles of design as applied
to costume design with special emphasis on two-
dimensional presentation of ideas. Prereq.: THTR
2005 and 2015, or instructor consent.

THTR 3015-3. Scene Design 1. Study and
practice of scene design emphasizing study of
design theory, color, and space. Prereq.: THTR
2005 and 2015, or instructor consent.

THTR 3035-2. Theatre Practicum. Practical
production experiences in the design area of
theatre, focusing on stage design, stage
management, and production running crews, normally
related to the department's major season. Prereq.: THTR
2005 and 2015, or instructor consent.

THTR 3045-3. Stage Management. Covers
stage management from the inception of a
production concept through the process of mounting
a production, focusing on the interrelation-
ships of the various areas involved, management
and scheduling of time, and the psychological
and aesthetic application to the stage.

THTR 3065-3. Theatre Management.
Introduces theory and practice of management
aspects of the performing arts, with primary
emphasis on theatre and dance. Includes
marketing, budgeting, house and stage management,
audience development, grant writing, union
affiliation, and season development. Practical experience

THTR 4005-3. Costume Design 2. Students
explore and practice the application of design
principles and theories studied in THTR 3005,
and develop a cohesive design for a major
production in the department. Prereq.: THTR
3005.

THTR 4005-3. Costume Design 2. Presented in
sequence with THTR 3005. Emphasizes
research, the rendering of major scene and set
scenes, and production planning. Prereq.: THTR
3015.

THTR 4025-3. Costume Construction.
Includes techniques such as pattern-making of
designs, construction of costumes, and
attention to detail. Interrelated with Costume
Design and Fashion History, the work is
planned in relation to the major season.

THTR 4045-3. Scene Painting. One-hour
lecture, two three-hour labs per week. Introduces
the techniques of scene painting for the stage.
Prereq.: THTR 3015.

Assumes a basic knowledge of stage lighting,
covers the fundamentals of stage lighting,
concentrates on advanced techniques, and
design projects. Prereq.: THTR 3005.

THTR 4065 (1-3). Advanced Design Projects.
Practical experience in the application of design
theories in which students undertake design of major
production, with special emphasis on two-
dimensional presentation of ideas. Prereq.: THTR
2005 and 2015, or instructor consent.

THTR 4075 (1-3). Advanced Technical
Projects. Emphasizes the development of
theoretical and practical skills in production design
and the development of new design techniques.
Prereq.: THTR 3005, or instructor consent.

THTR 4095 (1-3). Special Topics in Theatre
Technology and Design. Intensive study of special
topics in theatrical technology and design.
Topics include福德 specified in the Registrar's
Handbook and Schedule of Courses. Prereq.: THTR
3015, or instructor consent. See department's variable
credit guidelines. May be repeated up to a total of
6 credit hours.

THTR 6005 (1-3). Production Research
and Practicum: Designing. Allows students to
undertake a design project, normally within the
department's major season, that requires detailed
preparatory research, testing of ideas, and
public presentation of theories and concepts in prac-
tice. Students work under faculty supervision,
and develop a documented written report and
evaluation of the research, design, and realiza-
tion process— as well as fully rendered designs
and/or sets. Projects may be in costumes,
lighting, or scenery. For graduate students only.
Prereq.: Advanced studies in design and
approval of student's advisor. See department's variable
credit guidelines.

Shakespearean Production
Offered in odd-numbered years.

THTR 3037 (2-3). Shakespeare Practicum.
Students are assigned to work with production
arts of the Colorado Shakespeare Festival. While there are many possible areas, production designs for each season determine the number of available positions. May substitute for one semester of THTR 350.5 Prereq., THTR 2005, 2015, 2025, and instructor consent.

THTR 4047-3. Shakespeare in Production. Detailed study of script analysis, directing concepts, staging and criticism of plays being produced by the Colorado Shakespeare Festival.

THTR 4057-3. Shakespeare in Performance. Studies Shakespeare's plays in performance with special attention to the way in which key performance elements have been addressed in 20th-century productions. Focuses on the plays produced by the Colorado Shakespeare Festival. Prereq., upper-division or graduate-level status.

Special Courses in Theatre

THTR 1009-3. Introduction to Theatre. Introduces the variety of theatrical art, past and present, contributions of the various theatrical artists to the total production, and the place of theatre in today's society. Readings, lectures, and attendance at university theatre productions. Designed for nonmajors. Approved for arts and sciences core curriculum: literature and the arts.

THTR 2849 (1-3). Independent Study. May be repeated for a total of 3 credit hours.

THTR 3849 (1-3). Independent Study. May be repeated for a total of 3 credit hours.

THTR 3609-5. Development of the American Musical Theatre. Studies the American musical theatre heritage and its relation to the continuously changing social milieu. Examines productions, their creators, and performers. Prereq., junior or senior standing; recommended prerequisite, 3 credit hours in THTR, DNCE, or MUSC. Approved for arts and sciences core curriculum: literature and the arts.


THTR 4029 (3-12). Touring Theatre Dance. Participation in Colorado Caravan Touring Theatre Dance Program. See department's variable credit guidelines. May be repeated for a total of 12 credit hours.

THTR 4039-3. Musical Theatre Repertory. Developed around the learning of complete scenes, songs and dances that are representative of the major periods and styles within musical comedy from the 1920s to the present. Emphasizes in-class performance. Admission by audition. Same as THTR 5039.

THTR 4049 (1-4). Problems in Theatre. Opportunity for students to explore, upon consultation with the instructor, areas in theatre that the normal sequence of offerings may not allow. May be repeated for a total of 4 credit hours. Same as THTR 5049. See department's variable credit guidelines.

THTR 4059-3. Open Topics in Theatre and Drama. Covers topics not otherwise listed in the curriculum. Topics for each semester are specified in the Registration Handbook and Schedule of Classes. May be repeated for a total of 3 credit hours.

THTR 4849 (1-3). Independent Study. May be repeated for a total of 4 credit hours. Same as THTR 4049.

THTR 5049 (1-4). Problems in Theatre. May be repeated for a total of 4 credit hours. Same as THTR 4049.

THTR 5849 (1-3). Independent Study. May be repeated for a total of 6 credit hours.

THTR 6009-1. Research Strategies and Techniques. Examines research methodologies appropriate to the performing arts, particularly theatre and dance. Designed for graduate students and undergraduates in the major and related areas. May be repeated once. Prereq., upper-division or graduate-level status. Same as DNCE 6009.

THTR 6019-3. Professional Orientation. Prepares students in theatre to meet successfully the responsibilities of a college faculty member. Topics include professionalism in theatre, the development of programs, directing, teaching, playwriting, and scholarly activities. Designed for graduate students. Same as DNCE 6019.

THTR 6029-3. Development of the American Musical Theatre. Studies the American musical theatre heritage and its relation to the continuously changing social milieu. Examines productions, their creators, and performers. Prereq., junior or senior standing; recommended prerequisite, 3 credit hours in THTR, DNCE, or MUSC. Approved for arts and sciences core curriculum: literature and the arts.


THTR 6299 (3-12). Touring Theatre Dance. Participation in Colorado Caravan Touring Theatre Dance Program. See department's variable credit guidelines. May be repeated for a total of 12 credit hours.

THTR 6399-3. Musical Theatre Repertory. Developed around the learning of complete scenes, songs, and dances that are representative of the major periods and styles within musical theatre from the 1920s to the present. Emphasizes in-class performance. Admission by audition. Same as THTR 5039.

THTR 6499 (1-4). Problems in Theatre. Opportunity for students to explore, upon consultation with the instructor, areas in theatre that the normal sequence of offerings may not allow. May be repeated for a total of 4 credit hours. Same as THTR 5049. See department's variable credit guidelines.
Dance Imprivas. An opportunity for students to develop skills of dance improvisation through the exploration of structured movement problems. Students study techniques of improvisation and performance and the role of music and movement. Required for dance majors.

DNCE 2033-3. Beginning Composition. Introduces the basic elements of dance composition through compositional studies evolved from readings, discussion, and improvisation. Restricted to dance majors.

DNCE 3043-3. Intermediate Dance Composition. Opportunity for students to increase knowledge and understanding of dance composition as a craft form and to develop their own skills. Restricted to dance majors. Prereq., DNCE 2021 and 2033.

DNCE 4013-3. Contact Improvisation. Contact improvisation is a practice of spontaneously generating movement guided by an immediate, physical, and emotional connection. Requires a total of 6 credit hours.

DNCE 5015-3. Movement Analysis. Restricted to graduate students. Same as DNCE 4015.


Music
DNCE 2014-2. Rhythmic Analysis and Accompaniment. Emphasizes elements of rhythm in relation to dance. Experiences with rhythmic drills, rhythmic notation, and percussion accompaniment for the modern dance class comprise the body of the course. Restricted to dance majors.

DNCE 3024-2. Musical Resources for Dance. Surveys basic musical notation and terminology, elements and forms of music, and historical styles, supported by guided listening to selected works within western musical tradition. Required for 20th-century techniques and for the relationship of various music to dance, restricted to dance majors. Coreq., DNCE 2016 or instructor consent.

DNCE 5054-3. West African Music and Dance. Studies music and dance of selected West African cultures. Uses both the academic tradition of lectures and research and the traditional African methodology of music and dance. Combines intellectual and creative learning experiences. Enrollment by instructor consent. Same as MUSC 5012.

DNCE 5066-3. Music and Dance Seminar: Collaboration. Investigates selected aspects of rhythm, accompaniment, and musical resources for dance and applications to performance, choreography, and teaching. Topics include movement analysis, rhythmic clarity, self-accompaniment, working with composers, relationship of music to dance, and survey of 20th-century compositional techniques. Restricted to graduate students in dance. Prereq., dance/music experience, or instructor consent.

Movement Analysis
DNCE 1005-3. Movement Awareness and Injury Prevention for the Dancer. Helps dancers understand the prevention and care of common injuries associated with their art. Through various body therapy techniques, anatomy, and kinesiology, student learn to reduce tension, improve body usage, and enhance their performance. Restricted to dance majors.

DNCE 4015-3. Movement Analysis. Introduces Rudolf Laban's theories of movement and exposes several body therapies to heighten student awareness of movement, a multifaceted (neurovascular/spatial/dynamic) event. Emphasizes refinement of movement, observation skills, and improvement of physical performance. Restricted to dance majors. Prereq., DNCE 1005. Same as DNCE 5015.

DNCE 5015-3. Movement Analysis. Restricted to graduate students. Same as DNCE 4015.


Education
DNCE 4016-3. Creative Dance for Children. Methods course for prospective teachers of creative dance for children. Lectures, readings, and laboratory experiences are followed by observation and teaching in primary grades. Restricted to dance majors. Same as DNCE 5016.

DNCE 4036-3. Methods of Teaching Dance. Practical experience in teaching modern dance to the young student follows theoretical grounding in specific teaching methods. Examines values and goals of dance in education and fundamental movement principles as related to teaching of techniques and improvisation. Restricted to dance majors. Prereq., DNCE 2013, 2014, 2033, and 4015. Same as DNCE 5036.

DNCE 5016-3. Creative Dance for Children. Restricted to graduate students. Same as DNCE 4016 with addition of readings and a paper.

DNCE 5036-3. Methods of Teaching Dance. Restricted to graduate students in dance. Same as DNCE 4036 with addition of readings and a paper.
DNCE 6016-2. Teaching Lab: Modern Dance. Provides opportunity to apply principles and skills introduced in DNCE 5036. Participating students share the responsibility for teaching a lab class that meets twice a week. Focuses on analysis and evaluation of teaching skills. Restricted to graduate students.

DNCE 6056-2. Dance Administration. Examines current trends, issues, and problems of the dance world, with a focus on business and management. Restricted to graduate students.

DNCE 6068-3. Touring Dance Theatre. Provides students with practical performing and teaching experience. Students design and perform a production and travel to various locations. Restricted to graduate students.

DNCE 6079-2. Problems in Dance. May be repeated for a total of 6 credit hours. Same as DNCE 4909.

DNCE 6091-1. Research Strategies and Techniques. Restricted to graduate students. Same as THTR 6091.

DNCE 6109-3. Readings in Dance. Surveys dance literature including an opportunity for graduate students to familiarize themselves with resources, current publications, theoretical materials, and professional organizations in dance. Restricted to graduate students in dance.

DNCE 6109-3. Seminar: Dance. Intensive study of selected topics related to the art of dance, dance criticism, dance aesthetics, and dance in relationship to the other arts (performing and visual) with an emphasis on contemporary trends. Restricted to graduate students in dance.

DNCE 6112-3. Graduate Project. Provides the opportunity for synthesizing the graduate experience through the execution of a project related to the student's major area of interest. Project must be approved by the graduate faculty advisor.

University Writing Program

UWRP 1150-3. Introductory Composition: Expository Writing. For students who have already mastered the basic conventions of written English, but still require instruction in expository and analytical writing. Emphasizes organization and clarity. All sections are conducted as workshops; that is, student papers are discussed at every class meeting. Students write several short essays, revising each several times. Approved for arts and sciences core curriculum: written communication.

UWRP 1250-3. Intermediate Composition: Argumentative Writing. For students who require instruction in writing an argumentative thesis and defending it. All sections conducted as workshops; that is, student papers are discussed at every class meeting. Students are required to revise their papers frequently throughout the term. Students enrolling at the freshman level should consult their catalog and choose the appropriate course (UWRP 1250) appropriate to their needs. Approved for arts and sciences core curriculum: written communication.

UWRP 1840-1. Independent Study.

UWRP 2050-3. Intermediate Composition: Prose Strategies. Addresses matters of style, tone, and audience in both expository and argumentative writing. All sections are conducted as writing workshops; that is, student papers are discussed at every class meeting. Prereq. in instructor consent.

UWRP 3020-3. Topics in Writing. Each instructor assigns two or more readings on a given topic. Students choose an essay, analyze it, and agree or disagree with the author. They then write an essay on the main points of the text, analyzing and...
argument. Approved for arts and sciences core curriculum: written communication.

UWRP 3050-3. Introduction to Women's Studies. The course provides an overview of the field of women's studies, including historical and contemporary perspectives on gender, race, class, and sexuality. It examines the contributions of women's studies to the understanding of gender and the role of women in society. Approved for arts and sciences core curriculum: cultural and gender diversity.

UWRP 2000-3. Social Construction of Femininities and Masculinities. The course explores the social and cultural construction of gender and the role of gender in society. It examines the relationship between gender and power, and the ways in which gender inequalities are reproduced through social norms and institutions. Approved for arts and sciences core curriculum: cultural and gender diversity.

UWRP 2050-3. Women and Society. The course examines the role of women in society, including the political and economic roles of women in different cultures. It explores the ways in which gender inequalities are reproduced through social norms and institutions. Approved for arts and sciences core curriculum: cultural and gender diversity.

UWRP 2030-3. History of Women and Activism. The course provides an overview of the history of women's activism, including the role of women in social movements and the struggle for gender equality. It examines the ways in which activism has contributed to the transformation of gender relations and the role of women in society. Approved for arts and sciences core curriculum: cultural and gender diversity.

UWRP 3050-3. Graduate Composition: Writing About Women. The course focuses on the writing of essays on women's issues and experiences, and on the development of critical thinking skills. It provides an opportunity for students to develop their writing skills and to explore the complexities of gender and identity. Approved for arts and sciences core curriculum: written communication.

UWRP 3060-3. Gender, Race, and Class in Contemporary U.S. Society. The course examines the interrelatedness of gender, race, and class in the United States, and how these factors shape social and economic inequalities. It explores the ways in which gender, race, and class intersect and influence each other, and the implications of these interactions for social policy and practice. Approved for arts and sciences core curriculum: cultural and gender diversity.

UWRP 3070-3. Power and Politics. The course examines the role of power and politics in society, including the ways in which power is distributed and the impact of power on social inequality. It explores the ways in which political institutions and processes shape social outcomes, and the role of social movements in challenging power structures. Approved for arts and sciences core curriculum: cultural and gender diversity.
College of Arts and Sciences / Course Descriptions

Students not only with a deeper understanding of the specific issues discussed but also with a sense of the ways in which a principled commitment to feminist theory, and the students who are influenced by prevailing interpretations of contemporary ideas and values (such as freedom, equality, and community). Provides an opportunity to develop skills of critical analysis useful in a wide range of contexts. Prereq., WMST 2000 or 2250, and junior or senior standing. Same as PHIL 3110. Approved for arts and sciences core curriculum: ideals and values and critical thinking.


WMST 3300-2. Women and the Legal System. Explores the role of women in the legal system. Includes talks given as lectures, witnesses, law students, lawyers, law professors, and judges. Two areas of the law are examined that impact women in particular: divorce and sexual assault. Prereq., WMST 2000 and junior or senior standing.

WMST 3400-3. Gender, Culture, and Personality. Explores the relationship among gender, culture, and personality. Brings together the disciplines of psychology and sociology in the study of gender and personality formation through investigation of psychoanalytic theory and the social environment. Prereq., WMST 2000 or 2700, and junior or senior standing.

WMST 3500-3. Global Gender Issues. Introduces global gender issues, such as the gendered division of labor in the global economy; migration, women's human rights, environmental issues, gender violence in war, women in the military, nationalism and feminism, and the representation of the "Third World" in the United States. Offered the opportunity to broaden their perspectives beyond the borders of the United States. Recommended prereq., WMST 2000, 2050, or 2800.


WMST 3600-3. Latina Literature and History. Drawing from work produced by and about Latinas, discusses the social and cultural construction of race and ethnicity, the function of nationalism, the politics of migration and citizenship, Latina literary production and theory, historiographical trends, Latina feminist theory, activism and the academy, and Latina/o political organizing. Prereq., WMST 2000 or 2600.

WMST 3656-3. History of Women in Progressive Social Movements. Explores women's involvement in the United States and international peace and feminist and civil rights movements of the 19th and 20th centuries. Teaches research methods by using a variety of primary and secondary sources and writing an original research paper. Prereq., WMST 2000 or HIST 1015 or 1025. Same as HIST 3656. Approved for arts and sciences core curriculum: critical thinking.

WMST 3700-3, 3710-3. Topics in Women Studies. Examines selected topics in women studies. Content varies by semester and reflects relevant contemporary issues in women studies scholarship, e.g., women working, women and health, mothers and daughters in literature, and women, war, and peace in literature. Prereq., WMST 2000 or 2600. May be repeated for a total of 6 credit hours for different topics.

WMST 3730-3. Third World and the Politics of Development. Examines women's contributions to household and national economies. Includes women in the home and the workforce, women in agricultural production, women's health as a development concept, migration and urbanization, women and education, political and historical aspects of development, and the status of women, development policy, and planning. While the course examines women in general, it focuses primarily on African women. Prereq., WMST 2000 or 2600 and junior or senior standing.

WMST 3800-3. Advanced Writing in Feminist Studies. Provides an expository writing course that offers training in analytical and descriptive skills, structures of argument, critical thinking, the rhetoric of persuasion, and the development of a personal voice. Readings and papers focus on basic issues in gender studies. Prereq., WMST 2000 and junior or senior standing. Approved for arts and sciences core curriculum: written communication.


WMST 3930 (1-6). Women Studies Internship. Matches selected students with supervised internships in local businesses and human service and government agencies. Internships focus on women's issues (eg., affirmative action, services to abused women). Students meet a minimum of twice monthly with the intern, keep a journal, and submit a final paper. Prereq., 6 hours of course work and 30 cumulative hours.

WMST 4000-3. Senior Seminar: Special Topics. Provides an advanced interdisciplinary course organized around specific topic, problem, or issue relating to women in culture and society (such as feminism, theology, women and the law, and the social psychology of women). Course work includes discussion, reading, and written projects. May be repeated for a total of 6 credit hours for different topics. Prereq., WMST 2000 and junior or senior standing.

WMST 4020-3. Senior Research Seminar. Allows for group work on research projects related to women (such as oral histories of women in management). Designed to introduce students to basic research techniques, develop research skills, and contribute to knowledge of contemporary and historical Rocky Mountain women. May be repeated for a total of 7 credit hours. Prereq., WMST 2000 and junior or senior standing.

WMST 4200-3. Contemplation, Poetry, and Self. This interdisciplinary course focuses on contemplative practices across several spiritual traditions, ecstatic poetry—poetry that describes mystical states—and historic and contemporary ideas of self—including the gendered self—as articulated in Eastern and Western philosophy, psychology, and literature.

WMST 4300-3. International Sex Trade. Studies the commercial trade of sexual labor in the global economy, examining theories and assumptions about sexual-economic exchanges and gendered and racialized relations of power in the sex trade. Emphasizes prostitution. Recommended prereq., WMST 2600 or 3100.

WMST 4636-3. Lesbian and Gay History: Culture and Politics and Social Change in the U.S. Considers current theoretical approaches to the history of sexuality and traces the changing meaning of same-sex sexuality in the U.S. through investigation of lesbian and gay identity formation, community development, politics, and "queer" cultural resistance. Prereq., WMST 2600 and 2650, and junior or senior standing. Same as HIST 4636.

WMST 4700-3. Women and Mental Health. Examines mental health issues of women by focusing on theories of female personality development. Looks at theory and research pertaining to women's and psychopathology and to women as patients in traditional and nontraditional forms of treatment. Prereq., WMST/PSYC 2700, WMST 2000, or WMST 2100. Same as PSYC 4700.

WMST 4800-3. Capstone Seminar. Encourages students to sum up, evaluate, and develop a project based on their experiences as women studies majors or certificate students. Students collect materials from their previous women studies courses and write a narrative that describes the process of their learning and evaluates that process. They complete a project that extends their previous work, and then present their projects to other members of the class. Prereq., senior standing and women studies major.

WMST 4840 (1-6). Independent Study. May be repeated for a total of 7 credit hours.

WMST 4999 (1-3). Senior Honors Thesis. Qualified WMST majors may write an honors thesis, an in-depth research paper on a topic chosen by the student. Thesis hours available to majors only after successfully completing the research phase.

Cross-Listed Courses by Discipline: Anthropology

WMST 2080-3. Anthropology of Gender. Same as ANTH 2080.

Chicano Studies


Classics

WMST 2100-3. Women in Ancient Greece. Same as CLAS 2100.

WMST 2110-3. Women in Ancient Rome. Same as CLAS 2110.
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KURT SCHLESINGER, Professor Emeritus.

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DOUGLAS WEBSTER HAVICE, Professor Emeritus.

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ROBERT G. LEISTER, Professor Emeritus.

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RICHARD H. SWEETMAN, Professor, B.A., University of Colorado; M.A., Ph.D., Northwestern University.
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ROBERT J. BOVARD, Senior Instructor, B.S., Lehigh University; M.F.A., Dallas Theatre Center/Trinity University.

DAVID CAPPS, Assistant Professor, B.A., Towson State College; M.F.A., New York University.

MARTIN T. COBIN, Professor Emeritus.

BUD COLEMAN, Assistant Professor, B.F.A., Texas Christian University; M.F.A., University of Utah; Ph.D., University of Texas, Austin.

RICHARD DEVIN, Professor, B.A., University of Northern Iowa; M.F.A., Yale University.

NADA DIACHENKO, Dance Program Director; Associate Chair; Associate Professor, B.S., University of Maryland; M.A., New York University.

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ROBERT J. SHANNON, Lecturer.

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LETTIA S. WILLIAMS, Senior Instructor.

HAIPING YAN, Assistant Professor, B.A., Fudan University; M.A., Ph.D., Cornell University.

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MARIA C. WESKOTT, Professor, B.A., Ursinus College; M.A., Ph.D., University of Pennsylvania.
Following the route, with a myriad of green leaves not far behind me.

—Seishi Yamaguchi

After spending a semester in the Business Plan Preparation course, a student presents her final product at the Bank One Business Competition.
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he College of Business and Administration and Graduate School of Business Administration (collectively referred to as "the college") educate and prepare students for management positions, continue the education of those already in such positions, and promote ongoing business research. The college was admitted to membership in the American Assembly of Collegiate Schools of Business in 1938.

Four degrees are awarded: the bachelor of science in business administration (B.S.), the master of science in business administration (M.S.), the master of business administration (M.B.A.), and the doctor of philosophy in business administration (Ph.D.).

The College of Business and Administration and Graduate School of Business Administration are committed to maintaining high standards of academic excellence. The programs and curricula of the college are reviewed, changed, and enhanced as dictated by a rapidly advancing business environment.

The college has historically maintained close ties with the business community. The Business Advisory Council (BAC) is an effective advocate for the college, both within the university and to the external community. As high-level executives, members of the BAC provide advice, counsel, and an outside perspective to the dean and his administration. Council members spearhead major parts of development programs, strengthen the college's network nationwide in business and political arenas, and provide significant input in curriculum design.

Each year, high-level executives come to the college to share their working-world experiences, their expertise, and often their reflections on life outside of business. Students enjoy the informal, personalized classroom presentations and the casual discussion environment. Visiting executives speak at classroom lectures as well as informal luncheons and after-hours meetings. Each executive holds office hours while at the college. Classroom conversations cover a range of subjects including what kind of courses students are taking, career planning, domestic and international marketing, risk taking, and corporate hiring procedures.

The faculty of the college is made up of men and women with a diverse range of expertise and research activities. Many maintain strong ties with the business community and bring a current business perspective to the classroom. A number of professors are frequently published and are recognized internationally as top researchers.

Business faculty members strive to deliver the most effective teaching in both management theory and real-world business applications. Their experience and competence ensure a quality learning experience for business graduates.

Facilities and Research Activities

The College of Business and Administration is an educational environment that houses several resources for the specific needs of business students. The facilities include the William M. White Business Library, the Douglas H. Pack Educational Media Center, computerized classrooms, technology team rooms equipped with multimedia Pentium computers and software, a large microcomputer lab equipped with Pentium Pro computers, the MBA Business Center, a student lounge, faculty and administrative offices, and the Business Research Division.

Students use the College of Business's William M. White Business Library to access the wisdom of the business world. Electronic databases list not only the printed materials in all the Boulder campus libraries but those in libraries around the world. A variety of other databases, both CD- and web-based, search a myriad of full-text magazines and journals; business periodical indexes; corporate annuals, 10-K, and proxy reports of all the public companies in the United States; short profiles of both American and international companies; demographic and business statistics; and investment reports written by Wall Street analysts. Twenty computer terminals provide access to the World Wide Web. Knowledgeable librarians are always available to help navigate the search for information.

The library also contains many printed business reference works, directories, looseleaf services, books, and subscriptions to more than 1,000 business journals both in printed and electronic form.

The White Business Library is part of the University of Colorado library system, which includes more than two million volumes, more than five million microforms, and more than 24,000 periodicals and serials. The system is also a depository for U.S. government, international, and state documents.

All classrooms in the College of Business and Administration are electronic. The computerized classrooms are equipped with Pentium Pro computers; Microsoft Office '97 applications including Excel, PowerPoint, Word, and Access; state-of-the-art projection systems; and multimedia capabilities including video, cable, and Internet connections. The college has Pentium Pro computers in both the large microcomputer lab for students and a teaching lab. All resources are connected to the campus Ethernet network and the Internet. Computing resources on the Boulder campus include many microcomputer labs and various UNIX-based computers used for large statistical jobs and programming languages. Technology is also incorporated in class assignments. Professors post course information, PowerPoint presentations, and Excel spreadsheets electronically. E-mail accounts are available to all students. View the College of Business home page at www.bus.colorado.edu.

The College of Business and Administration recently joined with leading international information technology firms to establish technology team rooms. The eight rooms are equipped with multimedia Pentium computers; full Internet and World Wide Web access; Microsoft Office '97 applications; and software for graphing, statistical analysis, and programming languages. Additional audio/visual equipment may be checked out by students as needed. In addition to the computing facilities, the rooms hold writing boards, tack boards, and conference tables.

Bureau of Business Research

Established in 1915, the Bureau of Business Research is one of the earliest organized state service-oriented bureaus in the country. The bureau houses the Business Research Division and three centers, which serve various outreach functions of the college.

The Business Research Division acts as a research arm of the college. Its primary functions are to provide business executives, city managers, planners, association executives, and others with information useful in the operation of their organiz-
tions; to compile, present, and interpret information on current business and economic developments in the state and nation; to conduct business and economic studies that contribute to the most efficient use of Colorado's resources; to encourage and assist faculty and students in research that will contribute to general knowledge in the areas of business, economics, and the related social sciences; to obtain and hold copyrights, and to publish research results.

In addition to the Business Research Division, the bureau houses three focused centers—the Rocky Mountain Trade Adjustment Assistance Center, the CU Business Advancement Center, and the Center for Recreation and Tourism Development. Funding for center activities comes from various sources including the College of Business and Administration, the university, state agencies, the federal government, state and local business firms, and from the sale of research products and services.

The centers provide a variety of services, including services to the state, publications, contract research, and support for faculty research, both theoretical and applied. In addition, the centers provide outreach and community service activities and consulting support to small- and medium-sized businesses in Colorado.

Research results are distributed through a combination of presentations and seminars and a wide variety of pamphlets, reports, proceedings, and books. Through its annual Business Economic Outlook Forum and quarterly retail sales tax reports, the division provides basic business information concerning Colorado.

The Rocky Mountain Trade Adjustment Assistance Center (RMATAc) is one of 12 centers across the nation funded by the Department of Commerce to assist U.S. manufacturers who have been hurt by foreign competition. The assistance is provided on a cost-share basis where RMATAc typically pays more than 50 percent of the cost.

The purpose of the Trade Adjustment Assistance program is to retain and create U.S. manufacturing jobs. From its location in Boulder, RMATAc assists manufacturers in the Rocky Mountain region. A typical client has $10 million in annual sales and 100 employees.

Once a firm has been certified as eligible for assistance, a strategic business plan is developed to improve the firm's competitiveness. Necessary technical expertise is then brought in to implement the recommendations in the plan. Assistance, which normally takes two to three years, can be provided in all the functional areas.

Mid-America Manufacturing and Technology Center—Colorado (MAMTC—Colorado) is a not-for-profit organization designed to help manufacturers improve quality, productivity, and marketing while reducing costs. MAMTC's mission is to provide business solutions that give manufacturers the competitive edge. Partial funding is provided by NIST Manufacturing Extension Program and state resources, making some services available at no cost. Services include hands-on consulting, project management, seminars, industry roundtables, and equipment demonstrations. MAMTC professionals have expertise in business and engineering, and also provide access to a network of service providers.

The CU Business Advancement Center (CU-BAC) is an external outreach service to Colorado business and industry specializing in technology and new product commercialization. Services include (1) database searches for technologies to provide license, technical reports, patents and market information; (2) market assessment for new technologies and products; and (3) identification of expertise and research partnerships with CU and federal laboratories.

The Center for Tourism Research and Development is dedicated to research and program development in tourism throughout Colorado and the nation. Faculty and students from the university participate in funded research efforts that contribute to both technical and scholarly publications. The center continues its original efforts to assist rural communities in recreation and tourism development.

Ongoing research is being conducted on the social, environmental, and economic impacts of recreation and tourism development on community life.

The center supports and facilitates the dissemination of tourism information through journals, proceedings, and other vehicles in printed and electronic media that advance the fields of travel, tourism, hospitality, and recreation.

Academic Centers

In addition to the Bureau of Business Research, the college has two centers linking academic programs and the business community—the Center for Entrepreneurship and the Center for Real Estate.

The Center for Entrepreneurship is a joint program of the colleges of business and engineering. With CU-Boulder located in one of the leading entrepreneurial centers in the country, it is the program's mission to ensure that undergraduate and graduate students receive a thorough grounding in entrepreneurial management skills via an integrated entrepreneurship course curricula. These uniquely focused courses and programs enable students to expand both their academic and career horizons as they view business from an entrepreneur's perspective. Students practice the creative thinking required to launch, develop, and effectively manage new and unstructured ventures.

To achieve the experiential aspects of the program, leading entrepreneurs are invited into the classroom as topical guest speakers throughout the year. Real-life encounters with professionals are supplemented by student field projects and internships with entrepreneurially oriented companies.

The center, via its courses and programs, provides students the opportunity to not only prepare themselves, but to have an edge in gaining employment and contributing in a meaningful way with the exciting new enterprises and emerging growth companies that are driving our nation's economy today.

The Real Estate Center, founded in 1995, is supported by an industry council with the goal of advancing academic excellence in real estate education and scholarship. The center oversees the college's real estate teaching programs and advises the faculty in designing an integrated curriculum at both the graduate and undergraduate levels. Course work is drawn from the law school, the colleges of architecture and engineering, construction management, and others.

The center creates real-world experiences for students by providing project course work and being a resource for securing internships and mentors. It also provides support for faculty teaching and research activities in real estate and assists the university with its real estate portfolio.

Career Opportunities

College of Business and Administration graduates are prepared for positions in the following fields:

- Accounting—public, private, non-profit, and governmental
- Banking and other financial institutions
- Corporate financial management
- Entrepreneurship and small business management
- Financial analysis
- Human resources management
- Information systems
- International business investment management
- Management consulting and organization management
- Marketing and sales management
- Operations management
- Real estate
- Recreation and tourism management
- Retailing
- Taxation
Business Board (B-Board)
As the student governing body of the College of Business and Administration, the Business Board functions as a liaison between the students and the administration. The board helps formulate policies and represents students' interests in many different areas. Thirteen representatives are elected from the student body and serve for two semesters. Three board members, usually officers, are required to serve on the College of Business and Administration Academic Ethics Committee.

Graduation Recognition Ceremony
Every December and May the Office of the Dean and the Business Board sponsor a recognition ceremony honoring the graduating class, in addition to the university-wide commencement. Graduates and their families are invited to attend.

ACADEMIC EXCELLENCE

Honors for Students Entering Before Summer 1995
Upon recommendation of the faculty, students who demonstrate superior scholarship are given special recognition at graduation. Students must achieve an overall grade point average (GPA) of 3.50 and a GPA of 3.50 in all business courses taken at the University of Colorado at Boulder to be considered for cum laude.

Those who achieve an overall GPA of 3.50 and a GPA of 3.70 in all business courses taken at the University of Colorado at Boulder will be considered for magna cum laude.

Students who achieve an overall GPA of 3.80 and a GPA of 3.85 in business courses and who complete at least 60 credit hours at the University of Colorado at Boulder will be considered for summa cum laude.

Honors for Students Entering Summer 1995 or Thereafter
In recognition of high scholastic achievement, upon recommendation of the faculty, the designation "With High Distinction" or "With Distinction" will be awarded at graduation. To qualify for the "With High Distinction" designation, the student's cumulative University of Colorado GPA must be at least 3.90. For the "With Distinction" designation, the student's cumulative GPA must be at least 3.75 but less than 3.90. In addition, for these designations, at least 60 semester hours must have been earned at CU-Boulder.

In addition to the distinction of honors, College of Business and Administration students also may participate in the Latin honors granted by the College of Arts and Sciences. Qualified students are encouraged to participate in this program, which coordinates the offering of a variety of honors seminars as well as the granting of Latin honors (cum laude, magna cum laude, summa cum laude) at graduation. Granting of these honors is determined by the Honors Council based on several criteria, including the quality of original scholarly work (generally reported in the form of a thesis). Latin honors are not conferred on a graduate entering in the summer of 1995 and thereafter simply by virtue of high grades. Interested students should consult the Honors Program listing in the College of Arts and Sciences chapter of this catalog or contact the Honors Program in Norlin Library.

Dean's List
Students in the College of Business and Administration who complete at least 12 semester hours of graded work in the fall or spring semester and earn a GPA of 3.50 or better on the Boulder campus (excluding Continuing Education) are included on the dean's list, which is posted outside the Office of Undergraduate Studies.

Beta Gamma Sigma
Membership in Beta Gamma Sigma is an honor that must be earned through outstanding scholastic achievement. Such membership is the highest scholastic honor that a student in a school of business or management can attain.

To be eligible for Beta Gamma Sigma membership, students must rank in the top seven percent of their junior class, the top 10 percent of their senior class, or be among the top 20 percent of those students receiving master's degrees. Also, students completing all requirements for the doctoral degree conferred by a business school are eligible for Beta Gamma Sigma. It should be noted that Beta Gamma Sigma chapters may be chartered only in those schools of business and management accredited by the American Assembly of Collegiate Schools of Business.

Scholarships
Each year the college awards a number of divisional and general scholarships. Business scholarships are generally for students who have completed business course work at the university. The amount and number of the awards vary each year. For additional information, students may contact the Office of Undergraduate Studies.
ACADEMIC STANDARDS

Academic Ethics
Students are expected to conduct themselves in accordance with the highest standards of honesty and integrity. Cheating, plagiarism, illegitimate possession and disposition of examinations, alteration, forgery or falsification of official records, and similar acts or the attempt to engage in such acts are grounds for suspension or expulsion from the university. Any reported act of academic dishonesty may be referred to the College of Business and Administration Academic Ethics and Appeals Committee at the discretion of the associate dean, a member of the instructional staff, or another appropriate university representative.

Students are advised that plagiarism consists of any act involving the offering of someone else’s work as the student’s own. It is recommended that students consult with instructors as to the proper preparation of reports, papers, etc., in order to avoid this and similar offenses. Official college procedures concerning academic ethics are maintained in the Office of Undergraduate Studies.

Standards of Performance
Students are held to basic standards of performance with respect to attendance, active participation in course work, promptness in completion of assignments, correct English usage both in writing and speech, accuracy in calculations, and general quality of scholarly workmanship.

In general, examinations are required in all courses and for all students. To be in good standing, students must have an overall grade point average of 2.00 or better for all course work taken, and a 2.00 or better for all business courses taken. Students must earn a passing grade for all required courses. These requirements apply to courses taken at all university campuses. Physical education activity courses, repeated courses, and remedial courses are not included in the overall grade point average.

Any student earning all failing grades or no academic credit for a semester is not permitted to register without the dean’s approval.

Official double-degree students are required to maintain the same standards of performance as College of Business and Administration students in order to continue in their program.

When semester grades become available, students below the acceptable standard are placed on probation or suspension.

Students are responsible for being aware of their academic status at all times. College rules governing probation and suspension are as follows:

Probation. Any student whose cumulative grade point average or cumulative business grade point average is less than 2.00 will be placed on probation immediately. A student will have two semesters to raise the cumulative or business grade point average to at least a 2.00. Students who have a cumulative or business grade point average below a 2.00 after the second probation will be suspended and will not be able to register for University of Colorado daytime courses on any campus during the fall or spring semester.

Note: Suspended College of Business students who transfer into another school or college of the university will not be eligible to register for business courses or for readmission to the College of Business.

Suspension. Suspended students may attend summer session at any University of Colorado campus, take correspondence courses, and/or take Continuing Education Boulder evening credit classes in order to improve their GPA in the area of deficiency. They may also return as transfer students by overcoming their deficiencies at another institution [i.e., by achieving an overall 2.00 GPA in their University of Colorado work and all work taken elsewhere since dismissal; these transfer grades (nonbusiness courses only) are only used for the purpose of readmission and do not remain in the University of Colorado GPA]. Dismissed students pursuing this latter option have two semesters after readmission to raise their University of Colorado GPA to 2.00 or they will be permanently suspended.

A student who has been under suspension for one calendar year and elected none of the above may apply for readmission to the College of Business and Administration. Students have two semesters to raise their cumulative or business GPA to at least 2.00.

Students who make up their grade deficiencies prior to the expiration of the one-year suspension and desire to be readmitted must reapply to the university through the Office of Admissions. Readmission is subject to enrollment limitations.

Students who have been suspended once and then readmitted by the College of Business and Administration will be permanently suspended if their overall grade point average, or business grade point average, again falls below a 2.00.

Any student who is placed on suspension more than once will be permanently suspended from the College of Business and Administration and may not attend any campus of the University of Colorado as a business student.

ADMISSION AND ENROLLMENT POLICIES

The academic policies, rules, and regulations of the college stated below were in effect at the time the catalog was printed. All students are responsible for knowing and following the provisions set forth in this catalog. Any questions concerning these provisions should be directed to the college. The college cannot assume responsibility for problems resulting from a student’s failure to follow the policies stated in the catalog or from incorrect advice given by those outside the Office of Undergraduate Studies. Similarly, students are responsible for all deadlines, rules, and regulations stated in the Registration Handbook and Schedule of Courses. All rules and regulations are subject to change. Any questions should be directed to the College of Business Office of Undergraduate Studies, room 227, 303-492-6515.

Admission to the Business Program
Prospective freshman students are encouraged to complete strong academic programs in high school. A minimum of four academic units should be completed each year with special emphasis given to writing, mathematics, and science skills. For a detailed explanation of the high school preparation desired, see Undergraduate Admission in the General Information chapter of this catalog.

Transfer students are expected to demonstrate proficiency in writing and mathematics. Prospective transfer students should complete courses equivalent to those taken by University of Colorado business freshmen and sophomores.

Intrauniversity Transfer
A large number of students admitted each year to the College of Business and Administration are intrauniversity transfers. An undergraduate student who is enrolled on the Boulder campus and who wishes to transfer to the College of Business and Administration may submit a completed intrauniversity transfer (IUT) application to the college after completing at least 12 semester hours of specific graded course work at the University of Colorado. The deadline is October 1 for spring admission and March 1 for fall and summer admission. The college will consider each application based upon the number of spaces available, the quality of the student’s academic work, and the courses completed.
Diversity
In addition to grade point average requirements, hours taken, and nonbusiness course requirements completed, the college considers other factors that contribute to diversity in the student body. Factors contributing to a more diverse student body are race and ethnic background; age; business experience; economic or physical handicap; and unique situations.

Registration for Business Courses
Students may register only for those courses for which they have the stated prerequisites. Priority is given to students officially in the business program.

Administrative Drop
Instructors may recommend to the Office of Undergraduate Studies that students who fail to meet expected course attendance or prerequisites be dropped from their courses.

Attendance Regulations
Classroom attendance is left to the discretion of the instructor. Students are responsible for understanding each instructor's policy on attendance.

Students enrolled in one section of a business course who attend a different section will receive a final grade of F for nonattendance. Students attending classes for which they are not enrolled will not be added after the final schedule adjustment period is over.

Concurrent Registration
Concurrent registration is for graduating seniors who must be enrolled on two campuses of the University of Colorado at the same time in order to fulfill graduation requirements.

Students enrolled in the College of Business and Administration may only exercise the concurrent registration option if they are in their graduating semester; students who are two semesters from graduating and cannot obtain a course necessary to complete a prerequisite sequence may also use this option. The course must be required for graduation and must not be offered on the Boulder campus, or the course must conflict with another required course in which the student is enrolled. Students from other colleges and schools who wish to take business courses must have the approval of their own college or school before submitting the concurrent registration form.

Scholastic Load
The normal scholastic load of an undergraduate student in the college is 15 semester hours, with a maximum of 18 hours during the fall and spring semesters. A maximum of 6 hours may be taken during the five-week summer term, with no more than 12 hours total during the 10-week summer session.

Credit Policies
To receive credit, all courses must be listed on the student’s official transcript by the Office of the Registrar. Credit is then evaluated by the College of Business and Administration to determine degree acceptability.

Cooperative Education Credit
No credit is given for work experience or cooperative education programs.

Correspondence Credit
No business courses may be taken by correspondence. All nonbusiness correspondence courses must have prior approval and be evaluated to determine their acceptability.

Credit by Examination
Advanced Placement (College Board). For students who earn scores of 3, 4, or 5 on Advanced Placement exams, college credit will be given where appropriate. See the Admissions section for a comprehensive chart on AP credit.

College-Level Examination Program (CLEP). College credit for approved CLEP subject examinations may be considered, providing the scores are at the 67th percentile or above. Specific information is available in the Office of the Dean.

CLEP credit is only appropriate for pre-business requirements and nonbusiness electives. A maximum of 6 hours of credit in any one course area is allowed. CLEP may not be used in course areas where credit has already been allowed. General examinations are not acceptable.

Before a CLEP examination can be taken, students must have prior approval in writing by the Office of Undergraduate Studies.

No Credit
Because of enrollment limitations, business classes may not be taken on a no-credit basis.

ROTC Credit
Students who are enrolled in and complete the ROTC program may apply a maximum of 12 semester hours of advanced ROTC credit toward nonbusiness elective requirements and toward the 120-semester-hour degree requirement for the B.S. degree in business administration. Students must be enrolled as official ROTC students in order to receive degree credit for ROTC courses. No credit toward degree requirements is granted for basic (freshman and sophomore) ROTC courses. The ROTC advisor can provide more detailed information.

Special Sources of Credit
The college reserves the right to accept or reject all special sources of credit that do not have prior approval of the dean. A maximum of 6 hours of theory courses in kinesiology, physical education, or dance can be accepted toward graduation.

Academic Internship Credit
Junior or senior business students desiring to work beyond the regular business course curriculum may seek permission to take a business academic internship under the direction of a designated faculty member. Students may not preregister for the class. Up to 6 credit hours of academic internship and other types of nontraditional credit may be accepted as degree credit. A maximum of 3 hours may be taken in any one semester. Internships are only offered on a pass/fail basis. Students must hold a minimum GPA of 2.50 or obtain consent from the instructor to enroll in the course.

Independent Study
Up to 6 hours of independent study and other nontraditional types of credit will be accepted as degree credit. Prior approval is required if the work is to be applied as degree credit. A maximum of 3 hours of this type of credit may be taken in any one semester. Normally, such classes as ROTC, certain teacher education classes, teaching methods, orientations, practice, and workshops are not acceptable. Courses such as music, band, choir, art, and arts and sciences (ARSC) courses must be counted as part of the 6 hours, providing prior approval is given. Failure to have all such courses approved prior to enrolling may result in loss of credit.

To receive credit for independent study, academic internships, and experimental studies courses, students must obtain the dean's approval prior to registering for the courses. Further information and forms are available in the College of Business Office of Undergraduate Studies.

Study Abroad Credit
Transfer credit from study abroad programs is applied as business or nonbusiness elective credit. Students planning to attend study abroad programs must meet with an undergraduate advisor and have their course selections approved before leaving campus.

More specific information about these opportunities is available from the Office of International Education.
Transfer Credit

The college reserves the right to disallow any credit that it deems inappropriate degree credit.

Credits in business subjects transferred from other institutions will be limited to the number of credit hours given for equivalent work in the regular offerings of the university. Only work from regionally accredited institutions will transfer to the college. A maximum of 60 semester hours of credit may be accepted from a two-year school.

Actual equivalent courses may be substituted for required courses. Students must submit a carefully checked catalog description and course syllabus for course equivalency determination, since a course given at another institution may have the same name and same textbook as a required business course and still be taught with a non-business emphasis or other variations that give it little value for business.

Business students desiring to apply course work from another institution to the B.S. degree in business administration must have prior approval of the College of Business and Administration. Only non-business requirements or elective credit is acceptable in transfer from other institutions once the student has enrolled in the college.

All courses in the area of emphasis must be taken at the University of Colorado at Boulder unless written approval is given by the associate dean of undergraduate studies. Transfer students must take a minimum of 30 hours of business courses, including the area of emphasis, in residence after admission to the college. For more information on transfer of credit policies, see Transfer of College-Level Credit in the Admission section.

Grading Policies

In addition to the campuswide grading system and pass/fail policy listed under Registration in the General Information chapter, the College of Business and Administration enforces the following policies.

Pass/Fail. Students in the College of Business and Administration may not use courses taken on a pass/fail basis to satisfy required business, required nonbusiness, or elective business courses, with the exception of an approved academic internship. Only nonbusiness electives may be taken on a pass/fail basis. A maximum of 16 hours of pass/fail credit may be applied toward the B.S. degree in business administration; transfer students may take 1 hour of pass/fail for every 8 hours successfully completed at this institution. Pass/fail determination must be made within the first two weeks of the semester and is irreversible. A maximum of 6 hours designated pass/fail may be taken in any one semester.

Failed Courses. Failed courses may be repeated, but the F will be included in the grade point average.

Incomplete Grades. The only incomplete grade given in the college is IP. An IP grade is given only when documented circumstances clearly beyond the student's control prevent the student from completing the course. Generally, students should make up the missed work and not retake the course. Students should not register for the class a second time, and the work should be made up with the instructor giving the IP. All IP grades must be made up within one year or the IP will be changed to a grade of F.

Grade Changes

Final grades as reported by instructors are considered permanent and final. Grade changes will be considered only in cases of documented clerical errors and must be approved by the associate dean.

Withdrawal

Students may withdraw any time before the beginning of the final examination period. Students who withdraw during the semester are not assured admission the following semester but will be considered on an individual basis, if space is available.

UNDERGRADUATE DEGREE REQUIREMENTS

Knowledge and Abilities of Business Students

The following areas of knowledge are central to the undergraduate degree in business administration:

- knowledge of the business core that provides students with a comprehensive understanding of the basic functional areas of the discipline;
- knowledge in one or more of the five areas of emphasis, in which students are exposed to in-depth study that provides them with the tools necessary to solve complex business problems;
- awareness of the interrelations between academic theory and practice in order for students to be fully equipped to make effective decisions under conditions of uncertainty;
- knowledge of basic communication skills, computer use, and the international environment in which business currently operates;
- knowledge of mathematics sufficient to facilitate the application of quantitative principles; and
- awareness of the importance of academic and professional ethics.

In addition, students completing a degree in business administration are expected to acquire:

- the ability to solve problems involving the application of basic business principles to new and recurring situations;
- the ability to conceptualize and analyze decision-making situations to facilitate solutions in an effective and timely manner; and
- the ability to communicate the results of problem-solving situations, both verbally and in writing.

Having acquired these skills and knowledge, students are able to conceptualize and analyze the concept of business and problem solving as a system. They have the ability to present solutions to business problems in an understandable and useful form. Their education provides them with excellent working knowledge, not only in the field of business, but also in related academic-disciplinary disciplines.

Advising and Records

Business students receive academic counseling from a staff of advisors in the Office of Undergraduate Studies. During the semester, advisors are available Monday through Friday from 8:00 a.m. to 11:00 a.m. and 1:00 p.m. to 4:30 p.m. During registration periods, advisors are available to answer registration questions. Individual advising and scheduling are not possible during registration periods; rather, they should be obtained throughout the semester.

Students may look at their individual progress sheets any time during advising hours, and a copy will be provided upon request. Students are expected to assume responsibility for planning their programs in accordance with college rules and policies.

Students are encouraged to discuss the various emphases available as well as career opportunities with the faculty of the college.

Requirements

The College of Business and Administration now has two sets of degree requirements. The undergraduate degree requirements listed in the 1995-1996 catalog will apply to those students who begin their undergraduate study at any institution of higher education in the summer of 1995 or thereafter; the degree requirements listed in the 1994-1995 catalog will apply to those students who began their undergraduate study before the summer of 1995. No portion of either curriculum may be substituted for a portion of the other.
Requirements for the B.S. (Business Administration) Degree

The bachelor of science degree requires:

Total Credits. A minimum of 120 acceptable semester hours of credit, as follows:

<table>
<thead>
<tr>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business core requirements</td>
</tr>
<tr>
<td>Business area of emphasis requirements</td>
</tr>
<tr>
<td>Business electives</td>
</tr>
<tr>
<td>Nonbusiness course requirements</td>
</tr>
<tr>
<td>Nonbusiness electives</td>
</tr>
</tbody>
</table>

The college reserves the right to disallow any credit that it determines is not appropriate academic credit.

Residence. Students must complete 30 hours of business courses in residence on the Boulder campus after admission to the college, including the 15 hours in the area of emphasis and the 9 hours in the area of application (included in the business electives). Students must be in residence at CU-Boulder, and must be registered as business degree students during the term of graduation.

Grade Point Average. A minimum scholastic cumulative grade point average of 2.00 is required for all courses attempted at the university, including 2.00 cumulative for all business courses, 2.00 cumulative in the required areas of emphasis courses, and 2.00 cumulative in the area of application courses.

General Requirements for Those Who Began Their Undergraduate Study in the Summer of 1995 and Thereafter

College of Business and Administration students who began their undergraduate study in the summer of 1995 and thereafter must fulfill the following requirements for graduation.

Business Core Requirements (28 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOR 1000</td>
<td>Business Computing Skills</td>
</tr>
<tr>
<td>BCOR 1100</td>
<td>Profiles in American Enterprise</td>
</tr>
<tr>
<td>BCOR 2000</td>
<td>Accounting and Financial Analysis</td>
</tr>
<tr>
<td>BCOR 2010</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>BCOR 2050</td>
<td>Adding Value with Management and Marketing</td>
</tr>
<tr>
<td>BCOR 2110</td>
<td>Accounting and Financial Analysis</td>
</tr>
<tr>
<td>BCOR 2150</td>
<td>Business Law, Ethics, and Public Policy</td>
</tr>
<tr>
<td>BCOR 4000</td>
<td>Business Senior Seminar</td>
</tr>
</tbody>
</table>

Business Area of Emphasis (15 semester hours)

Students must choose an area of emphasis in accounting, finance, information systems, management, or marketing. Areas of emphasis consist of 15 semester hours beyond any business core courses.

Business Electives (18 semester hours)

Business courses required for areas of application are included in business electives.

Business courses required by specific areas in excess of the 15 hours listed under areas of emphasis are included in business electives.

Nonbusiness Requirements (41 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical skills (Note 1)</td>
<td>6</td>
</tr>
<tr>
<td>Written communication</td>
<td>3</td>
</tr>
<tr>
<td>Historical context</td>
<td>3</td>
</tr>
<tr>
<td>Cultural and gender diversity</td>
<td>3</td>
</tr>
<tr>
<td>United States context</td>
<td>3</td>
</tr>
<tr>
<td>Literature and the arts (3 semester hours must be upper-division)</td>
<td>3</td>
</tr>
<tr>
<td>Natural sciences</td>
<td>6</td>
</tr>
<tr>
<td>Contemporary societies</td>
<td>6</td>
</tr>
<tr>
<td>Ideals and values</td>
<td>3</td>
</tr>
</tbody>
</table>

A list of courses that fulfill specific requirements for each area can be found in the College of Business degree requirements brochure.

Curriculum Notes

1. Math requirements are as follows: Students take MATH 1050, 1060, and 1070, 1080, 1090, and 1100. A college-level calculus course may be substituted for MATH 1080, 1090, and 1100. All math requirements must be completed for junior standing.

2. A minimum of 3 semester hours of both microeconomics and macroeconomics is required.

Nonbusiness Electives (18 semester hours)

Not all classes are accepted as elective credits. Generally, to be acceptable, electives must be taught by University of Colorado faculty, must have a form of assessment such as a term paper, and/or examinations, and must be regular classroom-type courses. Course coverage must be college-level, must be topics not covered elsewhere in the degree, must be academic as opposed to vocational or technical, and must be part of the regular university offerings.

Specifically, the college will accept:

- MAPS courses devoted to satisfying minimum academic preparation standards can only be used to satisfy nonbusiness elective credit.
- A maximum of 6 hours of theory courses in kinesiology, physical education, or dance. (Note 1)
- A maximum of 12 hours of advanced ROTC credit, providing the student is enrolled in the program and completes the program.
- A maximum of 5 hours of academic internship, independent study, co-op, band, music lessons, or art lessons. (Note 2)

Curriculum Notes

1. The college will not accept physical education activity, workshops, orientations, dance classes, theatre, arts, or music lessons.

2. The college will accept a maximum of 6 credit hours of business or nonbusiness academic internships, independent study, co-op, band, music lessons, or art lessons toward the 120 credit hours required for graduation.

The previous examples are not exclusive but are intended to be guidelines. The College of Business and Administration reserves the right to disallow any credit that it determines is not appropriate academic credit. For further information contact the Office of Undergraduate Studies.

Senior Audit

Prospective graduates must schedule an appointment with the Office of Undergraduate Studies and the Office of Career Development the semester before they plan to graduate to complete a senior audit. Students planning to graduate in May must complete a senior audit by the previous December 14; August graduates must complete a senior audit by the previous March 2; and December graduates must complete a senior audit by the previous March 16. Failure to do so will delay graduation.

Students desiring to change their area of emphasis after completing the senior audit must have the change approved by the graduation advisor no later than the first week of class of their final semester. Changes after that time will delay graduation.

Double-Degree Programs

Numerous career opportunities exist for graduates trained in both a specialized field and business. For this reason students may be interested in a double-degree program leading to completion of degree requirements concurrently in two fields. Such double-degree programs have been arranged for engineering, environmental design, journalism, and music, and may be arranged for other professional combinations as well.

A combined bachelor's and master's degree program in telecommunications is available. Students take information systems as their area of emphasis in business administration with advanced courses in telecommunications. Please see the program description under the information systems area of emphasis.

The two programs of study proceed concurrently, terminating together with the awarding of two degrees. Normally, at least five years will be needed to complete a double-degree program. No substitutions are allowed, and a minimum of 150 semester hours is required for all double-degree programs.

Students desiring to transfer from double-degree programs to the College of Business and Administration must submit an application to the Office of Undergraduate Studies. For further information contact the Office of Undergraduate Studies.
Minor in Business for Nonbusiness Students

A minor in business consists of 22 semester hours in addition to any prerequisite courses.

**Required Courses**  **Semester Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOR 1000</td>
<td>Business Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>BCOR 2010</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BCOR 2000</td>
<td>Accounting and Financial Analysis 1</td>
<td>4</td>
</tr>
<tr>
<td>BCOR 2100</td>
<td>Accounting and Financial Analysis 2</td>
<td>3</td>
</tr>
<tr>
<td>BCOR 2050</td>
<td>Adding Value with Management and Marketing 1</td>
<td>3</td>
</tr>
<tr>
<td>BCOR 2150</td>
<td>Adding Value with Management and Marketing 2</td>
<td>3</td>
</tr>
<tr>
<td>BCOR 3000</td>
<td>Business Law, Ethics, and Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the required 22 semester hours of course work, the following requirements apply to the minor program in business:

1. No pass/fail work may be applied toward the minor.
2. The cumulative grade point average for all minor degree course work must equal 2.00 or higher.
3. Students will be allowed to apply no more than 9 credit hours of transfer work.
4. Students must complete prerequisite courses as stated in the course descriptions.

**AREAS OF EMPHASIS**

**College of Business Programs**

All business students pursuing a bachelor’s degree in business administration must complete the prescribed courses in at least one area of emphasis. The college offers programs in five areas of emphasis: accounting, finance, information systems, management, and marketing. An area of emphasis consists of a minimum of 15 semester hours taken at the University of Colorado at Boulder. A 2.00 cumulative grade point average is mandatory for the required area of emphasis courses.

In addition to the area of emphasis, students also may complete an area of application program. The college offers the following areas of application: entrepreneurship and small business management, international business, tourism management, transportation and logistics, and real estate. An area of application consists of a minimum of 9 semester hours taken at the University of Colorado at Boulder. A 2.00 cumulative grade point average is required for the required area of application courses. Successful completion of additional requirements in some of these areas of application entitles students to a certificate issued by the dean of the college.

The college also offers a minor program in business for nonbusiness students.

**Accounting**

The areas of accounting study are financial accounting, managerial accounting, taxation, and auditing. The accounting area of emphasis is designed to prepare students for careers in accounting, business, not-for-profit, and government organizations.

Course work in accounting conveys a comprehensive understanding of the theory and concepts that underlie accounting practice. Emphasis is placed on logical reasoning and development and use of information, which enables students to solve problems in accounting and management of organizations and to make sound accounting policy decisions.

Accounting students have two broad career options to consider after graduation. Those who aspire to pursue careers in public accounting must become Certified Public Accountants (CPAs). Those who seek other career paths may become CPAs as well, but the CPA designation is not as critical. Currently, an undergraduate degree, including 30 semester hours of accounting (including business law), is necessary for the CPA exam in the state of Colorado. The education requirement will increase to 150 semester hours, including 30 credit hours of accounting, in 2002 (to be consistent with national standards adopted by the American Institute of CPAs and the majority of states). Students who wish to become CPAs should learn the status of the educational requirements of the state in which they hope to work following graduation. Each state has a board of accountancy that can provide this information.

Students should consider the following two degree options:

1. The bachelor of science degree in accounting. Accounting students who are planning careers in business, government, or non-profit enterprises and wish to earn their undergraduate degree in accounting are strongly encouraged to take substantial course work outside of the required accounting courses, such as finance, information systems, and international business.
2. The 150-hour bachelor of science/master of science degree in business administration with a concentration in accounting or taxation. Accounting students who are planning to become CPAs (whether in public accounting or in other positions) are strongly advised to apply to the 150-hour bachelor's/master's degree program early in their undergraduate career. This program is designed to prepare the student for a career in public accounting and to meet the national educational standards for CPAs. Details on this program are provided under the Graduate Degree Programs section in this chapter.

An additional year of study leading to an M.S. is available. It is offered to graduates of four-year programs in accounting or other business disciplines. For those students who do not have an undergraduate degree in accounting or business but wish to pursue a graduate degree in the field, the M.B.A. with a self-designed major in accounting is available. Please consult with the graduate section of this chapter for more information about advanced degree programs.

The undergraduate area of emphasis in accounting consists of at least 15 semester hours of course work beyond the undergraduate core requirements.

**Required Courses**  **Semester Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 3220</td>
<td>Intermediate Financial Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 3230</td>
<td>Intermediate Financial Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 3520</td>
<td>Cost Management</td>
<td>3</td>
</tr>
<tr>
<td>Plus at least 6 credit hours from the following courses:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ACCT 4240/5240 Advanced Financial Accounting</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ACCT 4250/5250 Financial Statement Analysis</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ACCT 4330/5330 Advanced Cost Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 4400/5430 Income Taxation 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 4430/5440 Income Taxation 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 4620/5620 Auditing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ACCT 4700/5700 International Accounting</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ACCT 4800/5800 Accounting for Government and Nonprofit Organizations</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Finance**

The finance area of emphasis is designed to provide students with in-depth exposure to the theoretical concepts and applied tools and techniques necessary for entry-level positions in various areas of financial management. The principal areas of study include financial management, money and capital markets, investments and derivative securities, and financial institutions.

Finance is an applied discipline with an analytical orientation. Effort is made to develop students' ability to think logically about financial problems and to formulate sound financial decisions and policies. Although the emphasis is on financial management of profit-oriented organizations, the principles and concepts developed in this area of emphasis are also applicable to not-for-profit and governmental organizations.

It is strongly recommended that finance students take additional accounting (such as ACCT 3220 and ACCT 3230) beyond the business core requirements.

**Required Courses**  **Semester Hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 3010</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 3020</td>
<td>Financial Markets and Institutions</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective Course
INFS 3050 Competing with Information Technology
3

A combined B.S./M.S. program is available for students choosing the information systems area of emphasis. The combined program offers undergraduate students the opportunity to integrate information systems and business with telecommunications—an integration that is increasingly important in industry. Students who complete the dual program earn a B.S. with an emphasis in information systems from the College of Business and an M.S. in telecommunications from the College of Engineering. Please contact an advisor in either area for details of program requirements.

Management
The management area of emphasis addresses the effective management of people, organizations, and technology to improve the performance of diverse public and private organizations. The area provides the managerial skills necessary for success in entry-level positions and builds the foundations required for success in management positions of greater responsibility, authority, and leadership. Students completing the management area of emphasis are viewed by potential employers as having the broad-gauged education required in the team-oriented, horizontally organized, and globally competitive environment of the twenty-first century. The management area of emphasis prepares students for careers in general management, or serve as a strong secondary major to complement another functional area.

The management area of emphasis begins with two required courses covering modern theories of quality management and the development of critical managerial skills.

Required Courses
INFS 3630 Total Quality Management
3
INFS 3640 Critical Leadership Skills
3

Prerequisite Courses
Students must complete at least 6 hours of programming courses. Examples that meet this requirement include:

CSCI 1200 Introduction to Programming
3
CSCI 1210 Introduction to Programming
3
CSCI 1700 Introduction to Computer Fundamentals
3
INFS 3601 Visual-Language Programming
3

Human Resource Management Track
The human resource management track provides students with the knowledge and skills necessary to earn certification in human resources from the Society of Human Resources, the principal professional society in the field. Graduates are qualified to act as human resource generalists in small- to medium-sized companies; specialists in organizations with more diverse human resource units; or well-rounded general managers in any organization. Under the human resource track, students must select three of the following courses:

MGMT 4010 Employee-Employee Relationship
3
MGMT 4020 Hiring and Retaining Human Resources
3
MGMT 4030 Managing Employee Reward Systems
3
MGMT 4040 Individual, Team, and Organizational Development
3

Marketing
The marketing area of emphasis hone skills in analysis and decision-making for a wide spectrum of marketing careers in fields such as advertising, market research, selling and sales management, distribution, industrial and business-to-business marketing, international marketing, the marketing of services, and marketing for not-for-profit organizations.

Marketing areas focus on identifying customer needs and wants, developing products and/or services to satisfy these needs and wants, establishing channels and communications to move products and services to customers through intermediaries to end users, and monitoring transactions and customer responses to guide future activities.

Students must choose from one of the following two plans for taking required marketing courses. Students with a marketing emphasis must take 15 hours of
marketing courses beyond BCOR 2050. These students should select Plan A. Plan B is intended for those students wishing to take marketing courses as part of their business electives.

**Plan A**
(For students with marketing as their area of emphasis)

**Required Courses**  
Semester Hours
MKTG 3600 Marketing Analysis 6
One course from each of the following two groups:
Group 1
MKTG 4150 Sales Management 3
MKTG 4550 Advertising and Promotion Management 3
Group 2
MKTG 4250 Product Strategy 3
MKTG 4350 Services Marketing Strategy 3
MKTG 4650 Institutional Relationships and Strategy 3
MKTG 4800 Marketing Strategy and Policy (capstone course, to be taken after both Group 1 and Group 2 courses) 3

**Plan B**
(For students taking marketing courses as business electives)

**Required Courses**  
Semester Hours
MKTG 3250 Buyer Behavior 3
MKTG 3350 Marketing Research 3
Other 4000-level marketing course 3

**AREAS OF APPLICATION**

**Entrepreneurship and Small Business Management**
The entrepreneurship and small business management area of application reflects the fact that practically all new job creation in the United States is produced by new ventures and small- to medium-sized emerging growth businesses. In addition, Boulder and the College of Business and Administration are highly recognized for a unique entrepreneurship climate. Students enhance their functional area knowledge by applying such learning to entrepreneurship and small- to medium-sized environments. This application area provides the knowledge, understanding, and skills for creating, organizing, and managing new ventures or small- to medium-sized and emerging growth businesses as independent entities, or within corporate structures.

Students examine theory and research, but the fundamental thrust of this application area is to experience entrepreneurial cultures through professional experiences such as field projects, meeting entrepreneurs in the classroom, internships, writing feasibility and business plans, and developing other practical skills.

After completing the required lower-division core courses, students will begin the study of entrepreneurial environments in their junior year. Entrepreneurial finance, business plan preparation, and an academic internship may be taken in the junior and/or senior year.

Students who complete the three required entrepreneurship courses with a 3.0 grade point average or better, and who complete an academic internship of at least 3 credit hours, will qualify to sit for the entrepreneurship honors exam. Those who pass the exam will be awarded the Certificate of Excellence in Entrepreneurial Studies.

**Required Courses**  
Semester Hours
ESBM 3700 Entrepreneurial Environment 3
ESBM 4570 Entrepreneurial Finance 3
ESBM 4830 Business Plan Preparation 3
Note: Students wishing to take an academic internship should have completed ESBM 3700 by the end of their junior year.

**International Business**
The globalization of the marketplace has created a need for managers who can function effectively in the international business environment. Despite this movement toward globalization, there remains significant environmental differences (cultural, economic, and political) between countries and/or regions. Managers in an international business must be sensitive to these differences and also must adopt the appropriate policies and strategies for dealing with them.

To address these issues, the College of Business and Administration offers an area of application in international business. In addition to this area of application, students can complete additional requirements that result in an International Business Certificate. The area of application and certificate program build on the student's understanding of the functional areas of business and provides her or him with an appreciation of the international environment and a framework for developing policies and strategies appropriate for this environment.

**Required Courses**  
Semester Hours
INBU 4100 International Business and Marketing 3
INBU 4200 International Financial Management 3
INBU 4300 International Business Management 3

In addition, the certificate program requires the completion of the following:
1. Six hours of economics, geography, or political science beyond arts and sciences course requirements. Courses must be selected from an approved list (students should see the advising office for details).
2. Three hours of foreign language beyond MAPS requirements.
3. Six hours of an international experience. This requirement can be satisfied through either study abroad programs or academic internships of an international business nature.

Finally, it is recommended that students in the international business area of application or the certificate program consider additional electives from the following courses: MGMT 4070 International Operations Management, TRMG 4500 International Transportation and Logistics, and ACCT 4700 International Accounting.

**Real Estate**
The real estate area of application is designed to provide students with exposure to the concepts, tools, and techniques necessary for entry-level positions. A career in real estate provides an opportunity for individuals to operate as entrepreneurs and thus be their own boss whether they are brokers, appraisers, developers, property managers, consultants, or investors. An integrated process is followed in the three application area courses to prepare students for real estate careers.

**Required Courses**  
Semester Hours
REAL 3000 Principles of Real Estate Practice 3
REAL 4000 Real Estate Law and Financing Instruments 3
REAL 4100 Real Estate Finance and Investment Analysis 3

The real estate certificate program allows students to broaden their knowledge and understanding of real estate through multidisciplinary focus, whereby courses are taken outside of the College of Business and Administration. For this program, an academic internship is also required.

**Required Courses**  
Semester Hours
College of Architecture and Planning courses 6
Construction management course in the Department of Civil, Environmental, and Architectural Engineering or another course from the College of Architecture and Planning 3
Academic internship in real estate practice or related area 3

**Tourism Management**
The tourism area of application is designed to prepare students to take advantage of the opportunities provided by this industry, including the management and operation of tourism attractions, the various businesses that serve travelers, and the private and government organizations devoted to tourism industry development.
programs in accounting and information systems that award the bachelor's degree and master's degree simultaneously.

Requirements for Admission
For all master's programs, the admissions committee reviews the applicant's complete application, with consideration given to the following:

1. An applicant's academic record.
2. An applicant's score on the Graduate Management Admission Test (GMAT). The GMAT must be taken if the test date was more than five years ago.
3. International students must provide a TOEFL exam score.

In addition, letters of recommendation, two official transcripts, a work history record, and a nonrefundable application fee are required of all applicants. Applicants must also submit a personal statement.

For the M.B.A. program:
1. Personal interviews and/or phone interviews may be required of an applicant. These interviews are an expense to be borne by the applicant.
2. Individuals with a minimum of two to three years of work experience are encouraged to apply.

For the 150-hour bachelor of science/master of science program in accounting, application should be made during the first semester of junior standing, after the student has completed 12 semester hours in accounting.

Recommendation letters may be waived for continuing College of Business students.

The address for graduate applications is:
University of Colorado at Boulder
Graduate School of Business Administration
Campus Box 419
Boulder, CO 80309-0419
303-492-1831 (general information)
303-492-7662 (application-request line)
Information is available on the web at bus.colorado.edu.

Diversity
The Graduate School of Business Administration encourages qualified individuals to apply regardless of sex, race, religion, national origin, age, or physical limitations.

Master of Business Administration
The breadth of training that master of business administration graduates receive prepares them to become high-level managers and participants or become involved in new business ventures in a challenging and evolving business environment.

The M.B.A. program is rigorous and comprehensive, and demands student commitment. The core curriculum provides a set of broad-based, integrative skills, rather than narrowly focused, highly specialized skills. Core courses provide a solid foundation in both business management and analytical disciplines, a foundation that forces continued career growth. In addition to core courses stressing key functional areas of business, students can choose electives specific to their chosen major. Each major addresses different goals, and all provide in-depth management study.

The case study method and student field projects are used broadly throughout core courses, and common areas of study such as ethics, technology, communications, and international issues are integrated throughout each of the curriculum. Students learn about management theory and its practical applications in "real-world" situations. Lectures, seminars, team teaching, team study groups, guest lectures, and videotaped critique sessions are all approaches taken by the faculty to generate new ideas and allow student input.

M.B.A. Minimum Requirements
Advising. All graduate students are required to check in with an advisor during the first semester of study to ascertain degree requirements.

M.B.A. Minimum Grade Point Average. A minimum cumulative grade point average of 3.00 must be achieved in course work taken after admission to the graduate program. If the cumulative grade point average falls below 3.00, a student is placed on academic probation and given one regular semester (summer term excluded) in which to achieve the required 3.00 cumulative average. Failure to achieve the required average within the allotted time may result in suspension.

Grades below C- are failing grades for graduate students. Students must repeat a course if they have received a grade below C-. Both the original grade and the grade for the repeated course count in the computation of the grade point average.

To withdraw from a course and receive a grade of W, a student must be earning a passing grade in that course. Students normally will not be permitted to withdraw from courses after the sixth week of the semester. Students in the M.B.A. program may not withdraw from specified, lock-step course work.

An IP or IW is an incomplete grade. Policies with respect to IP/IW grades are available in the dean's office. Use of the IP or IW is at the option of the course instructor and/or the dean's office.

Students must seek for an incomplete grade. An IP or IW is given only when stu-
dents, for reasons beyond their control, have been unable to complete course requirements. A substantial amount of work must have been satisfactorily completed before approval for such a grade is given.

**M.B.A. Time Limit.** M.B.A. students in the full-time program must complete their degree in two years. Part-time M.B.A. students must complete their degree within five years.

**Minimum Hours Required.** Students entering the M.B.A. program take a prescribed sequence of classes prior to initiating major and elective courses. A minimum of 51 credit hours is needed to graduate. Credit will not be transferred into the full-time program. A student in the full-time program may petition to waive one core course based on the established waiver policy.

Students entering the part-time M.B.A. program are required to take 6 credit hours per semester, and must take no more than five years to graduate. Core curriculum courses are currently offered in the evening for part-time students. However, major and elective courses are not guaranteed to be offered in the evening. Part-time students should have flexible schedules to accommodate daytime classes.

Students accepted into the part-time or full-time M.B.A. program are required to attend an orientation before classes begin.

**Major Fields**
The following major fields of study are offered:

**Entrepreneurship Major (four courses required)**
MBAE 6500 Entrepreneurial Finance
MBAE 6700 Entrepreneurship and Small Business Management
MBAE 6800 Special Issues in Entrepreneurship
MBAE 6830 Business Plan Preparation
MBAE 6900 Independent Study/Projects in Entrepreneurial Companies

**Finance Major (four courses required)**
MBAF 6200 Advanced Corporate Finance
MBAF 6300 Applied Financial Management
MBAF 6330 Investment Management and Analysis
MBAF 6400 International Financial Management
MBAF 6550 Financial Markets and Institutions
MBAF 6600 Special Topics in Finance

**Marketing Major (four courses required)**
MBAM 6050 Marketing Research (required to take remaining courses)
MBAM 6150 Marketing Field Project
MBAM 6200 International Marketing Management
MBAM 6250 Marketing of Technology and Innovation
MBAM 6600 Special Topics in Marketing Management
MBAM 6600-800 Marketing Communications
MBAM 6600-801 Entrepreneurial Marketing

**Management Major (four courses required)**
MBAO 6010 Management of Organizational Change
MBAO 6020 (Re)Designing Dynamic Organizations
MBAO 6030 Human Resources Management
MBAO 6040 Negotiating and Conflict Management
MBAO 6050 Management Consulting

**Real Estate Major (four courses required)**
MBAR 6010 Real Estate Development
MBAR 6100 Real Estate Finance and Investment Analysis
MBAR 6200 Real Estate Project Competition
Minimum of one business or nonbusiness elective

**Technology and Innovation Management Major (four courses required)**
MBAT 6100 Management of Technology and Innovation
MBAT 6150 Information Competing with Technology and the Internet
MBAT 6250 Marketing of Technology and Innovation
MBAT 6450 Managing Process Technology
MBAT 6500 Entrepreneurial Finance
MBAT 6700 Entrepreneurship and Small Business Management

**Self-Designed Major (four courses required)**
Must be approved—graduate-level courses may be elected within or outside the Graduate School of Business Administration

**Master of Science in Business Administration**
There are two paths to the master of science in business administration (M.S.) degree. The first is the 150-hour concurrent bachelor's and master's degree program. In this program, both the bachelor's and master's degrees are awarded following the completion of 150 specified hours of course credit. An academic internship is an option within this requirement. The program is designed for students pursuing the 150-hour educational background requirement for CPAs and is highly integrated and challenging program of study. Undergraduate students in the College of Business may apply to the program in their junior year and begin taking graduate courses and an internship during their senior year. This program provides an excellent background for students entering public accounting practice.

The second path is an independent master's degree program. This program is designed for students who have already obtained an undergraduate degree in accounting. Students with undergraduate degrees other than accounting may also be admitted to the program, but may have to fulfill deficiency requirements in addition to the regular program requirements. Students with business deficiencies may want to consider the MBA program instead.

Most states require 150 semester hours to qualify to take the Certified Public Accountant exam. These programs are designed to provide an excellent foundation for careers in professional accounting.

All students in these programs choose an area of study that focuses on financial accounting or taxation.

Please note that M.S. students are required to complete all degree requirements within four years. Graduate students are not given preferential enrollment in undergraduate courses needed for the deficiency requirements.

For detailed information concerning program requirements, course selection, and applications, please contact the College of Business and Administration at 303-492-1831.

**Minimum Requirements.** Accounting and taxation students must complete a minimum of 30 semester hours of graduate-level work. The newly accepted M.S. student should consult with the faculty advisor for the program to develop an individualized degree plan. No thesis is required, but all students must pass a written final comprehensive exam during their last enrolled semester.

Students in the Master of Business in Science in Business Administration programs are governed by the rules of the Graduate School. Please see that section in this catalog.

**Accounting.** The expanding role and increased breadth of knowledge expected of accountants make graduate study in accounting highly desirable. Courses offered for the accounting area of emphasis prepare students for high-level, professional careers in the field. The graduate program in accounting is designed to provide a broad understanding of accounting issues as well as to enhance an undergraduate degree in accounting. It also provides the opportunity to develop knowledge in a related minor area, such as economics, finance, information systems, management, marketing, taxation, or telecommunications. Note that these supporting fields may require some undergraduate level course work beyond core requirements.

**Taxation.** The master of science in business administration with an emphasis in taxation integrates accounting and law school courses. Some of the tax and law courses are strictly tax-related while others include related legal aspects of a particular subject area. The combination of courses is designed to give exposure to taxation from the accounting and law faculty perspectives.

The purpose of this program is to prepare students for professional careers as Certified Public Accountants (CPAs) spe-
cialized in taxation. Therefore, the focus of the program is to train students to:

- develop a refined ability to recognize tax problems and understand the framework of our existing tax structure
- understand some of the legal ramifications surrounding a tax issue
- research and present well-developed strategies or solutions to tax problems and tax planning opportunities
- communicate these solutions verbally or in writing to a superior, a client, or the Internal Revenue Service.

Juris Doctor/Master of Business Administration Degree

The purpose of this double-degree program is to allow students admitted to both the School of Law and the Graduate School of Business Administration to obtain the juris doctor (J.D.) and the master of business administration (M.B.A.) degrees in four (or fewer) years of full-time study. The program is designed to train students for careers in which business administration and law overlap.

Admission. To be eligible for the J.D./M.B.A. double-degree program of the School of Law and the Graduate School of Business Administration, a student must apply separately to and be admitted by each of the two schools under their respective admission procedures and standards.

Students may elect the double-degree program at the time of initial application to both schools, or they may apply for the double-degree program during their first year of study in the degree program of either school.

Course of Study. A student enrolled in the J.D./M.B.A. program may commence studies under the program in either the School of Law or the Graduate School of Business Administration. Joint-degree students are strongly encouraged to begin their course of study at the School of Law. However, a student must take the first year of the J.D. curriculum as a unit exclusively in the School of Law. Likewise, a student must take the first semester of the M.B.A. curriculum as a unit exclusively in the Graduate School of Business Administration. Students can then take additional courses necessary to meet the requirements of the degree programs of the two schools.

No student in the double-degree program shall be allowed to take fewer than 9 semester hours or more than 16 semester hours during any term (excluding summer terms) without receiving the consent of the program advisor in each school in which courses are being taken.

Credit for Law Courses in the J.D./M.B.A. Program. The Graduate School of Business Administration grants credit toward the M.B.A. degree for up to 12 semester hours of acceptable performance in law courses taken by a J.D./M.B.A. student at the School of Law. Core courses required in the law school program cannot be counted toward the 12 hours. A student must earn at least a 2.0 grade in a law school course to be accepted for Graduate School of Business Administration credit. For credit to be granted, the law school courses must be approved before enrollment by an M.B.A. advisor. Only courses taken after admission into the M.B.A. program are credited toward the degree.

Grading in the Joint Degree Program. Graduate School of Business Administration credit for courses completed in the School of Law as part of the joint degree program is recorded on a pass/fail basis and is not included in the required M.B.A. 3.00 cumulative average.

Termination of Double-Degree Enrollment or of Good Standing. Students in the double-degree program who do not maintain the academic or ethical standards of either school may be terminated from the program. Students in good standing in one school, but not the other, may be allowed to continue in the school in which they are in good standing. However, students who do not complete the double-degree program will be required to meet the regular degree requirements (J.D./M.S. or M.B.A.) that were in effect when they entered the program for that degree.

Master of Business Administration/Master of Science—Telecommunications

The College of Business and Administration, in conjunction with the College of Engineering and Applied Science, offers a double-degree program resulting in a master of business administration (M.B.A.) and master of science in telecommunications (M.S./TLEN). The double-degree program combines broad-based business management study with an in-depth understanding of telecommunications technology. This program prepares students to be competent, effective managers in the telecommunications industry.

Admission. An individual must apply separately and be admitted to both programs under each college's admission procedures and standards. Applicants are encouraged to apply to the programs concurrently.

Course of Study. Students considering the M.B.A./M.S. in telecommunications are strongly encouraged to begin their course of study in the M.B.A. program.

Credit for Telecommunications Courses in the M.B.A./M.S. Program. Eighteen credit hours taken in the telecommunications program will be credited toward the M.B.A. and grades received for these courses will be included in the 3.00 cumulative average. Course work completed in the M.S./Telecommunications program prior to acceptance into the M.B.A. program will not be credited toward the degree.

For additional information concerning the double-degree program, see the program advisors in the College of Engineering and the Graduate School of Business Administration.

Doctor of Philosophy in Business Administration

A Ph.D. degree recognizes scholarly achievement and is the highest academic honor that CU-Boulder bestows. The Ph.D. in business administration prepares scholars to be preeminent in their field of expertise. The program focuses on developing the necessary skills for the design and execution of original, innovative research and for the dissemination of knowledge through teaching and writing.

Requirements for Admission

To preserve the individualized character of the Ph.D. program and its quality, the number of students is limited and the application process is very competitive. Students are admitted for study in a specific area for doctoral work. The College of Business and Administration currently offers the following areas of study: accounting, business strategy, finance, information systems, marketing, operations research, and operations management, and organization management.

For more information on the application requirements and process, contact:

College of Business and Administration
Graduate Student Services Office
419 Campus Box 419
Boulder, CO 80309-0419
303-492-1831 (general information)
303-492-7662 (applications—please specify Ph.D. degree, area of study, and domestic or international status)

View our web site at bus.colorado.edu

Background, Prerequisites, and Deficiencies

Each student must have a background in mathematics at or beyond calculus. Based on experience, background, and at the discretion of the academic advisor and/or division chair and/or the associate dean of
academic programs, additional prerequisites may be required of the Ph.D. student.

Requirements for the Degree
As a result of the decentralization of the Ph.D. program, most curriculum and program requirements are decided by the divisions. Please consult the Ph.D. program advisor or the appropriate division for information regarding course selection, graduate teaching program certification, research internships, and other division requirements. Students must complete all Graduate School, College of Business and Administration, and division requirements to be conferred the Ph.D. in business administration.

The newly accepted Ph.D. student should consult with the division chair and/or academic advisor to develop an individualized degree plan. Students are required to become proficient in their primary area of study. In addition, all students are required to complete course work in a field outside their division. These "second fields" are governed by the departments offering the course work but typically require 9 to 12 credit hours. The second field may also require an additional comprehensive exam.

Course Work
All doctoral students are required to complete a minimum of 30 hours of course work and 30 hours of dissertation credit at the CU-Boulder. Additional course work may be required as determined by the academic advisor. To comply with this 30-hour requirement, a course must have been taught by a member of the university's graduate faculty, must be at the 5000 level or above, and the student must achieve a grade of B- or better.

Course selection must be approved by the student's academic advisor before registration. Most students are required by their divisions to complete 7000- and 8000-level doctoral seminars.

For full-time status, the College of Business and Administration requires successful completion of 9 credit hours of course work each semester. During and after comprehensive exams, full-time status requires completion of a minimum of 7 dissertation hours each semester.

Transfer of Credit
A maximum of 9 semester hours of courses taken at other schools (this includes other University of Colorado campuses) or taken as a special student at the university may be transferred into the doctoral program. Course work must be recent and of doctoral-level quality. A doctoral student must establish a satisfactory record of residence in the doctoral program before the course work is eligible for transfer. The transfer of credit must be approved by the division, the associate dean of academic programs, and the Graduate School. There is no guarantee any course work will be accepted for transfer.

Residency
The College of Business and Administration adheres to the Graduate School rules regarding residency. All students in the doctoral program are expected to be full-time students on the Boulder campus at least during residency and prior to completing the comprehensive examinations. Doctoral students are expected to be available to participate in colloquia and other informal academic discussions. Full-time employment outside the university is prohibited during the residency period. Any off-campus status must be approved by the division, the associate dean of academic programs, and the Graduate School.

Time Limit
Doctoral students have six years from the commencement of course work to complete all requirements of the degree, but students are encouraged to complete their program within four years. Students are not eligible for graduate appointments after their fourth year in the program.

Comprehensive Examination
Before admission to candidacy, a doctoral student must pass a comprehensive examination in the field of concentration. The examination may be oral, written, or both, and will test the student's mastery of a broad field of knowledge, not merely the formal course work completed. Each division will determine the required content, length, and standards of evaluation for the exam. Please check with the division as to the specific requirements for the comprehensive exam.

Admission to Candidacy
Students are admitted to candidacy according to Graduate School procedures and requirements. Students shall complete all course work and any other requirements listed on their degree plans, earn at least four semesters of residence, and successfully pass the comprehensive exams before admission to candidacy is approved by the Graduate School. In addition, requirements related to academic quality of work, graduate-level course work, the minimum number of course hours, and graduate faculty membership must be met before admission to candidacy is approved.

Dissertation
A dissertation based upon original investigation showing mature scholarship and critical judgment, as well as competence with research tools and methods, must be written on a subject approved by the candidate's dissertation committee. To be acceptable, the dissertation must be a significant contribution to knowledge in the candidate's primary field.

Final Examination (Defense)
Upon recommendation of the candidate's doctoral dissertation committee, a final oral examination shall be given. This examination covers both the dissertation and the primary field of study. The oral examination is open to the public.

Filing the Dissertation
The dissertation must comply with mechanical features with the University of Colorado Graduate School Thesis and Dissertation Specifications. The dissertation must be filed with the Graduate School by the posted deadline for the semester in which the degree is to be conferred.

COURSE DESCRIPTIONS
The following courses are offered in the College of Business and Administration and the Graduate School of Business Administration on the Boulder campus. This listing does not constitute a guarantee or contract that any particular course will be offered during a given term.

For current information on times, days, and instructors of courses, students should consult the Registration Handbook and Schedule of Courses issued at the beginning of each term.

Courses specific to the M.B.A. program are listed at the end of these descriptions. Courses with an MBA prefix, excluding M.B.A. core courses, are open to non-M.B.A. students on a space-available basis and with the consent of the instructor and director of the M.B.A. program. Across all business areas, M.B.A. students have enrollment priority for courses with an M.B.A. prefix. Other elective options for M.B.A. students may be found in the main business course descriptions.

Courses numbered in the 1000s and 2000s are intended for lower-division students and those in the 3000s and 4000s for upper-division students. Courses numbered in the 5000s are primarily for graduate students, but in some cases may be open to
Accounting


ACCT 4620-3. Auditing. Emphasizes the value of an audit, including the market for financial statement audits, and the audit decision process, from obtaining a client through planning and testing to issuance of the audit report. Focuses on making judgments and decisions under conditions of uncertainty and continually evaluating the substance of business transactions over their term. Preq.: ACCT 3230.

ACCT 4700-2. International Accounting. Covers international financial statement analysis, cultural and economic differences that affect financial reporting in various countries, international accounting standards, and accounting for foreign currency transactions. Preq.: ACCT 3230 and senior standing or instructor's consent. Same as ACCT 5700.


ACCT 4820-variable. Experimental Seminar. Offered irregularly to provide opportunity for investigation of new frontiers in accounting. Same as ACCT 5820.

ACCT 4900-variable. Independent Study. Student must have prior consent of the dean and instructor under whose direction study is taken. Intended only for exceptionally well-qualified business students. Departmental form required.


ACCT 5430-3. Income Taxation I. Same as ACCT 4430. Preq.: ACCT 4220 or equivalent.

ACCT 5440-3. Income Taxation II. Same as ACCT 4440. Preq.: ACCT 5430 or equivalent.

ACCT 5700-3. International Accounting. Same as ACCT 4700. Preq.: ACCT 4220 or equivalent.

ACCT 5820-3. Accounting for Government and Nonprofit Organizations. Same as ACCT 4800. Preq.: ACCT 4220 or equivalent.

ACCT 5820-variable. Experimental Seminar. Same as ACCT 4820.

ACCT 6000 (1-4). Academic Internship in Accounting. Offers students the opportunity to gain professional work experience in an accounting or tax position while still in school. Provides academically relevant work experience that complements students' studies and enhances their career potential. Lectures and a course paper are requirements of the internship. Students must not preregister for this course, and they must contact the director of the 150-hour accounting program for approval. To enroll in the course, students must hold a minimum GPA of 3.00 or have instructor consent. Students must also have completed at least 90 credit hours of course work to enroll in the course.

ACCT 6220-3. Financial Accounting Concepts and Practice. Provides an in-depth study of the concepts underlying contemporary financial accounting practice. Includes preparation and analysis of financial statements and the application of concepts to selected current issues. Students with credit for ACCT 3220 and 3230 or equivalents may not receive credit for ACCT 6220. Preq.: BCOR 2100, MBAC 6020, or equivalent.


ACCT 6260-3. Seminar: Managerial Accounting. Explores cost management, especially as related to organizational decision-making, planning, and control. Emphasizes case analysis and applications. Preq.: ACCT 3320 or equivalent, or instructor consent.

ACCT 6350-3. Current Issues in Professional Accounting. Analyses current issues in the accounting profession, including ethics and the role and value of accounting services and information in organizations. Preq.: ACCT 6220 or equivalent, or instructor consent. Replaces BCOR 5000 for 150-hour program students.

ACCT 6420-3. Research Planning in Income Taxation. Studies and applies the methodology used in tax research and tax planning, with a goal of developing tax research, writing, and planning skills. Preq.: ACCT 4430 or equivalent, or instructor consent.

ACCT 6430-3. Taxation of Conduit Entities. Examines in depth the taxation of partnerships, S corporations, and the owners of these entities. Covers formation and operation, sale or exchange of ownership interests, and distribution of property. Preq.: ACCT 4430 or equivalent, or instructor consent. Coreq.: ACCT 5420 and 6700.

ACCT 6440 (2-3). Tax Policy. Offers a research seminar on policy issues of taxation, including recent legislative proposals. Students prepare a publishable research paper on a tax policy topic agreed upon with the instructor. Preq.: ACCT 4430 or equivalent, or instructor consent. Coreq.: ACCT 6420 and 6700.


ACCT 6500-variable. Special Topics in Taxation. Covers a diverse array of issues in taxation. Highlights areas of current interest and draws on the strengths of leading outside authorities as guest lecturers in various topic areas. Preq.: ACCT 6420 and 6700.

ACCT 6620-3. Business Risk and Decision Analysis in Auditing. Explores contemporary issues, historical developments, and selected topics pertinent to business assurance services by independent accountants. Emphasizes improving the decision behavior of decision makers and the quality of information, or its context, for decision makers. Preq.: ACCT 4620 or equivalent. 

Qualified undergraduates. Courses at the 6000, 7000, and 8000 level are open only to graduate students. Courses are organized by subject matter and are listed numerically by last digit (course ending in the number "0" are listed before courses ending in "1," and so on). The number after the course number indicates the semester hours of credit that can be earned in the course.

Abbreviations used in the course descriptions are as follows:

Preq.--Prerequisite
Coreq.--Corequisite
Lab.--Laboratory
Rec.--Recitation
Lect.--Lecture
ACCT 6700-4. Income Taxation. See LAWS 6007. Prereq., ACCT 4430 or equivalent.
ACCT 6720-2. Estate Planning. See LAWS 7217.
ACCT 6730-3. Real Estate Planning. See LAWS 7024.
ACCT 6750-3. Taxation of Natural Resources. See LAWS 7307.
ACCT 6820-variable credit. Graduate Seminar. Experimental seminars offered irregu-
larly to provide opportunity for investigation of new frontiers in accounting. Prereq., varies.
ACCT 6900-variable credit. Independent Study. Student must have consent of instructor un-
der whose direction the study is taken. Departmental form required.
ACCT 6940-variable credit. Master's Candidate. Departmental form required.
ACCT 6950 (4-6). Master's Thesis.
ACCT 7300-3. Doctoral Seminar: Accounting Research 1. Examines and evaluates current the-
etories, issues, and problems related to accounting. Primarily emphasizes accounting theory and re-
search. Open only to doctoral students.
ACCT 7320-3. Doctoral Seminar: Accounting Research 2. Continuation of ACCT 7300. Stu-
dents' primary responsibilities include investigat-
ing and reporting (orally and in writing) related empirical research topics. Analyzes current the-
etories, tests of theories, and alternative research methods. Requires a final research proposal. Pre-
req., ACCT 7300.
ACCT 7330-3. Doctoral Seminar: Accounting Research 3. Assists the doctoral student in inte-
grating courses and fields of study in order to be able to apply knowledge and skills to problems in ac-
counting. Gives special attention to the development of thesis topics.
ACCT 8820-variable credit. Graduate Seminar. Provides opportunity for investigation of new frontiers in accounting through an exper-
nmental seminar (offered irregularly). Prereq., varies.
ACCT 8900-variable credit. Independent Study. Requires instructor's consent and depart-
mental form (taught as doctoral seminar).
ACCT 8990 (1-10). Doctoral Thesis.

Business Administration

BADM 1250-1. Freshman Seminar. Helps freshman business students adjust to the Col-
lege of Business and Administration and learn more about the business environment. In addi-
tion to addressing issues in business, also introduces the internal environment of the college, including business clubs and other professional organizations of interest to busi-
ness students. No credit.

BADM 3820-3. Analysis of Business Enter-
prise. Exposes students to theory, leadership, small group management, and oral and written communications. Describes the analysis and syn-
thesis of industry, company, and other business information. Prereq., BCOR 1100 and junior standing.

BADM 3830-3. Interpretation of American Enter-
prise. Exposes students to theory, leadership, small group management, and oral and written com-
unication. Stresses the analysis and synthesis of industry, company, and other busi-
ness information. Students act as peer teaching associates and assume primary responsibility for recitation/discussion sections of BCOR 1100. Prereq., BCOR 1100, BADM 3820, and junior standing.

BADM 3930/4930-3. Academic Internship. Offers students the opportunity to gain profes-
sional work experience while still in school. Provides academically relevant work experience that complements students' studies and enhances their career potential. Lectures and a course paper are requirements of the internship. Stu-
dents may not prerequisite for this course, and must contact the director of the college's acade-
imic internship program for approval. Prereq., a minimum GPA of 2.50 and completion of 60 credit hours, or instructor consent.

Business Core

ing skills while introducing important concepts and principles related to working smart in a net-
worked world. The skills component of the course focuses on use of productivity tools such as operat-
ing systems, word processing, spreadsheets, presentation packages, and databases. Teaches stu-
dents how to explore and utilize the global Intern-
et with a variety of tools. Covers applications in ac-
counting, finance, marketing, management, and information systems. Lec
tures and labs.

BCOR 1100-3. Profiles in American Enter-
prise. Familiarizes students with the structure, operations, management, and socioeconomic as-
pects of business and nonbusiness entities. Course builds on the college themes of entrepre-
nurship, technology, team building, and international competitiveness to establish a founda-
tion for integrating information encountered in more advanced business courses. MAJOR pre-
sentations by business leaders augment faculty and student presentations with inside information and insights about companies, industries, and functional areas in business. Weekly recitation ses-
sions include discussions of presented information and current business topics.

BCOR 2000-4. Accounting and Financial Analysis 1. Builds a basic understanding of how information regarding a firm's resources and obliga-
tions is conveyed to decision makers both inside and outside the firm. Focuses on the con-
vergence of corporate financial state-
ments. Students learn the principles of revenue and expense recognition as well as the basic ac-
counting for assets, liabilities, and equities. In addition, introduces accounting and financial state-
ment analysis for decision makers. Prereq., sophmore standing.

BCOR 2010-3. Business Statistics. Covers descriptive statistics, basic probability theory, sta-
tistical inference, correlation and regression analysis, and time series analysis. Uses statis-
tical features of commonly used business spreadsheet software. Students use this software to solve problems using real business data. Pre-
req., MATH 1050, 1060, 1070, or calculus and BCOR 1000.

BCOR 2050-3. Adding Value with Management and Marketing 1. Examines how activities in organizations provide value to the pur-
chasers of its products and services. Topics include gathering information about consumers and competitors through research and informa-
tion systems, applying knowledge and technol-
ogy to the design of products and services, com-
municating information to consumers and organizational units, and pricing and distribut-
ing products and services. Also includes issues in global marketing, ethics and diversity, relation-
ship marketing, integrating marketing with financial analysis, and organizational and opera-

BCOR 2100-3. Accounting and Financial Analysis 2. Develops an understanding of how financial decisions are made in a business firm. Emphasizes learning the concepts and skills needed to make sound financial decisions within the context of a changing domestic and interna-
tional economic environment. Uses corporate financial statements to introduce both short-term and long-term financial plans. Examines man-
agement of working capital. Uses discounted cash flow techniques in developing capital budget-
ning concepts and as tools for making invest-
ment decisions. Also covers methods for deciding how assets are to be financed and factors influ-
cing capital structure decisions. Prereq.,

BCOR 2150-3. Adding Value with Management and Marketing 2. Focuses on how mod-
ern business firms compete in the global market-
place by adding value. Examines the value-chain of a firm and how firms use people, organiza-
tions, operations, and information systems to compete and win in world markets. Also covers contem-
porary issues such as total quality man-
agement, process reengineering, teams and team building, employee empowerment, and hori-

BCOR 3000-3. Business Law, Ethics, and Public Policy. Surveys major topics in business law, business ethics, and government policy. Students spend approximately five weeks on each subject. Business law topics include the American legal system; constituti-
onal law; and the fundamentals of contracts, criminal law, torts, and business entities. Ethics topics include the theory of ethics, legal versus moral issues, theories of justice, and princi-
pal issues including the rights and duties of the corpo-
rations and stakeholder theory. Public policy topics include the roles of government and business, types of government intervention, and the na-
ture and theory of governmental policy for-
mation. Prereq., junior standing.
BCOR 4000-3. Business Senior Seminar. Surveys the sources of competitive advantage in a global economy. Discusses principles, frameworks, and techniques that help managers and students understand markets and competitive positioning. Focuses on specific company examples. Provides an interdisciplinary team exploration of the evolving strategies across different industries which are formally presented to an executive panel. Prereqs., senior standing and four upper-division business courses.

Business Economics


BECN 6110-3. Public Policies Toward Business. Instructs students in the various roles of business and government in helping societies attain their goals. Examines various roles and functions of government, business, and the markets. Integrates case issues into substantive law areas involving ethical dilemmas that managers are likely to face.

Business Law


BSLW 5120-3. Advanced Business Law. Same as BSLW 4120.

Business Policy and Strategy Management

BPOL 7500-3. Doctoral Seminar: Strategic Management. 1. Provides an overview of the literature, including classic articles and books, in business strategy and policy (strategic management). Brings the student up to date on schools of thought, research issues, and practical applications in strategic management.


BPOL 7560-3. Directed Study and Research in Strategic Management. Addresses special topical areas to fit the research interests of Ph.D. students and faculty in strategic management. BPOL 8990-variable credit. Independent Study. Student must have consent of instructor under whose direction study is taken. Departmental form required.

BPOL 8990 (1-10). Doctoral Thesis.

Entrepreneurship and Small Business Management

ESBM 5700-3. Entrepreneurial Environments. Exposes students to the environment of entrepreneurship within firms varying in size from start-ups through later stages of organization life cycles. Students develop a greater self-awareness of their fit with entrepreneurial environments and learn the processes of venture idea screening (feasibility analyses and plans) and business planning. Case studies and guest visits by entrepreneurs highlight the course process. Prereqs., BCOR 2000, 2050, 2100, and 2150. Students may take this course in their junior or senior year.

ESBM 4570-3. Entrepreneurial Finance. Focuses on the financial concepts, issues, methods, and industry practices relevant to entrepreneurial decision makers. Addresses a variety of topics including financial valuation, sources of funds, structures and legal issues in arranging financing, the private and public venture capital markets, and preparation for, and execution of, an initial public securities offering. Provides an understanding of the segments of the capital markets specializing in start-ups and growth financing. Classroom activities include lectures, numerous case discussions, and guest speakers. Prereq., BCOR 2100.


ESBM 4900-3. Projects in Entrepreneurial Companies. Students complete projects in pre-selected entrepreneurial companies. Prereq., instructor consent.

Finance


FNCE 3020-3. Financial Markets and Institutions. Examines the economics of financial markets and the management of financial institutions, both domestic and international. Topics include an overview of U.S. and international financial markets, pricing and risk factors, interest rates, markets for securities, and market pricing. Student must be of financial institutions and for derivative financial instruments. Prereq., BCOR 2100.

FNCE 4000-3. Financial Institutions Management. Analyzes the structure, market, and regulations of financial institutions. Studies problems and policies of internal management of funds, loan practices and procedures, investment behavior, deposit and capital adequacy, liquidity, and solvency. Prereqs., FNCE 3010 and 3020.

FNCE 4020-3. Applied Business Finance. Develops analytical and decision-making skills in the context of problems that confront financial management. Topics include planning, control, and financing of current operations and longer term needs, expansion, leasing, valuation, and capital structure policies. Uses a combination of lecture and cases. Prereqs., FNCE 3010 and 3020.

FNCE 4030-3. Investment and Portfolio Management. Develops modern portfolio theory and applies it to pricing both individual assets and portfolios of assets. Specific topics include the Markowitz portfolio selection model, the Capital Asset Pricing Model, Arbitrage Pricing theory, options, futures, bonds, portfolio performance measurement, and issues of market efficiency. Prereqs., FNCE 3010 and 3020.

FNCE 4040-3. Derivative Securities. Develops the modern theory of contingent claims in a mathematical framework oriented toward applications. Examines how to use derivatives for risk management and to tailor portfolio payoffs. Provides an in-depth study of the properties of options and a discussion of other derivative securities such as futures and forwards. Prereqs., FNCE 3010 and 3020.

FNCE 4050-3. Capital Investment Analysis. Focuses on capital budgeting and investment issues. Emphasizes issues relating to cash flows, capital rationing, the investment versus financing decision, leasing, fluctuating rates of return, investment timing, capital budgeting under uncertainty, and investment decisions with additional information. Prereqs., FNCE 3010 and 3020.

FNCE 4060-variable credit. Special Topics in Finance. Presents new subject matter in finance. The summer offering is the London Seminar in International Finance and Business. Prereqs. vary depending upon course offering. Please see advising office.

FNCE 6820-variable credit. Graduate Seminar. Experimental seminar offered irregularly to provide opportunity for investigation of new frontiers in finance.

FNCE 6900-variable credit. Independent Study. Student must have consent of instructor under whose direction study is taken. Departmental form required.

FNCE 7100-3. Doctoral Seminar: Finance Theory. Develops the foundations for the study of modern financial economics by analyzing individuals' consumption and portfolio decisions in the context of risk and then traces the implications to market valuation of traded securities. Topics include the meaning and measurement of risk, portfolio theory, the Capital Asset Pricing Model, and arbitrage pricing arguments like those employed in Modigliani and Miller's capital structure theory and the Black-Scholes option pricing model.

used to examine research issues related to corporate finance and the capital markets.


FNCE 7550-3. Doctoral Seminar: Special Topics in Finance. Closely examines areas of specific interest to academic research in finance. Subjects vary and may include game theory, stochastic processes in finance, continuous-time modeling, derivative security pricing, the microstructure of securities markets and financial institutions, innovation, and engineering.

FNCE 7830-1. Doctoral Seminar: Dissertation Research. Assists doctoral students in integrating courses and fields of study in order to apply their knowledge and skills to problems in finance. Gives special attention to development of thesis topics. Continuous enrollment required of all finance doctoral students while doing course work.

FNCE 8820-variable credit. Graduate Seminar: Experimental seminar offered irregularly to provide opportunity for investigation of new frontiers in finance.

FNCE 8900-variable credit. Independent Study. Instructor consent and departmental form required.

FNCE 8990 (1-10) Doctoral Thesis.

Information Systems

INF 2010-3. Visual-Language Programming. Focuses on the programming task of the systems development life cycle. Introduces structured programming techniques in a graphical user interface (GUI) environment. The hands-on portion of the course focuses on use of the Visual Basic language, which is learned and practiced by writing program modules to solve pre-specified business problems. Prereq., BCOR 1000.

INF 3010-3. Systems Analysis and Conceptual Design. Focuses on the analysis and conceptual design phases of the systems development life cycle. Introduces systems planning, project organization, and the role of the systems analyst. Covers requirements analysis in depth, including fact finding, process modeling, network modeling, project repositories, and business process redesign (data modeling is covered in the database course). Introduces conceptual design including feasibility analysis, architectural selection, and specification of alternatives to traditional development such as end-user computing, packaged software, and outsourcing. Coreq., INF 3020.

INF 3020-3. Database Modeling and Inquiry. Emphasizes the fundamentals of modern database design in the context of large-scale applications. Covers analysis phase activities such as data modeling for requirements analysis; the extended entity-relationship model and the semantic data model in depth; and design phase activities such as the normalization criteria of the relational model and transformation from conceptual to physical design. Introduces object-oriented databases. Coreq., INF 3010.

INF 3050-3. Competing with Information Technology. Focuses on the role of information systems in the global competitive landscape. Introduces the information technology industry; the convergence of communications, education, and entertainment media; and current technology developments in multimedia, wireless, and other advanced applications and their implications for electronic commerce and gaining competitive advantage. Covers entrepreneurial issues such as making money with software applications and services, and protecting intellectual property rights through software licensing. Since many of these topics involve reading recent and staying current with breaking news stories, course coverage varies from one semester to the next. Prereq., BCOR 2100 and 2150.

INF 3510-3. Physical Systems Design and Implementation. Focuses on the physical design and implementation phases of the systems development life cycle. Covers physical design in depth including interface design, file and database design, program module design, performance tradeoffs, and security and control design. Also covers implementation phase software engineering skills such as programming management, test procedures, file conversion, documentation, training, and system installation. Includes basic project management tools and skills needed to guide a systems development effort and introduces planning for post-implementation support. Prereq., INF 2010 (or another computer programming course), INF 3010, and 3020.

INF 4020-3. Advanced Systems Development with Object-Oriented Methods. Focuses on the object paradigm, a new approach to software construction that promises to deliver higher quality software through increased reliability and extensibility. Emphasizes the fundamentals of object-oriented analysis, design, and implementation. Emphasizes systems semantics and validity. Prereq., INF 3020. Same as INF 5020.

INF 4030-3. Computer Network Design and Management. Focuses on the backbone of an organization's information infrastructure that ties various kinds of computers together into a coherent whole. Introduces the component building blocks of network design such as servers, routers, bridges, gateways, transmission media, communication protocols, network operating systems, and middleware. Covers local area networks in some depth and introduces metropolitan and wide-area networks. Also covers data compression, encryption, network security, and performance tuning. Prereq., INF 2010 or another computer programming course and INF 3010. Same as INF 5030.

INF 4510-3. Systems Integration in a Network Environment. Serves as a technical capstone course for information systems majors who have completed the necessary prerequisites. Focuses on solving the complex problems present in systems integration projects that include a mix of in-house developed, user-developed, legacy software, and new commercial packaged software products. Prereq., INF 3510 and 4030. Same as INF 5510.

INF 4820-variable credit. Provides opportunity for investigation of new frontiers in information systems through an experimental seminar (offered irregularly).

INF 4900-variable credit. Independent Study. Student must have prior consent of the dean and instructor-under whose direction study is taken. Intended only for exceptionally well-qualified business seniors who desire to study an advanced topic. Departmental form required.

INF 5020-3. Advanced Systems Development with Object-Oriented Methods. Same as INF 4020.


INF 6120-3. System Analysis and Design. Introduces basic system analysis and design tools and the procedures for conducting analysis and design. Topics may include system requirements, initial analysis, general feasibility study, structured analysis, joint application design, logical design, and process modeling. Also covers structured design, logical data modeling, physical system design, detailed feasibility analysis, specification of human computer interface, design of files, programs and procedures; system testing, implementation procedures, and system life cycle management. Students implement these concepts through case studies and/or projects.

INF 6140-3. Database Modeling. Introduces database management systems and logical database design. Discusses hierarchical, network, and relational models, and emphasizes design approaches. May include the ER model, the semantic data model, and the object model. Design guidelines include normalization criteria.

INF 6150-3. Competing with Information Technology. Focuses on the role of the information system in the global competitive landscape. Introduces the information technology industry and its evolving distribution channels. Surveys recent technology developments and their implications for gaining competitive advantage. Also covers electronic commerce, world-ready applications, and entrepreneurial issues. Since many of these topics involve reading recent cases and staying current with breaking news stories, course coverage may vary somewhat from one semester to the next.

INF 6820-variable credit. Graduate Seminar. Provides opportunity for investigating new frontiers in information systems through an experimental seminar (offered irregularly).

INF 6900-variable credit. Independent Study. Student must have consent of instructor under whose direction study is taken. Intended only for exceptionally well-qualified business graduate students who desire to study advanced topics. Departmental form required.

INF 6940-variable credit. Master's Candidacy. Departmental form required.

INF 6950 (4-6). Master's Thesis. Departmental form required.

INF 8820-variable credit. Graduate Seminar. Provides opportunity for investigating new frontiers in information systems through an experimental seminar (offered irregularly).

INF 8900-variable credit. Independent Study. Student must have consent of instructor under whose direction study is taken. Departmental form required.
INRS 3990 (1-10). Doctoral Thesis.

International Business

INBU 4100-3. International Business and Marketing. Introduces students to the global business environment. Examines international trade issues, direct foreign investment, barriers to trade and cross-border investment, economic integration and trade blocs, doing business in major overseas markets, and ethics in international business. Explores the policies and practices of firms' marketing products and services in foreign countries, and includes an analytical survey of the culture, institutions, functions, policies, and practices in international marketing. Prereq.: BCOR 2850. Same as INBU 5100.

INBU 4200-3. International Financial Management. Examines the financial policies and problems associated with firms doing business internationally. Topics include the foreign exchange environment, country risk, managing foreign exchange exposure, international working capital management, capital budgeting, and international financial markets. Prereq.: INBU 2100.

INBU 4300-3. International Business Management. Exposes students to the concerns and management of international activities that fall largely within functional disciplines. Through the case method of instruction, topics might include trade policy and market assessment and analysis, marketing internationally, export-import procedures, financial issues, production systems, labor relations, strategy planning, organizational design, control, and culture. Prereqs.: INBU 4100 and 4200. Same as INBU 5300.

INBU 5100-3. International Business and Marketing. Same as INBU 4100.


Management

MGMT 3920-3. Total Quality Management. Examines concepts, tools, and techniques used in the management and measurement of quality, productivity, and competitiveness in an international environment. Focuses on how firms add value and compete with quality. Topics include total quality management, employee involvement in quality, team building for quality, quality circles, relationships between quality, productivity, and competitiveness, and statistical process control. Emphasizes the development of decision-making skills through the use of case analysis, field study, consultation with local organizations, and other experimental activities. Prereq.: BCOR 2150.

MGMT 3930-3. Critical Leadership Skills. Provides an opportunity to learn about and practice the skills required of all managers. These skills include leadership, negotiation, conducting performance appraisals, delegation, effective communication, interviewing, and making hiring decisions, and managing employees with problem behaviors. Objectives include developing self-awareness of strengths and weaknesses, a manager's gaining familiarity with theory-based skills, and developing proficiency in the use of these skills. Emphasizes experiential learning through group work, role plays, and case studies. Prereq.: BCOR 2150.

MGMT 4010-3. Redefining the Employee-Employer Relationship. Explores developments in such areas as employee relations law and procedures, employee and employer rights and responsibilities, workplace involvement programs, environmental safety and health, and the effects of technology on an emerging organizational form. Prereq.: MGMT 3920 and MGMT 3030.

MGMT 4020-3. Hiring and Recruiting Critical Human Resources. Allows students the opportunity to practice job search activities and then use this information to develop employee selection and performance appraisal systems. Provides thorough coverage of employer's Equal Employment Opportunity and Affirmative Action obligations, as well as various approaches to gender, cultural, and ethnic diversity. Prereqs.: MGMT 3020 and 3030.

MGMT 4030-3. Managing Employee Reward Systems. Examines theories of work motivation and relates them to the strategic use of compensation and other reward systems. Topics include procedures for managing basic pay, linking pay to productivity at the individual, group and organizational levels; developing cost-effective programs of employee benefits; and the use of nonfinancial reward systems. Prereqs.: MGMT 3020 and 3030.

MGMT 4040-3. Individual, Team, and Organizational Development. Explores how to determine where an organization needs to focus its development efforts, how to develop and deliver an effective training program, and how to evaluate the impact of development programs on organizational effectiveness. Explores individual, team, and organization-wide development, including such topics as skills training, team building, and managing change. Prereq.: work in local business to practice applying the course material to practical problems. Prereq.: MGMT 3920 and 3030.

MGMT 4050-3. Competing with Operations. Introduces the design and analysis of modern production systems in manufacturing, service, and public organizations. Themes include the relationship between productivity and competitiveness, the role of operations in winning competitive advantage, and adding value through improvements in productivity, quality, flexibility, and timeliness. Specific topics may include operations strategy, operations planning, service operations, inventory management, and just-in-time concepts. Prereqs.: MGMT 3020 and 3030.

MGMT 4060-3. Business Process Re-engineering. Covers the methods and means by which firms add value and compete by re-engineering their key processes. Emphasizes operational planning as an important element of the process re-engineering effort. Topics include logistics and customer service re-engineering (focusing on cycle-time reduction), manufacturing re-engineering (emphasizing lead-time reduction and quality improvement), and the use of technology to support re-engineering activities. A graphical object-oriented computer simulation package is used to model and test new business processes and predict the effect of changes. Prereqs.: MGMT 3020 and 3030.


MGMT 4080-3. Environmental Operations. Addresses the increasingly important topic of "green" operations, and how firms are using environmental awareness to reduce costs, add value, and increase competitiveness. Various approaches to reducing waste streams are considered, including reuse, recycling, and recovery. Other topics include the role of government regulation and public pressure, comparisons between different national approaches to green operations, individual company programs, and prospects for the future. Prereqs.: MGMT 3020 and 3030.

MGMT 5050-3. Competing with Operations. Same as MGMT 4050.


MGMT 5080-3. Environmental Operations. Same as MGMT 4080.

Marketing

MKTG 3250-3. Buyer Behavior. Covers consumer buying behavior and organizational buying behavior. Consumer behavior topics include needs and motives, personality, perception, learning, attitudes, cultural sensitivity, and contributions of behavioral sciences that lead to understanding consumer decision making and behavior. Explores differences between business and consumer markets, business buying motives, the organizational buying center and role, and the organizational buying process. Prereq.: BCOR 2050 and junior standing. For non-marketing majors.

MKTG 3350-3. Marketing Research. Explores fundamental techniques of data collection and analysis used to solve marketing problems. Specific topics include problem definition, planning an investigation, developing questionnaires, sampling population, analyzing results, and preparing and presenting a final report. Prereqs.: BCOR 2050 and junior standing. For non-marketing majors.

MKTG 3600-6. Market Analysis. Covers key concepts in consumer and industrial buyer behavior and techniques of marketing research. Conceptual topics include consumer needs and motives, personality, perception, learning, attitudes, individual and group decision making, social class, culture, and other contributions of behavioral sciences to the understanding of buyer decision making and behavior.
Methodological topics include techniques of measurement, sampling, data analysis, and other issues related to the definition, planning, implementation, and interpretation of a marketing research project. Includes a major field project that develops student skills in activities such as market demand analysis, competitive analysis, opportunity analysis, and market segmentation. Students taking MKTG 3600 will not receive credit for MKTG 3250 or 3350. Preprs., BCOR 2010, 2050, and junior standing.

MKTG 4150-3. Sales Management. Explores the selling task and the essentials of managing the sales force. Includes recruiting, selecting and hiring, training, compensating, supervising, and controlling. Covers sales organization, sales planning, sales forecasting, assigning territories, quotas, and sales analysis. Preprs., MKTG 3600, or 3250 and 3350.

MKTG 4250-3. Product Strategy. Covers major topics in managing long-term customer relationships that derive from products. Focuses on concepts, analyses, and strategies for existing and new products. Topics include product positioning, brand image measurement, and brand management, brand equity, sequence analysis, concept development and testing, and product issues in public policy and ethics. Methods of instruction include lectures, case discussion, student group papers and projects, and examinations. Preprs., MKTG 3600, or 3250 and 3350.

MKTG 4350-3. Services Marketing Strategy. Designed for those students interested in working in the service industries. Addresses the specific needs and problems of service organizations in the area of marketing and service quality. Service organizations (i.e., banks, transportation companies, hotels, hospitals, educational institutions, professional services, etc.) require a distinctive approach to marketing strategy—both in its development and execution. Builds and expands on marketing ideas and how to make them work in service settings. Preprs., MKTG 3600, or 3250 and 3350.

MKTG 4550-3. Advertising and Promotion Management. Analyzes advertising and promotion principles and practices from the marketing manager's point of view. Considers the decision to advertise, market analysis as a planning phase of the advertising program, media selection, public relations, sales promotion, promotion budgets, campaigns, evaluation of results, and agency relations. Preprs., MKTG 3600, or 3250 and 3350.


MKTG 4800-3. Marketing Strategy and Policy. Offers students with the insight and skills necessary to formulate and implement sound marketing strategies. Examines pricing strategies, product introduction and innovation strategies, product line management strategies, promotional and product/service communication strategies, and distribution strategies. Capstone marketing course integrates and further develops what students have learned in other courses. Utilizes cases and computer exercises. Preprs., MKTG 3600, or 3250 and 3350, two additional marketing courses, and senior standing. MKTG 6820-3, variable credit. Graduate Seminar. Experimental seminar offered irregularly to provide opportunity for investigation of current topics in marketing.

MKTG 6900-3 variable credit. Independent Study. Student must have consent of instructor under whose direction study is taken. Departmental form required.

MKTG 6940-3, variable credit. Master's Candidate. Departmental form required.

MKTG 6950 (4-6). Master's Thesis.

MKTG 7100-3. Qualitative and Survey Research Methods in Marketing. Covers philosophies and approaches to the design and conduct of nonexperimental research on marketing and consumer behavior issues. Emphasizes exploratory, in-depth, and qualitative data-gathering methods, subjective measurement and scaling, and survey research methods, including instrument design, sampling, field research, data analysis, reporting, and interpretation.

MKTG 7200-3. Experimental Research Methods in Marketing. Provides a detailed exposure to the design of laboratory/field experiments and quasi-experiments for marketing and consumer research. Emphasizes the choice of design options, data collection methods, statistical analysis, and substantive interpretation of experimental results.

MKTG 7300-3. Multivariable Methods in Marketing Research. Includes MANOVA designs, causal models, cluster analysis, discriminant function analysis, factor analysis, and latent structure analysis. Emphasizes computer applications. Preprs., graduate courses in regression and MANOVA.

MKTG 7800-3. Doctoral Proseminar in Marketing. Provides marketing doctoral students with an orientation to the marketing field and introduces contemporary research perspectives and priorities. Students discuss papers that illustrate academic researchers' use of various disciplinary perspectives to address marketing problems and the range of theoretical and empirical methods used.

MKTG 7850-3. Doctoral Seminar: Economic and Administrative Science Approaches to Research in Marketing. Examines marketing management and consumer behavior issues from the vantage of economics and organizational theory. One segment of the course focuses on theoretical and empirical analysis of the means by which utility-maximizing consumers learn about consumption environment and respond to firms' marketing decisions. Another segment examines research on firms' competitive strategy and marketing mix decisions and explores how organizational sociological factors influence these decisions.

MKTG 7810-3. Doctoral Seminar: Psychological Approaches to Research in Marketing. Examines the basic psychological processes that underlie common marketing phenomena. Topics include memory and judgment, persuasion, attitude-behavior consistency, information processing, automatic and controlled processes, learning, motivation and cognition, social judgment, and the role of affect and mood on judgment. Discussed topics in consumer behavior and marketing management contexts, in conjunction with related methodological issues.

MKTG 7815-3. Doctoral Seminar: Consumer and Managerial Decision-Making in Marketing. Examines judgment and decision-making research pertinent to understanding how consumers and marketing managers make decisions. Uses economic models as a normative backdrop for examining research on decision heuristics, judgment and choice anomalies, and contingent decision behavior. Examines processes of causal judgment and inference and the influence of a variety of contextual factors (including time) on judgment and decision.

MKTG 7820-3. Doctoral Seminar: Sociological and Anthropological Approaches to Research in Marketing. Inquires into substantive and methodological issues concerning post-modern consumer research. Attains depth in a few areas while also providing a framework in which to situate other subfields of research. Uses ethnography, semiotics, literary analysis, and other interpretive methods to examine topics such as brand and store loyalty, atmosphere and shopping dynamics, creation of brand meanings, and other marketplace behaviors.

MKTG 7830-3. Doctoral Seminar: Dissertation Research. Assists doctoral students in integrating courses and fields of study in order to be able to apply knowledge and skills to problems in marketing. Gives special attention to development of thesis topics.

MKTG 8820-3 variable credit. Doctoral Seminar: Special Topics. Studies marketing literature on a topic or topics selected by instructor. Examples include marketing history, international marketing management, marketing environment, marketing of high technology products, and marketing models.

MKTG 8900-3, variable credit. Independent Study. Student must have consent of instructor under whose direction study is taken. Departmental form required.

MKTG 8990 (1-10). Doctoral Thesis.

M.B.A. Courses

M.B.A. core courses are open only to M.B.A. students. Non-M.B.A. students seeking to enroll in non-core courses must meet the prerequisite requirements and have the consent of the instructor as well as the director of the M.B.A. program.

Across all business areas, M.B.A. students have enrollment priority for courses with an M.B.A. prefix. Non-M.B.A. students seeking to enroll in the non-core courses must meet the prerequisite requirements. Other elective options for M.B.A. students may be found in the main business course descriptions.
M.B.A.—Core Courses
MBAC 6010-3. Managerial Economics. Studies the elements of the business firm's fundamental problem—how to maximize profits. Develops the basic elements of managerial theory based upon introductory and intermediate-level microeconomics. Analyzes various business applications and implications of the relevant concept, primarily through case studies. Uses differential calculus and statistics throughout the course.

MBAC 6020-3. Financial Accounting. Introduces the financial reporting system used by business organizations to convey information about their economic affairs. Develops an understanding of financial reports and what they tell about a business enterprise. Focuses on how alternative accounting measurement rules represent different economic events in financial reports.

MBAC 6030-3. Quantitative Methods. Covers foundations for statistical reasoning and statistical applications in business. Topics include graduate-level treatment of descriptive statistics, probability, probability distributions, sampling theory and sampling distributions, and statistical inference (estimation and hypothesis testing). Introduces regression analysis, analysis of variance, time series forecasting, decision analysis, index numbers, and nonparametric methods.

MBAC 6040-3. Management Behavior in Organizations. Develops an awareness of the impact of individual and group processes on effective organizational functioning. Also develops understanding of the impact of organizational concepts and practices their application through discussion and experiential learning.

MBAC 6050-3. Corporate Finance. Analyzes the implications of modern finance theory for the major decisions faced by corporate financial managers. Develops the basic skills necessary to apply financial concepts to the various problems faced by firms. Includes capital budgeting, capital structure, long-term financing, short-term financial management, and financial planning topics.

MBAC 6060-3. Decision Modeling and Applications. Integrates topics from decision analysis, operations management, and information systems as they relate to modeling management decisions. Focuses on field projects involving the university, local companies, and/or government agencies.

MBAC 6090-3. Marketing Management. Provides a solid foundation of marketing knowledge by focusing on principles of marketing. Introduces the role that marketing cases play in advancing understanding and skill development in the field of marketing. Case discussions illustrate concepts discussed and are used to introduce the marketing decision-making process. Emphasizes the international nature of marketing, as well as the importance of analysis and understanding demographic, political-legal-regulatory, sociocultural, technological, and natural environments.


M.B.A.—Electives
MBAX 6060-variable credit. Seminar in International Finance and Business. Offers a summer study abroad program held in London. Focuses on the financial and business issues facing financial markets and institutions in London and Europe, and the impact of the political climate on these issues.

M.B.A.—Entrepreneurship
MBAE 6500-3. Entrepreneurial Finance. Same as MBAT 6500.

MBAE 6700-3. Entrepreneurship and Small Business Management. Examines the development of emerging ventures from the entrepreneurial perspective, with a significant component of doing research in entrepreneurial companies and/or feasibility studies. Same as MBAT 6700.

MBAE 6800-3. Special Issues in Entrepreneurship. Subject matter varies depending on unfolding issues in entrepreneurship and enterprise development. Possible topics include entrepreneurial marketing, team building, legal issues, and operations. Invited researchers help shape the course content.

MBAE 6830-3. Business Plan Preparation. Students complete a sophisticated business plan within task groups from the concepts through all the elements of a professionally written business plan.

MBAE 6900-variable credit. Independent Study/Projects in Entrepreneurial Companies. Students must have consent of instructor under whose direction study is taken. Departmental form required.

M.B.A.—Finance


MBAF 6400-3. International Financial Management. Examines the financial procedures, policies, and risks faced by firms conducting business internationally. Topics include examining the international finance environment, managing foreign exchange risk exposure, managing international working capital, conducting international capital budgeting and investment analysis, and developing an understanding of international financial markets. Prereq., MBAC 6600.


MBAF 6600-3. Special Topics in Finance. Emphasizes current state-of-the-art developments in one or more of the following areas of financial management, investments, and markets. Topics include capital structure, theory, financial signaling, corporate control, international developments, derivative securities, and market microstructure issues. Prereq., MBAC 6600.

M.B.A.—Marketing
MBAM 6050-3. Marketing Research. Develops skills in designing, executing, and evaluating research on applied problems and opportunities in marketing. Topics include research problem formulation, selection of research designs, search for and analysis of secondary data, measurement theory, design of data collection forms, sampling procedures, management of data collection activities, data analysis, and reporting of research results. Prereq., MBAC 6600.

MBAM 6150-3. Marketing Field Project. Develops skills in marketing decision making. Teams design and complete a project located at a client business or other organization in the metropolitan area. Team members organize and assign responsibilities, interact with middle- and top-level managers, apply quantitative and behavioral tools presented in marketing and other courses, meet deadlines, and present results of project activities. Prereq., MBAC 6090 and MBAM 6050.

MBAM 6200-3. International Marketing Management. Addresses three fundamental decisions confronting a company whose operations extend beyond the home market—choosing which international markets to enter, determining the mode of market entry, and directing the international marketing plan. Topics include global marketing planning; environmental and cultural influences on international marketing decisions; organizational and control issues in international marketing decisions; and ethics, technology, and communication issues. Prereq., MBAC 6090 and MBAM 6050.


MBAM 6600-3. Special Topics in Marketing Management. Provides students with exposure to
diverse subject matter in marketing management. The three special topics courses offered are Marketing Communications, Entrepreneurial Marketing, and Strategic Brand Management. Pre-reqs, MBAC 6090 and MBAM 6500.

M.B.A.—Management

MBAO 6010-3. Management of Organizational Change. Explores ways to change organizations, ranging from start-up companies to established institutions, to meet the demands of ever-changing environments. Areas of in-depth discussion include the theoretical framework of organization development and change, models of planned organizational change, barriers to implementing change and ways to overcome them, and the roles of the change agent and/or consultant. Provides skills in organizational entry and contracting, and a better understanding of the challenges of change through analysis of case studies. Prereq. MBAC 6040 or instructor consent.

MBAO 6020-3. (Re)Designing Dynamic Organizations. Emphasizes restructuring and right-sizing in response to the changing global technology-enabled business environment. Focuses on designing from the outside in, and on identifying alternative dynamic designs. Teaches the tools and techniques necessary to design and implement new organizational forms, including the boundaryless and networked organization. Also instructs students in how to use the organization to meet the requirements of disparate cultural values, and how to stimulate organizational innovation by using team-based work groups. Given students the opportunity to diagnose and assess the structural design of an actual organization and develop a change strategy to improve organizational effectiveness and efficiency. Prereq., MBAC 6040 or instructor consent.

MBAO 6030-3. Human Resources Management. Focuses on the role of the human resource manager as an internal change agent in an organization with clients who range from managers to diverse employee groups to individual employees. Examines the scope of human resource management issues, including staffing and right-sizing, managing work force diversity, performance appraisal, employee relations and feedback systems, reward and recognition systems, training and employee development, and human resource information systems (HRIS). Uses cases and projects extensively. Prereq., MBAC 6040 or instructor consent.

MBAO 6040-3. Negotiating and Conflict Management. Provides an understanding of practice and theory in conflict management and negotiation. Builds skills that allow individuals to deal with a broad spectrum of conflict management and negotiation problems faced by managers (e.g., dealing effectively with subordinates, peers, superiors, and clients). Emphasizes simulations, role playing, and cases. Content is relevant to all business students, especially those interested in management, accounting, entrepreneurial finance, and marketing. Prereq., MBAC 6040 or instructor consent.

MBAO 6050-3. Management Consultation. Provides an integrative, hands-on exercise in managing change. Develops skills in writing proposals, negotiating contracts, collecting and analyzing data for an organizational diagnosis, and writing reports. Student teams practice these skills by conducting an organizational diagnosis consulting project with an organization. Prereq., MBAO 6010.

M.B.A.—Real Estate


MBAO 6020-3. Real Estate Project Competition. Develops skills in real estate decision-making. Teams design, compete, and present a real estate project in a competition forum. Teams organize and assign responsibilities, interact with real estate professionals, and apply appropriate quantitative and qualitative tools and procedures. Prereq., MBAO 6010 or equivalent, or instructor consent.

M.B.A.—Technology and Innovation Management

MBAT 6100-3. Management of Technology and Innovation. Examines the variety of specific problems common to management technology, with the intent of developing both an understanding of the underlying issues as well as ideas for better management practices. Explores several specific topics such as corporate research and development management, technology transfer, technology-based strategies, project management, and technology professionals, and rewarding and encouraging innovation. Prereq., MBAO 6040 or instructor consent.

MBAT 6150-3. Competing with Information Technology. Same as INFO 6150.

MBAT 6250-3. Marketing of Technology and Innovation. Examines the uniqueness and vagaries of marketing issues in high technology industries. Covers two distinct sections—high technology products sold to the consumer market, and high technology products in the business-to-business arena. Teams focus on the consumer and business-to-business arenas.


MBAT 6500-3. Entrepreneurial Finance. Focuses on the financial concepts, issues, methods, and industry practices relevant to entrepreneurial decision makers. Addresses a variety of topics including financial valuation, various sources of funds, structures and legal issues in arranging financing, the private and public venture capital markets, and preparation for, and execution of, an initial public securities offering. Students completing this course should more clearly understand the segments of the capital markets specializing in start-ups and growth financing. Classroom activities include lectures, numerous case discussions, and guest speakers. Same as MBAE 6500.

MBAT 6700-3. Entrepreneurship and Small Business Management. Same as MBAE 6700.

Operations Management

OPMG 6010-3. Survey of Operations Research. Provides an applications-oriented survey of operations research topics including linear and integer programming, network analysis, dynamic programming, nonlinear programming, decision analysis, Markov chain and Markovian decision models, queuing theory, and simulation. Same as EMEN 5050.

OPMG 6030-3. Total Quality Management. Examines the concepts, tools, and techniques used in the management and measurement of quality, productivity, and competitiveness in an international environment. Emphasizes how firms add value and compete with quality. Topics include total quality control and management, employee involvement in quality, team building for quality, quality circles, the relationship between quality, productivity, and competitiveness, and statistical process control. Emphasizes the development of decision-making skills through the use of case analysis, field study, consultation with local organizations, and other experimental activities. Same as EMEN 5050.

OPMG 6040-3. Project Management. Presents the basic tools required to manage a wide variety of programs—product development, software development, process development, and government projects. Includes systems engineering concepts and computer decision aids. Students apply tools as a representative project. Topics include project planning, scheduling, control techniques, work structures, CPM/PERT resource allocation, cost control, and earned value systems. Same as EMEN 5050.

OPMG 6050-3. Operations Strategy. Examines operations strategy in manufacturing, service, and public organizations. Themes include the relationship between productivity and competitiveness and the role of operations in acquiring competitive advantage by adding value with productivity, quality, flexibility, timeliness, and technology. Emphasizes developing decision-making skills through the use of case analysis, field study, and consultation with local organizations. Same as MBMT 4050.

OPMG 6060-3. Business Process Re-engineering. Business Process Reengineering (BPR) has been defined as the fundamental rethinking and radical design of business process to achieve dramatic improvements in critical, contemporary measures of performance such as cost, quality, service, flexibility, and speed. BPR improves corporate performance by simultaneously tackling cross-functional business, organization and human resources, and information technology needs. Covers the methods and means by which firms add value and compete by re-engineering
key processes. Emphasizes operational planning as an important element of BPR. Uses a graphical object-based computer simulation package to model and recognize business processes and predict the effect of changes.

OPMG 6080-3. Environmental Operations. Addresses the increasingly important topic of "green" operations, and how firms are using environmental awareness to reduce costs, add value, and increase competitiveness. Various approaches to reducing waste streams are considered, including reuse, recycling, and recovery. Other topics include the role of government regulation and public pressure, life-cycle responsibility, competitive effects, environmentally responsible manufacturing, comparisons between different national approaches to "green" operations, individual company programs, and prospects for the future.

OPMG 6120-3. Operation Management. Covers demand forecasting, capacity management, scheduling, inventory planning and management, production planning and control, materials requirements planning, just-in-time production systems, product design and process selection, elements of statistical process control, service operations, and quantitative techniques for operations decision-making.


OPMG 6820-variable credit. Graduate Seminar. Provides opportunity for investigating new frontiers in operations management through an experimental seminar (offered irregularly). Prereq., instructor consent.

OPMG 6900-variable credit. Independent Study. Students must have consent of instructor under whose direction study is taken. Departmental form required.

OPMG 8820-3. Graduate Seminar. Provides opportunity for investigating new frontiers in operations management through an experimental seminar (offered irregularly).

OPMG 8900-variable credit. Independent Study. Students must have consent of instructor under whose direction study is taken. Departmental form required.

OPMG 8990 (1-10). Doctoral Thesis.

Organization Management

ORMG 6350-3. Dynamics of Interpersonal Behavior. Applies skills in problem diagnosis, empathy, and communications in group and interpersonal settings. Emphasizes clear understanding of human behavior and interpersonal dynamics in a laboratory setting. Prereq., ORMG 6330 or instructor consent.

ORMG 6360-3. Intervention Theory and Methods. Offers a seminar for Ph.D. and advanced master's students in the development of intervention skills in conflict management, team building, third party facilitation, role negotiations, conflict resolution, design, intragroup meetings, organizational effectiveness, total quality management, and ethical issues.

ORMG 6820-variable credit. Graduate Seminar. Provides opportunity for investigating new frontiers in organization management through an experimental seminar (offered irregularly).

ORMG 6900-variable credit. Independent Study. Students must have consent of instructor under whose direction study is taken. Departmental form required.

ORMG 7310-3. Seminar on Organizational Behavior. Doctoral-level seminar covering such issues as leadership, job attitudes, motivation, absenteeism, turnover, goal-setting, and group dynamics. Prereq., instructor consent.

ORMG 7320-3. Seminar in Organization Theory. Critically investigates major issues in organization theory and provides students with experience in comprehensively reviewing literature in subject areas such as organization design, power, culture, innovation, technology, environment, size, and strategy. Prereq., instructor consent.


ORMG 7830-3. Doctoral Seminar: Dissertation Research. Considers philosophical topics and concepts related to the social sciences and examines various methodologies relevant to business and dissertation research.

ORMG 8820-variable credit. Graduate Seminar. Provides opportunity for investigating new frontiers in organization management through an experimental seminar (offered irregularly).

ORMG 8900-variable credit. Independent Study. Students must have consent of instructor under whose direction study is taken. Departmental form required.

ORMG 8990 (1-10). Doctoral Thesis.

Personnel/Human Resource Management

PHRM 6820-variable credit. Graduate Seminar. Provides opportunity for investigating new frontiers in personnel/human resource management through an experimental seminar (offered irregularly).

PHRM 6900-variable credit. Independent Study. Students must have consent of instructor under whose direction study is taken. Departmental form required.

PHRM 7400-3. Seminar in Personnel Human Resource Management. Provides an intensive research-based survey of contemporary issues in personnel/human resource management. Surveys literature andconduct research in personnel/human resource subject areas such as performance appraisal, pay strategy, human resource strategy, union impact on compensation, labor relations and human capital. Prereq., instructor consent.

Real Estate


REAL 4100-3. Real Estate Finance and Investment Analysis. Covers the link between real estate and the capital markets through an examination of the financial institutions and instruments used to finance real property. Examines methods used to analyze value in real property investments. Prereq., REAL 3000.

REAL 6900-variable credit. Independent Study. Students must have consent of instructor under whose direction study is taken. Departmental form required.

Tourism Management

TOMG 3060-3. Resort Tourism. Examines principles and procedures of resort management, applications of management theory to the resort industry, and environmental issues of resort development. Prereq., junior standing.

TOMG 3400-3. Tourism Management. Examines the basic concepts, tools, and techniques of tourism management. Examines the primary trends and issues of tourism management and the unique problems and applications of management practice in the tourism industry. Prereq., junior standing.

TOMG 3500-3. Tourism Destination Development. Examines the economic, social, and environmental impacts of tourism development and the planning and policy implications of those impacts. Emphasizes the tourism development process and concerns in rural communities and natural environments. Prereq., junior standing.
Transportation and Logistics

TRMG 4500-3. International Transportation and Logistics. Examines the use of logistics and transportation to obtain a competitive advantage in the global business environment. Focuses on adding value with effective and efficient logistics and transportation management in a multicultural, global environment. Topics include benchmarking, sourcing, carrier quality and performance, and effective import/export management, port selection, insurance, freight forwarders, and cost containment. Prereq.: ECON 2010 and 2020. Same as TRMG 5500.

TRMG 4600-3. Carrier Quality and Performance. Examines providing quality carrier service (air, motor, rail, and ocean) to meet or exceed the expectations of shippers and passengers in a dynamic, global environment. Focuses on carrier operations and performance, regulatory environment, policy, environmental impact, evolving transportation services, and entrepreneurship opportunities within the industry. Prereq.: TRMG 4500 or instructor consent. Same as TRMG 5600.

TRMG 4700-3. Supply Chain Management (SCM) Strategies. Looks at the development of effective SCM strategies that result in increased value to the firm and competitive advantages in the changing world. Topics include the relationship between SCM elements (transportation, inventory, warehousing, customer service, and control of these flows to meet or exceed customer expectations); and the use of SCM strategies as the catalyst for improving corporate performance. Prereq.: instructor consent. Same as TRMG 5700.

TRMG 5500-3. International Transportation and Logistics. Same as TRMG 4500.

TRMG 5600-3. Carrier Quality and Performance. Same as TRMG 4600.

TRMG 5700. Supply Chain Management Strategies. Same as TRMG 4700.

TRMG 6900-Variable Credit. Independent Study. Students must have consent of instructor under whose direction study is taken. Departmental form required.

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Just before they bloom, the cherry blossom branches have a sense of pink.

—Seishi Yamaguchi
The School of Education provides study and research opportunities for persons involved in teaching and the study of education. Through its undergraduate licensure and graduate studies programs, it prepares researchers and teachers for all levels of education. Faculty and students participate in research that develops new knowledge and understanding of the educational process.

Accreditation
The licensure programs, both undergraduate and graduate, are fully accredited by the North Central Association of Colleges and Schools, by the National Council for Accreditation of Teacher Education, and by the Colorado Department of Education.

Student Organizations
The Student Advisory Board in Education represents undergraduate students seeking teacher licensure. Officers elected each fall serve as liaisons between the students in licensure programs and the University of Colorado Student Union. The organization also performs vital advising and student assistance functions.

The Student Association of Graduate Education (SAGE) is a similar organization for graduate students. Its officers are selected in the fall.

Honorary societies in education include Kappa Delta Pi and Phi Delta Kappa.

ACADEMIC EXCELLENCE

Scholarships and Awards
The School of Education administers a number of scholarships and awards for its students. Graduate students in education are eligible to compete for Graduate School fellowships, and both graduate and undergraduate students are eligible to apply for universitywide financial assistance. Students should contact the Office of Teacher Education (either EDUC 151 or 153) to obtain scholarship and award information and applications. Application procedures and deadlines will be publicized, although we anticipate that university-funded awards will be made during the fall semester. A typical application deadline is March 1.

ACADEMIC STANDARDS

Any student registered in the Teacher Education Program who fails to maintain a 2.75 grade point average will be placed on probation or may be suspended. Readmission is then subject to program requirements in effect at the time of reapplication. The same conditions apply to students in other colleges and schools who have been admitted to the Teacher Education Program.

TEACHER EDUCATION PROGRAM

The University of Colorado at Boulder, through the School of Education, offers course work leading to initial licensure (Colorado Provisional License) in:
- Elementary education
- K-12 music
- Secondary education fields:
  - English
  - Foreign language (French, German, Italian, Japanese, Latin, Russian, Spanish)
  - Mathematics
  - Sciences
  - Social studies

The following assumptions guide the teacher education program. All teachers should:
1. Demonstrate knowledge of subject matter.
2. Have a strong background in liberal arts.
3. Demonstrate knowledge of pedagogy.
4. Be prepared to educate students in a diverse society.
5. Understand professional obligations and demonstrate professional dispositions of teachers in a democracy.

The objectives of the university relative to teacher education are the following:
1. To provide programs of undergraduate and graduate studies designed to develop outstanding teachers, supervisors, college teachers, administrators, and researchers.
2. To conduct and direct educational research and to engage in writing and related creative endeavors.
3. To identify and attract future outstanding teachers into the teacher education program.
4. To cooperate with other state, regional, and federal agencies to improve educational programs.

Teacher education at the University of Colorado, while administered by the School of Education, is a universitywide function. Many academic departments provide course work that supports the teacher in training. The program involves a combination of courses at the university and off-campus educational experiences in cooperation with the public schools.

Students simultaneously completing teacher education and an undergraduate degree at CU-Boulder must complete 30 to 45 hours of education courses (including student teaching) in addition to their major course work. Generally, four and one-half years are typical for completion of both a B.A. degree and teacher education requirements. No professional education course work taken more than 10 years ago may count for teacher education requirements.

The School of Education awards the diploma in education to students who simultaneously complete their bachelor’s degree and the teacher education program at the University of Colorado. The certificate in education is awarded to students who complete the program.

Each state, including Colorado, requires public school teachers to be licensed as qualified teachers by its state department of education. Licensure requirements vary from state to state and from teaching area to area. Students who are interested in teaching in other states should familiarize themselves with the requirements of those states so they may plan an appropriate degree program.
Admission

Admission to all School of Education programs is competitive. Satisfying minimal admission criteria does not guarantee admission. Please see Undergraduate Admission in the General Information chapter of this catalog for specific requirements.

Students Entering or Currently Enrolled at the University of Colorado

Undergraduate students seeking to complete the School of Education teacher education program must be enrolled in a degree program in one of the colleges or schools of the university. All undergraduates interested in teaching may seek teacher education advising at the time they enter the university. Freshman and sophomore students are encouraged to satisfy as many of the degree and major requirements as they can before applying for admission to the teacher education program during the second semester of their sophomore year. Students should pick up advising materials in Education 151.

Transfer Students

Undergraduate students who seek to transfer to the University of Colorado from another accredited institution must apply for admission through the Office of Admissions. They must enroll in a degree program in one of the undergraduate degree-granting colleges or schools of the university and also apply for admission to the teacher education program in the School of Education after completing one semester of course work at CU-Boulder. At least 30 hours of course work for licensure must be taken while the student is officially enrolled as a student in the university. Credit in student teaching will not transfer to the University of Colorado at Boulder. Please see Undergraduate Admission in the General Information chapter of this catalog for specific requirements.

Former Students

Former students who have not completed an undergraduate degree may reenter the university according to general university policies; however, subsequent to that readmission, they must apply separately for entry into the teacher education program. Undergraduate students who anticipate that they will graduate prior to completing the teacher education program must apply for readmission to the university through the School of Education by March 1 (for summer or fall readmission) or October 1 (for spring readmission). All admitted students who remain continuously enrolled will be expected to complete the program in effect at the time of their admission to the program unless state accrediting changes dictate otherwise.

Postbaccalaureate Students Seeking Teacher Training

Students who already hold a bachelor’s degree and wish to pursue licensure in elementary or secondary teaching must apply directly to the School of Education. Students desiring institutional recommendation for licensure must complete at least 30 semester hours of work at the University of Colorado and must also fulfill the same requirements as undergraduate students. The actual number of required hours will depend on the courses already completed.

Requirements for Application

Students may apply to one of the programs in Education 151 if the following requirements have been fulfilled:

1. GPA. Students must have and maintain a 2.75 (on a 4.00 scale) cumulative GPA overall, 2.75 at CU-Boulder, 2.75 in the subject area (secondary teaching fields and K-12 music only), and 2.75 in education.
2. Junior Standing. Students must complete (or will complete at the end of the current semester) at least 56 hours of course work.
3. Youth Experience. Students must provide written verification of 25 clock hours of satisfactory experiences with elementary, middle/junior high, or senior high school-aged youth (the actual level should “match” the level of the teacher education program desired) in the past five years.
4. Basic Skills. Verification must be presented of taking the Basic Skills portion of the Professional Licensing Assessments for Colorado Educators (PLACE).
5. Fee. The materials fee must be paid.
6. Liberal Arts. Postbaccalaureate students and currently enrolled students in colleges or schools other than arts and sciences are required to have 40 combined semester hours in the humanities, the natural sciences, and the social sciences, with no less than 6 credit hours in each when they finish the program.

7. Deadlines. Students who hold degrees should apply to the teacher education program by March 1 for fall or summer admission and October 1 for spring admission.

Prerequisites to the Teacher Education Program

Students should take the Basic Skills portion of the Program for Licensing Assessments for Colorado Educators (PLACE) prior to seeking admission to the teacher education program or in the first semester of education course work. PLACE registration forms are available in Education 151 or 153.

Application for Admission

Individuals interested in completing the teacher education program at the University of Colorado at Boulder should request application materials from the Teacher Education Office, Education 151. Students currently enrolled in a degree program at Boulder will need to complete an application and submit official transcripts from all previous colleges to the Office of Teacher Education, room 151 of the School of Education.

Individuals who have completed a baccalaureate degree at an accredited institution and are not currently enrolled at the university must complete a program application, apply for admission to the university, and submit official transcripts from all previous colleges directly to the School of Education. Applications cannot be processed until all materials are received in the Office of Teacher Education.

Advising

Students are responsible for obtaining an advising manual in Education 151 and becoming familiar with its contents. The manual includes specific information for all teaching fields as well as a list of advisors.

Off-campus students may obtain a manual by writing to the University of Colorado at Boulder, Office of Teacher Education, Campus Box 249, Boulder, CO 80309-0249. Appropriate information can be sent only when a specific teaching field is indicated.

At CU-Boulder, degree requirements vary among the schools and colleges. Students seeking a degree at the University of Colorado should consult, as soon as possible, with an advisor in the college or school from which they expect to graduate.
Students are encouraged to become familiar with the teacher education requirements by comparing their own transcripts to the published advising materials. Students can then talk with an advisor before applying to the program or they may wait until after their applications are processed. Students wishing to discuss their evaluations should meet with the student advisor to discuss discrepancies. Students seeking teacher training in French, German, Italian, Japanese, Latin, Russian, Spanish, or music should see the designated advisor for that teaching field.

Advising may also be obtained by e-mail through EdAdvise@Colorado.edu. When requesting e-mail advising, students should make questions as specific as possible.

**Majors in Academic Areas**
Undergraduate students enrolled at the University of Colorado at Boulder seeking both a bachelor’s degree and teacher education in elementary or secondary teaching must complete a major in an academic department in the primary school or college in which they are enrolled. For students in the College of Arts and Sciences, 90 of the 120 semester hours required for graduation must be liberal arts course work.

To meet both degree and teacher education requirements, students, especially those seeking elementary licensure, will be required to take more than 120 semester hours.

The major selected is determined by the student’s interest in teaching a certain subject or instructional level. Before selecting a particular major, students may see one of the School of Education advisors. Students interested in teaching at the secondary level need to be aware that in many subject areas the teaching program requires additional courses or more hours than the academic major. Course requirements for all programs are explained in the advising manual and check sheets available in Education 151.

Teacher education in some teaching fields is not offered at the University of Colorado. For example, there are no programs in art, early childhood education, theatre, business education, home economics, physical education, or industrial arts. Students interested in a particular major should consult an advisor in the School of Education.

**GRADUATE STUDY**
Graduate study in education at the University of Colorado is administered through the Office of Graduate Studies, School of Education, and all inquiries regarding programs should be directed to the following address:
University of Colorado at Boulder
Office of Graduate Studies
School of Education
Campus Box 249
Boulder, CO 80309-0249

Detailed program materials and *The Graduate Student Handbook* are available from the School of Education graduate office, Education 153. The degrees available in the various areas of graduate study are listed below:

**Instruction and Curriculum in the Content Areas**
- Education; English education; general curriculum in elementary and secondary education; mathematics; reading; science education; secondary experiential/alternative education; social studies education; and effective teaching.
- Master of arts
- Doctor of philosophy

**Educational-Psychological Studies**
- Educational psychology
- Master of arts
- Doctor of philosophy

**Research and Evaluation Methodology**
- Methods of educational research and evaluation, including statistics, measurement, and qualitative methods
- Doctor of philosophy

**Social and Multicultural Bilingual Foundations**
- Bilingual and multicultural education; bilingual/special education; education and cultural diversity; English as a second language; cultural, historical, social, and philosophical foundations; international/comparative education; educational policy
- Master of arts
- Doctor of philosophy

CU-Boulder does not offer programs in early childhood education, physical education, art education, counseling, school administration, higher education, school psychology, or educational technology.

**Teaching Endorsements at the Graduate Level**
Through the School of Education (and in conjunction with other departments), the University of Colorado at Boulder offers advanced course work leading to graduate level teaching and special services training in the following areas:

- Linguistically different
- Bilingual (grades K-6)
- Bilingual/English as a second language (K-6)
- English as a second language (grades 7-12)
- Reading teacher (grades K-12)
- Special education (moderate needs)
- Special services (offered through SLHS): Audiology, Speech/language pathology

All of the above programs have degree, licensure, or experience requirements that must be fulfilled before admission. Please check with the department before applying.

Special programs (called the "master's plus" programs) leading to provisional teacher licensure with endorsement in elementary education or secondary English, mathematics, science, or social studies are available through the master of arts programs in instruction and curriculum in the content areas.

These graduate teacher education programs are approved by all accrediting agencies.

**Admission**
Prospective students seeking admission to a graduate degree program should request application forms from the University of Colorado at Boulder, Office of Graduate Studies, Campus Box 249, Boulder, CO, 80309-0249. The completed forms should be returned to that office. Prospective graduate students should also read the Graduate School portion of this catalog for additional admission information. If test scores are required for admission to the desired program, applicants should request that the Educational Testing Service send their scores on the verbal, analytical, and quantitative sections of the GRE to the education graduate office. A doctoral applicant who has not taken the GRE should arrange to do so.

Admission to all programs and degrees in the School of Education is selective. Meeting minimal admission requirements does not guarantee admission.

Application papers and all supporting documents, including GRE or Miller’s Analogies Test (MAT) scores, if these scores are required for admission to the desired program, must be in the School's Office of Graduate Studies by September 1 for spring semester and February 1 for summer session and fall semester. Note that some program areas admit students for fall semester only.
Advising

Graduate students are assigned an individual faculty advisor after admission and are required to submit a formal plan of study, approved by their advisor, before the end of the first full term of study. Graduate students may obtain program information from the School of Education, Office of Graduate Studies, Education 153, or from their advisor.

General Information

Maximum Load and Part-Time Study

A maximum of 15 semester hours in any one semester may be applied toward degree requirements. During the summer, 9 semester hours is the maximum that will be counted toward education graduate degrees. Within this limit, students may take up to 6 semester hours in a five-week summer term, and/or 3 semester hours in a three-week term. During the academic year, students will be regarded as having a full load if they are registered for 5 or more semester hours in courses numbered 5000 or above, or are registered for 7 or 10 thesis hours.

Quality of Work

A grade average of B (3.00) or better is required for all work taken for any graduate degree. Transferred credits are not included when calculating grade averages.

A mark of C will not be credited toward the Ph.D. program. Any graduate course in which a mark of D or F is reported is failed and must be repeated and passed if it is required in a student’s degree program.

Students who do not maintain at least a B (3.00) average or better may be suspended by the dean of the Graduate School upon recommendation of the director of graduate study in the School of Education. Students may also be suspended from the Graduate School for continued failure to maintain satisfactory progress toward the degree sought.

Master of Arts in Education

The master of arts degree is available, comprising one academic year or more of graduate work beyond the bachelor’s degree. The master’s degree must be completed within four years of initial enrollment. The M.A. plan I (nonthesis) degree requires a minimum of 30 semester hours. See the Graduate School chapter of the catalog for discussion of plan I and plan II. Students may transfer no more than 9 semester hours of work taken at another institution or as a nondegree student at CU-Boulder.

All program areas have outlined a recommended or required program of study, and students pursuing a degree are expected to follow that program unless they have appropriate substitutions arranged in advance with their advisors. Pamphlets outlining the programs of study in education are available from faculty or the Office of Graduate Studies.

At the beginning of the final term of study, each student must submit a form titled “application for admission to candidacy for an advanced degree.” These forms are available in the education graduate office. If a minor is included, the form must first be signed by a representative of the student’s minor department or program area. The form must be signed by the student and the student’s advisor, and then submitted to the school’s Office of Graduate Studies for School of Education approval and then to the Graduate School for final approval. All students are required to write a four-hour comprehensive final examination or its equivalent, as determined by the program’s faculty committee. (For time limits and other information, see the Graduate School chapter under Master’s Degree.)

Education as a Minor Field

In M.A. programs for majors outside the School of Education, students may include education as a minor if both their major department and the director of graduate studies in the School of Education approve. For master’s degrees, a minor in education consists of at least 9 hours of study in related courses. Not more than 2 semester hours may be transferred from another institution.

Students who propose to minor in education must have had sufficient undergraduate work in education to prepare them for graduate study in the field. Appraisal of undergraduate preparation will be made by the director of graduate studies.

Doctoral Study in Education

In addition to the information included here, prospective Ph.D. students should see the Graduate School chapter of this catalog, and obtain a current copy of the School of Education Graduate Handbook.

The School of Education offers the doctor of philosophy (Ph.D.) in education. Most students take four to six years to complete the course work, examinations, and dissertation required for the doctoral degree.

The school requires at least two semesters of full-time study in residence (one semester must be during the first two years) of doctoral study. The School of Education expects that students will not hold a full-time job during their two semesters of residence.

In addition to course work requirements, doctoral students should be immersed in ongoing research with the faculty as early in their program as possible. All doctoral students in the school will be required to complete, at a minimum, one publishable scholarly product prior to taking comprehensive examinations; other research endeavors prior to the dissertation are desirable. Each of the program committees has established a structure for implementing this requirement. For example, some programs expect students to work individually with their advisors; others make the research product an extra course requirement attached to a professional seminar.

Admission Requirements

Applicants for admission to doctoral study are expected to have a strong liberal arts background. A minimum undergraduate grade point average of 2.75 is required, but applicants are judged competitively so that most admitted applicants have GPAs of 3.00 or higher. A GPA of 3.00 or above is expected on all graduate work completed. Ph.D. applicants are not required in all cases to have a master’s degree, although it is generally deemed preferable. The decision rests with the program area faculty. At least two years of professional experience relevant to the applicant’s proposed area of study is required for most programs.

Graduate Record Examination scores of 1500 or above (total on verbal, quantitative, and analytical portions of the basic test) are required for admission. To adjust for different cultural experiences of some applicants, this standard may in certain instances be reduced on the basis of faculty judgment. An interview with a faculty admissions committee may be required.

Degree Requirements

Doctoral students in some programs are expected to have completed a course in statistical methods, a basic course in educational research, a graduate course in psychological foundations of education, and a graduate course in social foundations of education. If doctoral students have not had such courses, advisors may require one or more of these courses in addition to the courses approved for the degree sought.

All doctoral programs must include an intermediate statistics course (EDUC
7316) and must also include at least one advanced course in research methods (EDUC 7326, 7336, 7346). EDUC 5716 may not be used in the doctoral degree plan, but is a prerequisite to EDUC 7316. Students who have completed course work equivalent to EDUC 5716 or 5726 as part of a prior degree may seek approval of the substitute course from the research, evaluation, and methodology (REM) chair. Students may also satisfy the prerequisite by receiving a passing grade on competency tests administered by the REM chair.

With approval of a candidate's committee and depending on the type of doctoral research planned for the dissertation, a two-course doctoral level research sequence in history, philosophy, or one of the social sciences may be substituted for the 7300 series above. Graduate courses in other departments may be included in any degree program if they are approved by the student's advisor, committee, and the director of graduate studies.

All program areas have outlined a program appropriate for individuals pursuing study in their area, and students are expected to follow that program unless they have arranged appropriate substitutions in advance with their advisor. Pamphlets outlining the recommended programs of study in education are available from faculty or the education graduate office.

Approximately 40 semester hours of course work beyond the master's degree is the normal requirement for the Ph.D. All Ph.D. students are also expected to meet both the conversational foreign language and multiculturalism requirement.

The Conversational Foreign Language component is focused on oral proficiency in another language. This requirement can be satisfied by completing a one-semester college-level conversational language course at an accredited institution within the past three years. Courses can be introductory college-level courses, such as SPAN 1010, FREN 1010, GRMN 1010, and ITAL 1010, because instruction is conducted in the language and substantial language labs are part of the course expectations. Courses taken at another institution must be equivalent to CU-Boulder courses to count toward this requirement. Students must earn a grade of C- or better.

The Multiculturalism Course (EDUC 8014) should be completed after or during the language component. A specially designed doctoral-level course provides for both the theoretical analysis of issues and a substantial field-based component. The course includes both theoretical and practical perspectives from sociology, anthropology, sociolinguistics, philosophy, and bilingual and multicultural education. The field experience, focused on linguistically or culturally different students or school communities, is a project of the student's choosing (e.g., action research, quasi-experiment, participant-observation, ethnographic community study, or case study of an individual student), planned in conjunction with the course instructor.

Before taking the comprehensive examination, each student must submit an application for admission to candidacy for an advanced degree. Application forms are available in the school's Office of Graduate Studies.

Near the end of the term when students complete their course work and if their advisor approves, they take a 12-hour comprehensive examination. The examination is focused chiefly on the student's area of program specialization. Students who fail the comprehensive examination may repeat it once, at a time to be determined by the examining committee.

In addition to the course work, a doctoral dissertation for 30 semester hours of credit is required of each student. A student registers for EDUC 8994 (Ph.D. Doctoral Dissertation) for 3 or more terms, but not more than 10 semester hours in any term. Not more than 20 semester hours may be taken prior to the successful completion of the comprehensive examination. After satisfactory completion of the comprehensive examination, the student must continuously register for 3.7 or 10 hours during fall and spring semesters until the final defense. Registration for 3 hours requires permission of the associate dean of the Graduate School at least two months in advance. The student must be registered for 7 or 10 hours during the semester the defense is completed.

During the research for and the writing of a dissertation (thesis), a grade of IP (in progress) is recorded; if the dissertation is completed and accepted as satisfactory, a grade is reported for the student's record. When the student and the chair of the dissertation committee agree on a subject for the dissertation, they work with the director of graduate studies to identify a five-person committee. Then the student prepares a detailed prospectus and arranges for a meeting with the committee. When the committee approves the prospectus, the student may proceed with the research.

Research involving human subjects must also have the approval of the university committee on human research.

No continuing education work is permitted for the Ph.D.

Time Limits

Time limits for the Ph.D. in education are the same as time limits for all Ph.D. programs. Students in education should read the Graduate School chapter for Ph.D. time limits.

When students have passed the comprehensive examination, they are required to register each semester until the degree is attained, and pay the standard fee as announced by the Graduate School.

Progress Toward a Degree

Doctoral study entails a long period of scholarly endeavor, which requires a time schedule. Students are responsible for meeting the deadlines involved.

Opportunities for Assistantships

The School of Education has a limited number of assistantships administered by the dean of the School of Education on the recommendations of faculty and the director of teacher certification or director of graduate study. Some assistantships involve the supervision of student teachers; others involve helping professors in their teaching or research. Taxable stipends in amounts set by the university are paid for all assistantships. Appointments are usually made in terms of one-fourth time (10 hours a week) or one-half time (20 hours a week). Inquiries should be directed to the dean, School of Education.

COURSE DESCRIPTIONS

The following courses are offered in the School of Education on the Boulder campus. This listing does not constitute a guarantee or contract that any particular course will be offered during a given year.

For current information on times, days, and instructors of courses, students should consult the Registration Handbook and Schedule of Courses issued at the beginning of each semester.

Courses numbered in the 1000s and 2000s are intended for lower-division students and those in the 3000s and 4000s for upper-division students. Courses numbered in the 5000s are primarily for graduate students, but in some cases may be open to qualified undergraduates. Normally, courses at the 6000, 7000, and 8000 level are open to graduate students only.
Courses are organized by subject matter and are listed numerically by last digit (courses ending in the number "0" are listed before courses ending in "1", and so on). The number after the course number indicates the semester hours of credit that can be earned in the course.

Abbreviations used in the course descriptions are as follows:

Precq.—Prerequisite
Coreq.—Corequisite
Lab.—Laboratory
Rec.—Recitation
Lect.—Lecture

Teacher Education

The following courses do not apply to elementary or secondary education.

EDUC 2010-2. Introduction to Education. Provides a comprehensive portrayal of major issues in American education, focusing on public opinion, trends in American education, student's rights, and the teaching profession today and in the future.

EDUC 4410-3. Theory and Practice of Experiential Education. Introduces the theoretical underpinnings in psychology, and the natural and social sciences of the experiential and alternative education movements. Observes and analyzes practical applications in schools and public and private agencies.

EDUC 4570-3. Microcomputers in Education. Introduces programming basic language and use of software.

EDUC 4600 (1-9). Special Topics. Designed to meet needs of students with topics of persistent interest.

EDUC 4610 (1-9). Special Topics. May be repeatable for a maximum of 18 credit hours, provided the topics vary.

EDUC 4620 (1-9). Workshop in Curricular and Instructional Development. Consider current trends in curriculum development and in organization for instruction. Studies in-depth one or more specific plans for classroom procedure.

EDUC 4630 (1-3). Instructional Workshop. Considers current instructional approaches. Focuses on classroom applications with in-depth study of selected topics. Advanced-level work, but credited toward graduate degree only as a minor.

EDUC 4640 (1-4). Independent Study.

EDUC 4610-3. Peer Counseling Practicum (previously EDUC 4830, 4840). Controlled enrollment. Repeatable for degree credit. Credit given for peer counseling activities. Students are selected to participate in this class and act as peer counselors or TAs for the peer counseling training.

Elementary Education

EDUC 3621-2. Art for the Elementary Teacher. The content of the course is a required part of the Colorado Department of Education specification of background required for elementary teacher licensure.

EDUC 4311 (4-5). Integrated Literacy/Social Studies for the Elementary School I. Prepares preservice elementary teachers for teaching literacy and social studies in a social context through an integrated understanding of what constitutes literacy and civic participation in today's society, literacy and social studies processes, and classroom instruction that fosters integrating such processes. Prereq. or coreq. EDUC 3013 and EDUC 3023. Prereq., admission to the elementary teacher education program.

EDUC 4321 (4-5). Integrated Literacy/Social Studies for the Elementary School II. Continuation of EDUC 4311. Prereq. EDUC 4311.


EDUC 4411. Must precede student teaching.

EDUC 4696 (12-14). Student Teaching—Elementary School I. Kindergarten and grades one through six. Coreq. EDUC 4511. Prereq., admission to the elementary teacher education program.

EDUC 4701-8. Student Teaching—Elementary School II. Kindergarten and grades one through six in music. Should be taken concurrently with student teaching in home department.

EDUC 4831-3. Advanced Peer Counseling Training (spring semesters only). The second semester of an academic year's training for students interested in learning about the skills and knowledge associated with peer counseling. Continuation of ARSC 2275 (offered only during fall semesters).

PHED 4200-2. Physical Education and Health for the Elementary School. Studies activities, teaching methods, and program planning for grades one through six. Also involves discussions of middle/junior high school activities and programs. Provides opportunities to work with children. Open only to elementary education students. Prereq., junior standing.

Secondary Education

EDUC 4112-3. Educational Psychology and Adolescent Development. Analyzes fundamental psychological concepts underlying classroom instruction, as well as adolescent growth and development. Prereq., 56 hours completed or in progress, and admission to the secondary teacher education program.

EDUC 4122 (2-3). Principles and Methods of Secondary Education. Emphasizes objectives, functions, modern philosophy, curriculum, discipline, planning, learning style, and educational media. For middle/junior high through senior high school levels. Includes in-school experience. Prereq., admission to the secondary teacher education program.

EDUC 4232-3. Teaching Reading in the Content Area. Discusses methods and materials for content area reading, including vocabulary, comprehension, and study skills strategies. Prereq., admission to the secondary teacher education program.

EDUC 4312-3. The Nature of Science and Science Education. Explores contemporary ideas and issues in the history, philosophy, and social studies of science education and science as a social and cultural activity, and how contemporary issues in science relate to and impact educational practice. Same as EDUC 5315.

EDUC 4322-3. Literature for Adolescents. Allows for reading and evaluation of books for middle/junior high and senior high school pupils. Emphasizes modern literature. Prereq., 56 hours completed or in progress, and admission to the secondary English teacher education program.

EDUC 4342-3. Composition for Teachers. Presents strategies for evaluating and teaching written composition in the secondary schools. Emphasizes structure of prose, invention, organization, audience, and other rhetorical considerations, as well as teaching methodologies. Prereq., 56 hours completed or in progress, and admission to the secondary English teacher education program.


EDUC 4722-8. Student Teaching—Secondary School II. Student teacher attends a middle/junior high or senior high school class in a musen...
ology, foreign language, art, or music in the Boulder-Denver metropolitan area. Should be taken concurrently with student teaching in home department. Prereq.: admission to the secondary teacher education program.

EDUC 4732 (3-14). Student Teaching—K-12. Required experience for music students seeking education at both elementary and secondary levels. Prereq.: admission to the secondary or K-12 music teacher education program.

EDUC 4921-2. Practicum in Teacher Education. Provides in-school practicum experience.

Elementary and Secondary Education

EDUC 3013 (3-4). Proseminar 1: Becoming a Teacher. Introduces the real world of schools, teaching, and learning. Integrates linguistically different children, communication, and the history, philosophy, sociology, and anthropology foundations of education. Also integrates theory and practice by including hands-on experiences in community settings. Prereq.: 56 credit hours completed or in progress.


EDUC 4513-2. Proseminar 3: Education and Practice. Meets during student teaching assignment. Includes topics of concern to teachers, such as classroom organization and management, lesson planning, assessment, journals, preparation of a professional teaching portfolio, etc. Coreq.: student teaching.

Graduate Education

The following courses are not program-specific and may be taken by master's and doctoral students as needed for their plans of study.

EDUC 5005-3. Social Foundations of Education. Examines social values and forces in American society that shape or influence aims, philosophies, methods, content, issues, and problems of the American educational enterprise.

EDUC 5015-3. International and Comparative Education. Comprehensively studies education in other countries, emphasizing the role of education in developing nations. Analyzes political, social, and economic policies and ideologies for their relevance to the development process.

EDUC 5035-3. Proseminar: Parent and Community Involvement. Focuses on models and strategies for improving parent and community involvement in the schools. Discusses administrative concerns, such as parent advisory councils, and instructional concerns, such as helping children with school assignments.

EDUC 5055-3. Philosophy of Education. Traces the development of educational theory and practice from ancient times to present day, emphasizing contemporary philosophies and trends. EDUC 5063-3. Curriculum Theories. Studies current theories of school curriculum, related trends, and actual practices in elementary, middle/junior high, and secondary schools.

EDUC 5083-3. History of American Education. Examines social and intellectual history perspectives of American education, major reform movements from the 18th century to the present, interpretation of American educational history, and assessment of how changes of race, class, ethnicity, religion, power, and gender have affected American education.


EDUC 5125-3. Supervision of Student Teachers. Develops competency in the supervision of student teachers, including attention to various modern and new approaches. For cooperating teachers as well as supervisors.


EDUC 5185-3. Elementary Social Studies Theory and Methods. Reviews and analyzes current methods and materials for social studies instruction. Involves student examinations and presentation of materials for classroom instruction. EDUC 5195-4. Elementary Reading Theory and Methods. Provides an understanding and acquisition of basic methods in the teaching of reading at the elementary level. Includes basic approach, literature approach, and individualized instruction.


EDUC 5225-4. Elementary Language Arts Theory and Methods. Highlights current thought, as determined by research findings, in the various areas of the language arts: oral and written communication, spelling, handwriting, usage, grammar, foreign languages, and bilingual education.

EDUC 5235-3. Teaching Reading in Content Areas. Addresses form and structure in content area text, materials, equipment, readability of content materials, vocabulary, variations in comprehension, and variations in study procedures.

EDUC 5245-3. Foundations of Reading Instruction K-12. Comparatively analyzes current and evolving philosophies and programs in K-12 with focus on teaching reading and thinking skills.

EDUC 5255-3. Process Involved in Reading. Discusses concepts needed for understanding and critically evaluating the competencies involved in learning how to read. Also focuses on examining and dealing with child and adolescent development and linguistic orientation. Prereq.: EDUC 5245.

EDUC 5265-3. Processes in Writing. Investigates processes writers use from early ages to maturity as they compose prose. Considers several process models, surveys current research, and proposes and evaluates research designs.

EDUC 5275-3. Diagnostic and Remedial Techniques of Reading. Considers causes of low reading ability and techniques employed in teaching the poor reader, including diagnosis, motivation, and skills.


EDUC 5305 (3-4). Proseminar: Teaching and Learning. Presents and discusses issues in secondary school curriculum, instruction, and management. Examines, analyzes, and evaluates a variety of instructional delivery strategies, their effectiveness for students, and teacher dispositions to facilitate learning.

EDUC 5315-3. The Nature of Science and Science Education. Explores contemporary ideas and issues in the history, philosophy, and social studies of science education and science, science as a social and cultural activity, and how contemporary issues in science relate to and impact educational practice. Same as EDUC 5312.


EDUC 5345-3. Composition for Teachers. Offers strategies for evaluating and teaching written composition in the secondary schools. Emphasizes structure of prose, invention, motivation, audience, and other theoretical considerations, as well as teaching methodologies.

EDUC 5355 (3-4). Advanced Methods in Secondary Social Studies Education. Designed to meet the needs of experienced teachers and those who will teach in public schools. Examines recent developments in theory and materials in the social studies and analyzes current practices for their contribution to general goals of social studies education. Appropriate for teachers in...
EDUC 5465-3, Needs and Education of Exceptional Children. Discusses characteristics and needs of various types of handicapped and gifted students. Gives special attention to procedures used for diagnosis and the suggested educational adjustments and care required by these students. Discusses successful teaching techniques and instructional approaches including individualization, least-restrictive environment transition, and career education. Meets Colorado exceptional child education requirements.

EDUC 5485-3, Teaching Exceptional Children in the Regular Classroom. Introduces students who are handicapped in one or more of the traditional categories. Emphasizes working with these students in the least restrictive environment. Provides observation of model classrooms where handicapped students are being mainstreamed with special emphasis on various modifications that can be made in curriculum and teaching approaches. Meets Colorado exceptional child education requirement.

EDUC 5505-3, Education of Students with Learning and Behavior Disorders. Discusses unique learning needs of students who are mentally retarded, learning disabled, and behavior disordered. Emphasizes development of a systems model for diagnosis, programming, and remediation. Stresses data-based individualization of instruction with emphasis on intervention in the least restrictive environment.

EDUC 5515-3, Curriculum and Methods for Moderately Handicapped 2. Emphasizes development of skills for teaching the moderately handicapped student. Includes designing of classrooms and curriculum. Reviews variety of behavior management and crisis intervention strategies, as well as the use of effective materials for socio-emotional behavior changes.

EDUC 5525-3, Research and Evaluation in Special Education. Provides practical experience in the review, critique, conceptualization, and writing of research studies in special education. Also offers experience in design of evaluation systems for classroom practice.

EDUC 5535-3, Diagnostic Testing in Bilingual and Special Education. Includes both theoretical and applied aspects of diagnostic testing. Reviews administration and interpretation of current educational tests (intelligence, achievement, language proficiency, and adjustment scales). Emphasizes practices for equitable testing and assessment of special populations.

EDUC 5545-3, Curriculum and Methods for the Moderately Handicapped. Reviews the various educational curricula currently in use with moderately handicapped students. Emphasizes different teaching methods, instructional materials, and learning strategies that have proven effective in working with students with cognitive learning needs.

EDUC 5555 (1-4). Elementaty Moderate Needs Practicum. Offers supervised field experience in special education with moderate needs handicapped students. Each credit hour requires 50 contact hours. Prereqs., EDUC 5465, 5505, 5545, and 5515.


EDUC 5575 (1-4). Workshop in Instruction and Curriculum in Content Areas.

EDUC 5585 (1-4). Workshop in Social, Multicultural, and Bilingual Foundations.

EDUC 5605-3, Research Issues in Bilingual Education. Offers practical experience in the review, critique, conceptualization, and writing of the research studies in bilingual/ESL education. Provides experience in the design of classroom evaluation systems. Prereq., EDUC 5425.

EDUC 5615-3, Second Language Acquisition. Presents a broad survey of second-language acquisition research. Stresses theoretical concerns and research findings and practical applications to teaching second languages. Gives special emphasis to second-language acquisition.


EDUC 5635-3, Education and Sociolinguistics. Introduces students to the discipline of sociolinguistics, which is the study of language variation and use, and its application within education settings. Not designed as an advanced sociology or linguistics course. Areas of study include language variation, speech communities, the ethnography of communication, speech and social identities, and sociolinguistic research related to teaching and learning.

EDUC 5705-3, Theories of Learning and Development. Examines current theory and research on child development, learning, and motivation. Emphasizes the relationship between and among development, learning, motivation, and how theory and research can inform instructional decisions in the elementary classroom. Prereq., admission to the elementary MA+ program.

EDUC 5706-3, Development of Educational Measures. Covers the construction, interpretation, and evaluation of achievement tests, attitude measures, questionnaires, and sociometric measures. Looks at item analysis, validity, reliability, and norming considerations. Also includes interpretation and use of standardized intelligence and achievement tests.

EDUC 5715-4. Education, Society, and the Elementary Teacher. Introduces issues affecting teachers and the teaching profession. Examines these issues from a variety of theoretical viewpoints including conservative, radical, progressive, and socially efficient orientations. Also examines and analyzes the cultural, structural, and institutional features of schooling. Prereq., admission to the elementary MA+ program.

EDUC 5716-3, Basic Statistical Methods. Introduces descriptive statistics and graphic


EDUC 7396-3. Multivariate Analysis. Introduces the theory of advanced multivariate techniques and their application in educational research. Topics include analysis of variance, MANOVA, discriminant function analysis, and multiple regression.

EDUC 7416-3. Seminar: Research Methodology. Presents selected topics for advanced study in educational research, statistics, measurement, and evaluation.

EDUC 7436-3. Item Response Theory. Includes one-, two-, and three-parameter logistic models for dichotomously scored items and partial-credit models for polytomously scored items. Applies the models to problems such as equating of test forms, test design, computerized adaptive testing, and the detection of item bias.

EDUC 7446-3. Seminar on Policy Issues in Education. Explores how policy studies are conducted and become influential. Focuses on the relationship between education and the economy; the relationship between education, poverty, and wealth; and on how policy studies affect contemporary education and social issues.

EDUC 7456-3. Seminar in Structural Equation Modeling. Covers the application of structural-equation modeling techniques and the use of measurement models and structural-equation
models of the type that can be analyzed by current computer programs.

EDUC 8004-3. Doctoral Research Seminar. Gives beginning doctoral students an overview of the fields of educational research, with special attention to the research programs of education faculty. Programs include work based in psychology, sociology, anthropology, sociolinguistics, philosophy, and political science.

EDUC 8014-3. Doctoral Seminar in Multiculturalism and Education. Addresses the sociopolitical context of multiculturalism and education, and the sociocultural context of learning. Examines critical issues involved in making schooling responsive to an increasingly multicultural and multilingual society.

EDUC 8035-3. Conceptual Change. Explores the nature of conceptual change and the conditions that facilitate or impede a learner's process in knowledge construction and reorganization. Integrates central themes with case studies of particular projects and focus areas.

EDUC 8125-3. Seminar on Radical Education Theories. Radical (class, gender, and race based) analyses of United States public schooling maintain that dynamics of oppression and domination undermine schools' democratic promise. Scrutinizes the explanatory adequacy and ethical justification of the radical claims.

EDUC 8135-3. Seminar on Research on Teaching. Looks at substantive and methodological issues that underlie contemporary research on teaching. Explores areas of research on teaching including effective teacher behavior, classroom management, student mediated teaching, teacher cognition, and pedagogical expertise.

EDUC 8145-3. Seminar Research on Teacher Education and Learning to Teach. Reflects upon substantive and methodological issues that underlie current research, and analyzes in-depth exemplary research programs on teacher education and learning to teach. Explores theory, research, and policy related to the participants, curriculum, content, and contexts.

EDUC 8348-3. Seminar: Human Development. Intensively studies selected topics in growth and development, with applications to educational situations.

EDUC 8358-3. Seminar: Human Learning. Reviews in-depth a limited number of currently active topics in cognitive psychology to reveal unresolved research problems. Each participant is responsible for presenting a research proposal and for being an informed critic of the presentations of others.

EDUC 8368-3. Seminar: Instructional Psychology. Intensively studies small sample research designs and analyzes selected topics in instructional psychology.

EDUC 8378-3. Research Seminar: Educational Psychology. Intensively reviews special topics in the application of psychological science to educational practice.

EDUC 8388-3. Consultation in Schools. Covers consultation definitional issues. Defines participatory roles, and explores process and outcome goals. The success of consultation depends on the use of Carlucci interpersonal skills throughout the process.

EDUC 8804 (1-3). Special Topics. Designed to meet needs of graduate students with topics of pertinent interest.

EDUC 8844 (1-4). Doctoral Independent Study.

EDUC 8855 (1-4). Independent Study in Instruction and Curriculum in Content Areas—Doctoral Level.

EDUC 8866 (1-4). Independent Study in Research and Evaluation Methodology—Doctoral Level.


EDUC 8935 (1-6). Internship in Instruction and Curriculum in Content Areas.

EDUC 8936 (1-6). Internship in Research and Evaluation Methodology.

EDUC 8938 (1-6). Internship in Educational and Psychological Studies.

EDUC 8939 (1-6). Internship in Social, Multicultural, and Bilingual Foundations. Instructor consent required.


FACULTY

WILLIAM B. STANLEY, Dean; Professor. B.A., Kean College; M.A., Ph.D., Rutgers University.

ROBERT MILTON ANDERSON, Professor Emeritus.

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STEPHEN ROMINE, Professor Emeritus.

JAMES S. ROSE, Professor Emeritus.

DARYL L. SANDER, Professor Emeritus.

LORETTA A. SHEPARD, Professor. B.A., Pomona College; M.A., Ph.D., University of Colorado.

MARC SWADENER, Associate Dean and Associate Professor. B.S. (Ed.), M.S. (Ed.), M.A.T., Ed.D., Indiana University.

JAMES R. WALLEY, Professor Emeritus.

SHELBY ANNE WOLF, Assistant Professor. B.A., University of Richmond; B.A., M.S., University of Utah; Ph.D., Stanford University.
The living fire of a firefly glowing brighter than a star.
-Seishi Yamaguchi

"Slice of Wind," by San Francisco artist Ned Kahn, contains 10,000 reflective disks that move in response to the breeze, showing the patterns of the winds that flow over the Integrated Teaching and Learning Laboratory, a new addition to the Engineering Center.
College of Engineering and Applied Science

Ross B. Corotis, Dean

The College of Engineering and Applied Science offers 11 undergraduate degrees: aerospace engineering sciences, architectural engineering, chemical engineering, civil engineering, electrical engineering, electrical and computer engineering, environmental engineering, mechanical engineering, computer science, applied mathematics, and engineering physics. Seven of the first eight degree programs are accredited by the Accreditation Board for Engineering and Technology; accreditation in environmental engineering will be sought after that new program graduates its first majors. The remaining degree programs are applied sciences; accreditation by ABET is not usually sought in these areas. All degree programs are accredited under the North Central Association of Colleges and Schools. Degrees in applied mathematics and engineering physics are offered in cooperation with the Department of Applied Mathematics and Physics of the College of Arts and Sciences.

Additional information about the academic programs, services, and faculty of the College of Engineering and Applied Science is found at www.colorado.edu/engineering.

College Policy on Equal Opportunity

The College of Engineering and Applied Science is dedicated to an open, inclusive, and supportive human climate for all of its students, staff, and faculty. It is guided by the principle of empowerment and respect for all individuals.

The college does not discriminate on the basis of race, color, sex, age, religion, sexual orientation, national or ethnic origin, disability, or veteran status in any of its programs or activities, including admission, employment, and the administration of its education and research policies.

The Department of Human Resources is responsible for educational and employment opportunity, 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. For further information about these provisions, or about issues of equity, discrimination, or fairness, write to University of Colorado at Boulder, Garnett K. Tatsum, Director, Department of Equity and Access, Willard 209, Campus Box 144, Boulder, CO 80309-0144, or call 303-492-6706.

Facilities

Students have an opportunity to study engineering with over 160 faculty members of national and international reputation. They have access to the superb facilities of the College of Engineering and Applied Science. Each engineering department has laboratories suitable for undergraduate and graduate instruction and experimental research through the doctoral or postdoctoral level. Specific information on these facilities may be obtained from the departments concerned.

Computing

Classes in all departments of the college place strong emphasis on the use of computers. All entering freshmen receive instruction and undertake academic projects involving computers. While many students choose to obtain personal computers, several hundred computers are available in open laboratories on campus for student use. Many of these computer laboratories are located in the Engineering Center.

Further information on computing can be found under Campus Facilities in the General Information chapter of this catalog, in engineering department summaries, and under Laboratories and Special Equipment in the Graduate School chapter.

Degree Programs

Within most departments, several options are offered within each degree program. Several departments offer options of bioengineering and/or premedicine and environmental engineering. Some programs of study are oriented toward graduate work; others toward engineering practice.

Engineers work in a wide variety of disciplines, with the college's 11 undergraduate and eight graduate degree programs reflecting this diversity. The following descriptions summarize these areas.

Aerospace engineering sciences prepares engineers for an industry that encompasses the design and construction of commercial and military aircraft and space vehicles. The systems education of aerospace engineers also prepares them for careers in other fields requiring highly technical systems. Because of their extensive background in mathematics and physics, they are often at the forefront of emerging technologies.

Applied mathematicians have the expertise and mathematical sophistication necessary to make contributions in a wide variety of fields, including scientific computation, actuarial science, financial modeling, and most areas of science and engineering that have a mathematical basis.

A professional applied mathematician may work with engineers, scientists, programmers, and other specialists. The curriculum at CU-Boulder is designed to have the breadth for such an interdisciplinary career.

Course offerings at the undergraduate level focus on providing students with mathematical tools, problem-solving strategies, and expertise useful in science and engineering. To fulfill requirements, a concentrated area of engineering courses (or approved natural science courses) must be completed. The college has formulated several recommended options within the discipline.

Architectural engineering prepares students for careers in the building industry and for research at the graduate level on building-related topics. This course of study fulfills the academic requirements for registration as a professional engineer.

The architectural engineering curriculum is recommended for those wishing to specialize within the building industry in engineering design (structural heating, cooling, illumination, electrical, solar, and acoustics), construction and contracting (facilities management), or sales engineering. The architectural engineering student may select any one of several areas of specialization offered: HVAC (heating, ventilating, and air conditioning), illumination, electrical, acoustics, building energy, structures, or construction.

Chemical engineers convert natural resources into industrial and consumer products using a wide variety of processing techniques. Among their products are many that often are not identified with chemical engineering—oils, metals, glass, plastics, rubber, paints, soaps and detergents, foods, beverages, electronics, syn-
theric and natural fibers, nuclear and exotic fuels, and medicines.

This department has a strong general undergraduate program with curricular options in environmental, materials, microelectronics, computing, and bioengineering. There is also a premedicine curriculum track. There are active research and educational programs in the exciting field of biotechnology, which involves the use of individual cells and their components for producing pharmaceuticals and other important products. The department also is involved in pollution control, novel membrane separations, and advanced polymeric and ceramic materials.

Civil engineering offers a wide range of challenging careers for students interested in the planning, design, and supervision of the construction of facilities essential to modern life in both the public and private sectors. Varying widely in nature, size, and scope, such facilities include space satellites and launching facilities, offshore structures, bridges, buildings, tunnels, highways, transit systems, dams, airports, irrigation projects, treatment and distribution facilities for water, and collection and treatment facilities for wastewater.

In the next two decades, almost two billion more people will populate the Earth. This growth will create demands for producing energy, supplying food, stabilizing land, processing water, providing transportation, handling materials, disposing waste, moving earth, providing health care, cleaning the environment, creating structural facilities, living and working on an unprecedented scale. Civil engineers will play a critical role in fulfilling those demands and in preserving the quality of life.

Computer science offers study in the fields of programming languages, artificial intelligence, human-computer interaction, software engineering, operating systems, parallel processing, numerical analysis, database systems, and the theory of computation. Graduates typically take positions as systems programmers for computer manufacturers or software firms, advanced applications programmers in scientific research firms, or technically oriented systems designers in a commercial or government environment.

Electrical engineering leads to professional opportunities that include teaching and research in a university; research and development of new electrical or electronic devices, instruments, or products; the design of equipment or systems; production and quality control of electrical products for private industry or government; and sales or management for a private firm or branch of government. Design specialties within electrical engineering include computer interfaces and computer software; electromagnetic fields and electives basic to radio, television, and related systems; communication theory and signal processing; electrical machinery; solid-state, integrated-circuit, and electron devices; energy and power; control systems; and robotics.

Electrical and computer engineering offers a program designed to provide entry-level competence in computer engineering. The program includes design and construction of efficient software systems as well as an introduction to hardware design. One current area of major interest is the study of parallel processing.

Engineering physics provides students with a broad exposure to the basic physical theories and mathematical techniques underlying engineering. The program uses an elective structure that allows degree specialization. Extensive opportunities exist to experience laboratory research firsthand. Graduates of the program are highly competitive in the electronics, optics, and computer science job markets. The program also provides excellent preparation for graduate study in physics, applied physics, and other areas of the natural sciences and engineering.

Environmental engineering plays a vital role in maintaining the quality of both human environmental systems and the natural environment. Environmental engineering encompasses the scientific assessment and development of engineering solutions to environmental problems impacting the biosphere and land, water, and air quality. Environmental issues affect almost all commercial and industrial sectors, and are a central concern for the public, for all levels of government, and in international relations.

The degree in environmental engineering includes course work in advanced mathematics, biology, chemistry, and physics. In common with other engineering fields, courses in solid mechanics, fluid dynamics, and thermal sciences are central to the environmental engineering degree. Course work specific to environmental engineering includes water and wastewater treatment, hazardous waste storage and treatment, and air pollution control.

Mechanical engineering prepares students for careers in a variety of industrial sectors including transportation, energy, electronics manufacturing, medical, and environmental. Basing their education on the fundamentals of mathematics, physics, and chemistry, mechanical engineers deal with internal combustion engines, automobiles, computers, power plants, aircraft, medical instruments, space platforms, and pollution control devices. Career opportunities include work in basic and applied research and development, design, manufacturing, project management, consulting, and teaching. They are employed by a wide variety of industrial, governmental, and educational organizations. A mechanical engineering background also provides a firm foundation for other professional careers such as engineering management, law, and medicine.

Open Option Program. The College of Engineering and Applied Science provides the opportunity for new freshmen to delay their selection of an engineering major by enrolling in the open option (OPEN) program. This program is available only to new freshmen; students in the program are required to select a specific engineering degree program no later than the end of the spring semester, regardless of when they entered the OPEN program. This provides students with one or two semesters to explore the variety of engineering degree programs before selecting a major.

The dean’s office provides general advising for all open option students through staff advisors. This advising is supplemented with freshmen faculty advisors in each engineering degree program. Students selecting the open option program are subject to all College of Engineering and Applied Science academic rules and policies. They are also required to satisfy any remaining minimum academic preparation standards (MAPS) required for graduation.

Professional Registration

The need for professional registration depends on the field of engineering and the nature of practice in that field. Engineers in private professional practice generally need to be registered. Currently, registration is required in all states for the legal right to practice professional engineering. Although there are variations in state laws, graduation from an accredited curriculum in engineering, subscription to a code of ethics, and four years of qualifying experience are minimum requirements for registration. Two years of examinations covering the engineering sciences and the applicant’s practical experience are also required in most states and territories.

Study Abroad

In today’s international environment, engineers frequently work and travel in foreign nations or with foreign engineers. Therefore, it is desirable that engineering stu-
dents familiarize themselves with foreign cultures by selecting appropriate courses or by studying abroad. The University of Colorado has several programs that enable students to undertake course work in engineering. These include programs at the Universities of New South Wales, Wollongong, and Murdoch in Australia; the Universidad de Costa Rica in the Americas; the Universities of East Anglia, Lancaster, and Sussex in England; Denmark's International Study Program; Uppsala University in Sweden; the University of Edinburgh in Scotland; the American University of Cairo in Egypt; the University of Ghana; and the Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico. All participants in the university study abroad programs remain enrolled at the university, all credit earned while abroad is considered in residence, and the pass/fail grade option is used for all coursework taken during study abroad. Financial aid from the university can be applied to the program costs in most cases, and special study abroad scholarships may be available for program participants. More information about studying abroad is available at the University of Colorado at Boulder, Office of International Education, Campus Box 123, Boulder, CO 80309-0123, 303-492-7741.

Engineering departments may also assist students wishing to study engineering at the Ecole National des Ponts et Chaussées in Paris, the École Polytechnique Fédérale in Paris, and the University of Oviedo in Spain.

With the proper preparation, students may complete one or two semesters of engineering education during study abroad.

**Student Organizations**

The following honorary engineering societies have active student chapters in the College of Engineering and Applied Science:

- Chi Epsilon, civil and architectural society
-Eta Kappa Nu, electrical engineering society
- Omega Chi Epsilon, chemical engineering society
-Pi Tau Sigma, mechanical engineering society
-Sigma Gamma Tau, aerospace society
-Tau Beta Pi, engineering society

Student chapters of the following professional or social societies meet frequently to present papers, speakers, films, and other programs of technical interest:

- American Indian Science Engineering Society
-American Institute of Aeronautics and Astronautics
-American Institute of Chemical Engineers
-American Society of Civil Engineers
-American Society of Heating, Refrigerating, and Air Conditioning Engineers
-American Society of Mechanical Engineers
-American Solar Energy Society
-Asian Engineering Society
-Associated Engineers
-Associated General Contractors
-Association for Computing Machinery
-Biomedical Engineering Society
-Illuminating Engineering Society
-Institute of Electrical and Electronics Engineers
-National Society of Architecutural Engineers
-National Society for Black Engineers
-Sigma Xi, Scientific Research Society
-Society of Automotive Engineers
-Society of Hispanic Professional Engineers and Scientists
-Society of Manufacturing Engineers
-Society of Mexican-American Engineers and Scientists
-Society of Physics Students
-Society of Women Engineers
-Structural Engineers Council

A representative student organization, the University of Colorado Engineering Council (UCEC), is comprised of all students in the College of Engineering and Applied Science. UCEC supervises matters of interest to all undergraduate students through the control board, its legislative body.

**Minority Engineering Program**

The College of Engineering and Applied Science is committed to increasing underrepresented minority enrollment and retention through graduation. This commitment is carried out, in part, through the Minority Engineering Program (MEP). MEP recruits students (American Indian, Black, and Hispanic) into the college and provides a number of programs that assist and challenge students to excel academically.

In addition to merit scholarships, MEP provides a five-week summer bridge program, a new student leadership course, academic excellence workshops, advising, counseling, tutoring, internship, and career assistance. The MEP Resource Center serves as a central meeting place for students, a study area, and a venue for building necessary social networks. The center includes a computer lab with Internet access, a copy machine, a telephone, reference materials, and other resources that help students succeed in the MEP program.

MEP efforts are steadily helping to increase minority representation and retention in the College of Engineering and Applied Science. MEP consistently achieves minority retention, student success, and graduation rates far above the national average. The program is funded by donations from industry, private individuals, and the college.

**Women in Engineering Program**

The Women in Engineering Program (WIEP) provides services to current and prospective women students to maximize the recruitment and retention of women in engineering. Precollege and undergraduates programs and activities include outreach to middle and high school students, scholarships, job placement assistance, assistance for transfer students, counseling, supplemental academic advising, peer and professional mentoring, job shadowing, brown bag lunches, and an electronic mail network to keep women informed on important issues and events.

The WIEP is committed to maintaining an encouraging academic and social environment for all students. The StorageTek Women in Engineering Resource Center provides a comfortable setting where students can work and study together.

The WIEP is funded by donations from alumni, industry, friends, and the college.

**Herbst Program of Humanities**

The Herbst Program of Humanities is a two-semester, 6-credit-hour sequence for engineering students of at least junior status. Classes are small (14 students, two teachers), and are almost entirely devoted to roundtable discussion of original texts, primarily in literature and philosophy. The syllabus varies from year to year, but regularly includes drama, short stories, and novels as well as philosophical treatises on ethics, epistemology, and political science. Classwork stresses responsible reading and cooperative learning. By taking the two consecutive semesters of the Herbst seminars, students fulfill the college's writing requirements. Courses offered by the Herbst Program in Humanities have a prefix of HUCN.

**Residence Hall Program**

In cooperation with the Department of Housing, the College of Engineering and Applied Science offers a residential academic program for students majoring in engineering or the sciences. This program features a variety of student support services, an extensive tutoring program in courses related to the first-year engineering curriculum, a computer laboratory, and increased opportunity for faculty and student interaction. If requested by housing, the college also may be involved in student behavior or disciplinary actions. There is a
minimal fee for this program to cover program costs and computer purchases. Students interested in this residential academic program should contact the Department of Housing for application information.

ACADEMIC EXCELLENCE

Dean’s List

A student in the College of Engineering and Applied Science who completes at least 12 credit hours of course work for a letter grade during the fall or spring semester on the Boulder campus (excluding continuing education), and who earns a semester grade point average (GPA) of at least 3.50, will be included on the college dean’s list for that semester. Notation of “Dean’s List” is also placed on the student’s internal transcript by the Office of the Registrar.

Honors at Graduation

In recognition of high scholastic achievement, the designation “With High Distinction” or “With Distinction” is awarded at graduation and is recorded on the diploma and official transcript of the graduate and indicated in the commencement program.

To qualify for the “With High Distinction” designation, the student’s cumulative University of Colorado GPA must be at least 3.90. For the “With Distinction” designation, the student’s cumulative GPA must be at least 3.75 but less than 3.90. In addition, for these designations, at least 50 semester hours must have been earned at the Boulder campus. Grades earned during the semester immediately prior to graduation are not considered.

Interested students are also encouraged to participate in honors programs offered through the College of Arts and Sciences. Honors awards within this program are cum laude, magna cum laude, and summa cum laude and are recorded on the student’s diploma and in the commencement program. Criteria for these designations are determined by the Honors Council. Interested students should contact the director of the Honors Program at 303-492-3851 for detailed information.

Scholarships

Undergraduate scholarships are provided by public funds and private donations by alumni, corporations, and friends of the college through gifts to the University of Colorado Foundation, Inc. In some cases, endowed funds have been established; other scholarships are based on annual gifts. Many companies provide matching funds for gifts from their employees who are alumni. More than 600 scholarships have been made available to qualified students. Awards are based on demonstrated academic ability and performance. Financial need is considered if designated by the donor (see the Financial Aid section of this catalog). For additional information about college-based scholarships, contact the dean’s office at 303-492-5071. Students may also contact the university’s financial aid office at 303-492-5091.

Anyone interested in providing an undergraduate scholarship or contributing to the scholarship fund may contact the University of Colorado at Boulder, Engineering Development Office, Campus Box 422, Boulder, CO 80309-0422, 303-492-7335.

ACADEMIC STANDARDS

Ethics

As members of the academic community, students have a responsibility to conduct themselves with the highest standards of honesty and integrity. These qualities are also vital to the profession of engineering.

Academic penalties, including suspension or expulsion, are imposed for the following acts, or intent to engage in such acts: plagiarism, illegal possession and distribution of examinations or answers to specific questions; the presentation of another student's work as one's own; performing work or taking an examination for another student; or the alteration, forging, or falsification of official records. This listing is not complete and includes only some types of academic dishonesty brought before the Undergraduate Academic Affairs Committee. (See also Academic Integrity and Student Conduct under Campus Policies in the General Information chapter of this catalog.)

Policy on Academic Progress

To remain in good standing in the College of Engineering and Applied Science, a student must maintain satisfactory academic performance, as measured by grades reported to and calculated by the Office of the Registrar, and satisfactory academic progress toward completion of a bachelor of science degree in the college. Failure to meet these requirements results in the student being placed on academic probation and, if not corrected, on academic suspension. Under exceptional circumstances, a student may be directly placed on academic suspension if retroactive grade changes lower the cumulative or prior semester GPA.

Academic Probation

Academic probation is normally the first step taken by the college to express concern that a student is not maintaining satisfactory academic performance. It represents an official warning that the student's academic performance must improve or the student will be subject to suspension from the college. Once placed on academic probation, a student remains in that status the following two semesters of enrollment as an undergraduate student in the College of Engineering and Applied Science.

If a student's cumulative University of Colorado GPA drops below 2.00, or the student's semester GPA is less than 2.00 for two consecutive semesters at the University of Colorado, the student is placed on academic probation. Once placed on academic probation, the student must meet the academic requirements imposed by the probation sanctions or will be academically suspended from the College of Engineering and Applied Science.

Students placed on academic probation by cumulative grade point average must raise their cumulative University of Colorado GPA to at least 2.00 during the next semester of enrollment and keep it above a 2.00 the following semesters. Students are also subject to probation by the consecutive semester GPA rule; this rule prescribes that a student placed on academic probation by the consecutive University of Colorado semester grade point average rule must maintain a semester GPA of at least 2.00 the two following semesters.

If probation is due to both cumulative and semester GPAs, students are required to maintain both cumulative and semester GPAs above 2.00 for the two following semesters.

While on academic probation, a student must enroll for and complete at least 12 credit hours per semester of courses that meet engineering degree requirements. Course work taken above minimum degree requirements in humanities, social science, and ROTC subjects does not count toward this minimum course load requirement, and students may not elect to take any courses with the pass/fail grade option.

Academic Suspension

Academic suspension is the involuntary withdrawal of a student from the college. It reflects the college's position that the student is unable to meet minimum academic requirements for a bachelor of science degree.

If a student does not maintain satisfactory academic performance, that student is placed on academic suspension from the College of Engineering and Applied Science. A student is placed directly on academic suspension if retroactive grade changes lower the cumulative or prior semester grade point averages, or if the cumulative University of Colorado grade point average is below 1.00 (without a period of academic probation).
The conditions of academic suspension are as follows:

1. The period of the suspension is indefinite, but must be for at least one academic year.
2. This academic suspension applies to the College of Engineering and Applied Science on all campuses of the University of Colorado.
3. Suspended students may not enroll in courses, except those offered during summer session and those offered by correspondence through the Division of Continuing Education, University of Colorado at Boulder. Under no circumstances are suspended students to enroll for courses through the Division of Extended Studies, University of Colorado at Denver.
4. If a student, while on academic probation or suspension, transfers to another college or school of the University of Colorado, the College of Engineering and Applied Science considers that student to have permanently changed their choice of academic major to one offered by that college or school. Therefore, the suspended student is not permitted to enroll in any courses taught by the college of engineering that may apply toward engineering degree requirements. If the suspended student attempts to transfer back into the college through intraniversity transfer (IUT), the college policy governing IUT admissions applies, and the student must petition the Undergraduate Academic Affairs Committee for removal of the Dean’s Scholastic Stop.
5. The suspended student may elect to attend another accredited institution. However, a student seeking readmission to the college must have raised his or her cumulative CU grade point average to at least 2.00; grades earned at other institutions do not transfer to the University of Colorado.

Under select circumstances, the dean reserves the option of extending the period of academic probation for one semester. This option is exercised only in cases involving the student’s cumulative grade point average (GPA) and the conditions noted below:

- The student must have a cumulative GPA of at least 1.95.
- The pattern of academic performance must demonstrate a highly significant improvement over the semester in which the student was placed on academic probation.
- The student must have been enrolled in a curriculum of study related to one of the degree programs offered by this college and demonstrate an intent to complete that degree program.
- The student cannot have elected the option of enrolling in any course during the past two semesters with the pass/fail or no-credit options, or have taken any incomplete (IP or IW) grades.
- The student must successfully completed at least 15 semester credit hours each of the last two semesters, or a total of 30 hours during the past two semesters on the Boulder campus.
- The student must have abided by all conditions imposed by the academic probation.

This special review of academic suspension is exercised at the option of the dean of the College of Engineering and Applied Science. A student can receive this special review only once during his or her period of undergraduate enrollment.

A student may be academically suspended multiple times from this college. However, a third academic suspension is permanent. With a third academic suspension, the student no longer has the option of returning.

Readmission of suspended students must be approved by the college and the CU-Boulder Office of Admissions; such readmission is not assured. Students must present convincing evidence of their ability to successfully complete an engineering degree program.

Petition Policy
A student desiring a waiver of college or departmental policies must request and secure approval for this waiver through a petition procedure. Petition forms and information on the petition procedure are available in the dean’s office or in the academic department office.

ADMISSION AND ENROLLMENT POLICIES

Freshman Applicants
Prospective engineering students must have mathematical aptitude and keen interest in science and its methods. Curiosity about the natural principles governing the behavior of forces and materials and the ability to visualize structures and concepts are prerequisites. Strong skills are also essential in written and oral communications.

The college seeks applicants who demonstrate a high probability of completing their designated engineering degree program. Admission is based on the evaluation of many criteria; among the most important are the general level of academic performance prior to admission, performance on standardized tests, and other evidence of motivation, potential, academic ability, and accomplishment. These factors are indicated by academic records, test scores, letters of recommendation, and personal accomplishments.

Engineering students are expected to begin their study of mathematics with calculus. The college also requires that students have prior credit in chemistry and physics. Specific admission requirements are detailed in Undergraduate Admission in the General Information chapter of this catalog.

Transfer Students
Students desiring to transfer from other accredited collegiate institutions are considered for admission on an individual basis if they meet the transfer student admissions requirements outlined in Undergraduate Admission in the General Information chapter of this catalog.

Intercampus Transfer Students
The acceptance of a student transferring from one campus to another within the University of Colorado system is determined by the Office of Admissions on the basis of guidelines established by the respective College of Engineering and Applied Science.

Intercampus transfer applications are considered on the basis of the student’s University of Colorado system grade point average, grades earned in engineering-related courses, grades earned at other institutions, satisfactory academic progress toward degree requirements, course load completed, and the residency requirement of the gaining engineering college.

The student is advised that the engineering degree requirements differ from one campus to another in the number of credit hours required for the degree, specific course content and titles, and residency requirement in the college. Where there is a difference in credit hours between courses listed as equivalent, the College of Engineering and Applied Science at CU-Boulder applies the smaller number of credit hours. To ensure the maximum acceptance of credit toward degree requirements and minimize the length of time required to complete the degree, the student planning an intercampus transfer must contact the gaining major department as soon as possible once deciding to complete an engineering degree on another University of Colorado campus.

Generally, an intercampus transfer should be accomplished at the end of the first year, with some course selection coordination required between the student and the degree-granting major department during that year. With increased course selection coordination, some students may
# UNIVERSITY OF COLORADO SYSTEM COURSE EQUIVALENCIES

The following course by course equivalency table can assist a student anticipating an intercampus transfer between the individual colleges of engineering and applied science within the University of Colorado system. Course equivalencies do not always accurately indicate the number of credit hours applicable toward degree requirements.

<table>
<thead>
<tr>
<th>CU-Boulder Course</th>
<th>Equivalent Colorado Springs Course</th>
<th>Equivalent Denver Campus Course</th>
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</thead>
<tbody>
<tr>
<td><strong>College of Arts and Sciences</strong></td>
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<td></td>
</tr>
<tr>
<td>APPM 1308-4 Calculus 1 for Engineers</td>
<td>MATH 135</td>
<td>MATH 1401</td>
</tr>
<tr>
<td>APPM 1309-4 Calculus 2 for Engineers</td>
<td>MATH 136</td>
<td>MATH 2411</td>
</tr>
<tr>
<td>APPM 2309-4 Calculus 3 for Engineers</td>
<td>MATH 225</td>
<td>MATH 2427/2428</td>
</tr>
<tr>
<td>APPM 3209-4 Linear Algebra/Differential Equations</td>
<td>MATH 313/340</td>
<td>MATH 3191/3200</td>
</tr>
<tr>
<td>CHEM 1211-3 Engineering General Chemistry</td>
<td>CHEM 103</td>
<td>CHEM 130/2038</td>
</tr>
<tr>
<td>CHEM 1211-2 General Chemistry Lab</td>
<td>CHEM 103</td>
<td>CHEM 2031</td>
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<tr>
<td>CHEM 3311-3 Organic Chemistry 1</td>
<td>CHEM 330</td>
<td>CHEM 3411</td>
</tr>
<tr>
<td>CHEM 3321-1 Organic Chemistry 2 Laboratory</td>
<td>CHEM 333</td>
<td>CHEM 3408</td>
</tr>
<tr>
<td>CHEM 3331-3 Organic Chemistry 2</td>
<td>CHEM 332</td>
<td>CHEM 3412</td>
</tr>
<tr>
<td>CHEM 3341-1 Organic Chemistry 3 Laboratory</td>
<td>CHEM 334</td>
<td>CHEM 3428</td>
</tr>
<tr>
<td>PHYS 1110-4 General Physics 1</td>
<td>PHYS 111/112</td>
<td>PHYS 2331</td>
</tr>
<tr>
<td>PHYS 1120-4 General Physics 2</td>
<td>PHYS 112/213</td>
<td>PHYS 2332</td>
</tr>
<tr>
<td>PHYS 1146-1 Experimental Physics 1</td>
<td>PHYS 115/213</td>
<td>PHYS 2321/2341</td>
</tr>
<tr>
<td>PHYS 2130-4 General Physics 3</td>
<td>PHYS 213</td>
<td>PHYS 2811</td>
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<tr>
<td>PHYS 2150-1 Experimental Physics</td>
<td>PHYS 215</td>
<td>PHYS 2871</td>
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<td><strong>College of Engineering and Applied Science</strong></td>
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<td><strong>Architectural Engineering</strong></td>
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<tr>
<td>AREN 1316-1 Introduction to Architectural Engineering</td>
<td>None</td>
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</tr>
<tr>
<td>AREN 1017-2 Engineering Drawing</td>
<td>ENGR 125</td>
<td>ENGR 1025</td>
</tr>
<tr>
<td>AREN 1037-2 Descriptive Geometry</td>
<td>None</td>
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</tr>
<tr>
<td>AREN 2018-3 Introduction to Solar Utilization</td>
<td>CHE 605</td>
<td>None</td>
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<tr>
<td>AREN 3028-3 Energy Fundamentals</td>
<td>ENGR 211</td>
<td>ENGR 3012</td>
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<tr>
<td><strong>Aerospace Engineering</strong></td>
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<tr>
<td>ASE 2016-3 Mechanics 1</td>
<td>ENGR 201</td>
<td>ME 2023</td>
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<tr>
<td>ASE 2026-3 Mechanics 2</td>
<td>ENGR 202</td>
<td>ME 2053</td>
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<tr>
<td>ASE 2032-3 Material Science/Engineering</td>
<td>ASE 202</td>
<td>None</td>
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<tr>
<td>ASE 2025-3 Thermodynamics</td>
<td>ENGR 211</td>
<td>ENGR 3012</td>
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<tr>
<td><strong>Chemical Engineering</strong></td>
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<tr>
<td>CHEN 1300-1 Introduction to Chemical Engineering</td>
<td>None</td>
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<tr>
<td>CHEN 2120-3 Chemical Material/Energy Balance</td>
<td>CHE 212</td>
<td>None</td>
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<tr>
<td><strong>Civil and Environmental Engineering</strong></td>
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<td>CVEN 1307-1 Introduction to Civil/Environmental Engineering</td>
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<td>CVEN 2012-3 Plane Surveying</td>
<td>None</td>
<td>CE 2212</td>
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<tr>
<td>CVEN 2121-3 Analytical Mechanics 1</td>
<td>CE 212</td>
<td>CE 2121</td>
</tr>
<tr>
<td>CVEN 3161-3 Mechanics of Materials 1</td>
<td>CE 212</td>
<td>CE 3121</td>
</tr>
<tr>
<td>CVEN 3163-3 Theory of Fluid Mechanics</td>
<td>None</td>
<td>CE 3313</td>
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<tr>
<td><strong>Computer Science</strong></td>
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<tr>
<td>CSCI 1100-3 Introduction to Programming 1</td>
<td>CS 112</td>
<td>CSCI 1410</td>
</tr>
<tr>
<td>CSCI 1210-3 Introduction to Programming 2</td>
<td>CS 113</td>
<td>CSCI 1410/2320</td>
</tr>
<tr>
<td>CSCI 1300-4 Introduction to Computing for Majors</td>
<td>CS 115/206</td>
<td>CSCI 1410/2350</td>
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<tr>
<td>CSCI 2228-3 Data Structures</td>
<td>None</td>
<td>None</td>
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<tr>
<td>CSCI 2270-4 Data Structures</td>
<td>CS 115/206</td>
<td>CSCI 2421/2320</td>
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<tr>
<td>CSCI 3104-3 Algorithms</td>
<td>CS 472</td>
<td>CSCI 2401</td>
</tr>
<tr>
<td>CSCI 3555-1 Principles of Programming Languages</td>
<td>None</td>
<td>CSCI 3415</td>
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<tr>
<td><strong>General Engineering</strong></td>
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<tr>
<td>GEEN 1300-3 Introduction to Engineering Computing</td>
<td>CS 105</td>
<td>CSCI 1106</td>
</tr>
<tr>
<td><strong>Electrical and Computer Engineering</strong></td>
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<tr>
<td>ECEN 1400-3 Methods and Problems in ECE</td>
<td>ECE 101</td>
<td>None</td>
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<tr>
<td>ECEN 2250-5 Circuits/Electronics 1</td>
<td>ECE 221/223</td>
<td>EE 3132/3133</td>
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<td>ECEN 2260-5 Circuits/ Electronics 2</td>
<td>None</td>
<td>None</td>
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<tr>
<td>ECEN 3000-3 Electromagnetic and Electrical Circuits for Non-Majors</td>
<td>ECE 325</td>
<td>EE 3050</td>
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<tr>
<td>ECEN 3005-3 Digital Logic</td>
<td>ECE 241/242</td>
<td>None</td>
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<td><strong>Mechanical Engineering</strong></td>
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<tr>
<td>MCEN 1010-1 Analytical and Computational Tools</td>
<td>CS 105</td>
<td>CSCI 1100</td>
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<td>MCEN 1025-3 Computer Aided Design/Fabrication</td>
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<td>MCEN 2022-3 Engineering Thermodynamics</td>
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<tr>
<td>MCEN 2025-3 Mechanics of Materials</td>
<td>ENG 201</td>
<td>None</td>
</tr>
</tbody>
</table>
be able to delay their transfer until the middle or end of the sophomore year. Beyond that point, the student is most likely to lose extensive course credit and time in completing degree requirements.

Any minimum academic preparation standards (MAPS) deficiencies are to be completed prior to the intercampus transfer. A sample freshman year for the intercampus transfer student includes the following courses:

**First Semester**
- Calculus 1: 4 hrs.
- Chemistry 1: 5 hrs.
- Computer Science: 3-4 hrs.
- Humanities/Social Science: 3 hrs.

**Second Semester**
- Calculus 2: 4 hrs.
- Physics 1: 4 hrs.
- Humanities/Social Science: 3 hrs.
- Humanities/Social Science: 3 hrs.

*Coordination is required on these course selections to ensure the application of this credit toward degree requirements. If transferring to CU-Boulder, the student should not enroll in any English composition or speech courses on the first campus. Engineering drawing and/or graphics courses are applicable in select majors only. The student is expected to use this opportunity to complete any MAPS deficiencies.

To assist the prospective intercampus transfer student in contacting a faculty or staff advisor in the gaining major department, the following list is provided.

**University of Colorado at Boulder Campus**

Dean’s Office, Engineering Administration Wing (ECAD) 100, 303-492-5071
- Aerospace Engineering Sciences, Engineering Office Tower (ECOT) 632, 303-492-6417
- Applied Mathematics, Engineering Office Tower (ECOT) 225, 303-492-4668
- Mechanical Engineering, Chemical Wing (ECCH) 111, 303-492-7471
- Civil, Environmental, and Architectural Engineering, Engineering Office Tower (ECOT) 441, 303-492-4193
- Computer Science, Engineering Office Tower (ECOT) 717, 303-492-7514
- Electrical Engineering and Electrical and Computer Engineering, Engineering Electrical Wing (ECCE) 1855, 303-492-7327
- Engineering Physics, Duane E-032, 303-492-6952
- Environmental Engineering, Mechanical Wing (ECME) 251, 303-735-0253

**University of Colorado at Colorado Springs Campus**

Dean’s Office, Engineering 201, 719-593-3246
- Applied Mathematics, Engineering 274, 719-593-3311
- Computer Science, Engineering 199, 719-593-3325
- Electrical Engineering, Engineering 299, 719-593-3351

**University of Colorado at Denver Campus**

Dean’s Office, North Classroom 3024, 303-556-2870
- Applied Mathematics, North Classroom 3025, 303-556-4768
- Civil Engineering, North Classroom 3027, 303-556-2871
- Computer Science, North Classroom 2603, 303-556-4314
- Electrical Engineering, North Classroom 2615, 303-556-2872
- Mechanical Engineering, North Classroom 3502, 303-556-8516

**Intrauniversity Transfer Students**

Undergraduate intrauniversity transfers (IUTs) on the Boulder campus of the University of Colorado to the College of Engineering and Applied Science are considered on an individual basis. The applicant is expected to apply during the second semester of calculus and the appropriate laboratory science course. The applicant's academic record must fulfill the IUT admissions requirements of the College of Engineering and Applied Science. The applicant must apply prior to the college IUT deadline of April 1 for fall, November 1 for spring, or July 1 for summer. Specific application details are available in the Office of the Dean (ECAD 100).

**Former Students**

A former student must meet the requirements outlined in Undergraduate Admissions in the General Information chapter of this catalog and must reapply to the university. Courses taken at other collegiate institutions are not necessarily a determining factor in the student's readmission to the University of Colorado, but transcripts on all such work must be submitted.

Interruption of study may require completion of current degree work in addition to repetition of course work for new degree requirements.

**Attendance**

Successful work in the College of Engineering and Applied Science is dependent upon regular attendance in all classes. Students who are unavoidably absent should make arrangements with instructors to make up the work missed. If students stop attending a course in which they are enrolled, they receive a failing grade (F). If a student has received a final grade of F for nonattendance due to failure to properly drop a course, the student can request the college to insert a letter of explanation in her or his college file for future reference.

If a student misses a final examination because of illness or other valid personal emergency, the student must notify the instructor and the Office of the Dean no later than the end of the day on which the final examination is given. Failure to properly notify these officials may result in an F in the course.

**Changing Majors**

The form necessary for transferring from one undergraduate engineering major to another and to apply for double-degree programs is available in the dean’s office (Engineering Administration Wing, ECAD 100).

**Class Standing**

To be classified as a sophomore in the college, a student must have completed 30 semester credit hours; to be classified as a junior, 60 hours; and to be classified as a senior, 90 hours. A student with more than 120 hours is classified as a fifth-year senior. All transfer students are classified on this basis according to their hours of credit accepted at the University of Colorado. This class standing does not necessarily reflect the academic standing of a student in a degree program.

**Credit Policies**

**Advanced Placement**

Advanced placement (AP) and college credit may be granted on the basis of the College Entrance Examination Board’s (CEEB) Advanced Placement tests. For students who have taken an advanced placement course in high school and who make the required score in the CEEB’s Advanced Placement examination, advanced placement and college credit are granted. All advanced placement credit must be validated by satisfactory achievement in subsequent courses, in accordance with the transfer credit policies of the college.

**College-Level Examination Program Credit**

Prospective students may earn college credit through the College-Level Examination Program.

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Program (CLEP) examinations, provided that they score at the 67th percentile or above. A list of subjects in which CLEP examinations are accepted may be obtained in the Office of the Dean of the College of Engineering and Applied Science. All CLEP credit must be validated by satisfactory achievement in subsequent courses, in accordance with the transfer credit policies of the college.

Credit for Reserve Officers Training Corps
Any student may, with departmental approval, receive up to 6 semester hours of credit toward an engineering degree from among Reserve Officers Training Corps (ROTC) courses appearing on an approved list available in the Office of the Dean (AD)-1. Humanities and social science courses that are cross-listed with ROTC courses may be used to fulfill the college humanities and social science requirements, subject to departmental approval.

Incompletes
By university policy, use of the IF grade is at the option of the academic dean’s office. The grade of IF (incomplete, failing) may be given by an engineering faculty member when prescribed and documented circumstances exist beyond a student’s control. This grade may be given only after the instructor has determined sufficient reason for doing so. If an incomplete grade is given, the instructor is required to document clearly both the conditions precedent to the removal of the incomplete and the time limit for the fulfillment of these conditions. The specified time shall not exceed a one-year period. A copy of this documentation is filed with the Office of the Dean, the instructor’s department office, and the student involved.

Course work to complete a grade of IF must be taken on the same campus on which the grade of IF was awarded. Credit for a course similar to the course in which the grade of IF was awarded may not be used to substitute for the incomplete course or be used to remove the grade of IF.

The grade of FW (incomplete, withdrawn) may not be awarded to undergraduate students in courses taught in this college.

No Credit Restrictions
In the College of Engineering and Applied Science, courses required for fulfillment of graduation requirements cannot be taken for no credit (NC). Once a course has been taken for no credit, the course cannot be repeated for credit. Engineering students must petition for approval before enrolling for any course NC.

Pass/Fail Option
The primary purpose for offering courses on a pass/fail grading option is to encourage students to broaden their educational experience by electing challenging courses without serious risk to their academic record. Individual departments may have rules that should be checked before registering for the pass/fail option. The college pass/fail policy is:

1. The maximum number of credit hours a student may elect with the pass/fail option shall be designated by the student’s major department. No more than 16 semester hours of pass/fail credit can be applied toward degree requirements.
2. It is recommended that a student obtain advance approval from the major department prior to selecting the pass/fail option. Course work taken pass/fail without appropriate approval may be reverted to the letter grade earned.
3. All students who wish to register for the pass/fail option must do so during the university registration or schedule adjustment period.
4. A transfer student may count toward graduation 1 hour of pass/fail credit for each 9 credit hours completed in this college.
5. Students on academic probation may not elect the pass/fail grade option.

Transfer Credit
After a prospective transfer student has applied and submitted transcripts to the University of Colorado, the Office of Admissions issues a transfer credit evaluation form listing those courses acceptable for transfer by University of Colorado at Boulder standards. A copy of this evaluation is made a part of the student’s college record. The appropriate faculty transfer credit evaluator uses this form to indicate which of those courses are acceptable in meeting engineering degree requirements. It is the responsibility of the transfer student to request final validation of the transfer credit hours by the major department and confirm that this validation is noted in the student’s college file.

If at any time a student wishes to have a course not previously accepted reconsidered for transfer, the student should consult with the departmental faculty transfer credit evaluator and petition the dean through the department for approval of the course.

Nontransferable Credit Hours. Students desiring to transfer credit hours from engineering technology programs should note that such credit hours are accepted only upon submission of evidence that the work involved was fully equivalent to that offered in this college.

Some technology courses are taught with titles and textbooks identical to those in similar engineering courses. These courses may still not be equivalent to engineering courses because the areas of academic emphasis are divergent.

In order to assist engineering technology students with transfer problems, the following guidelines have been established:

1. Courses on basic subjects such as mathematics, physics, foreign languages, literature, or history may be acceptable for transfer credit if they were taught as part of an accredited program for all students and were not specifically designated for technology students.
2. Students who have taken courses with technology designations that may be valid equivalents for engineering courses have these options:
   a. They may petition for permission to waive the course requirement. The course requirement can be waived if students demonstrate that, by previous course work, individual study, or work experience, they have acquired the background and training normally provided by the course. No credit is given for a waived course, but students may benefit from the waiver by being able to include more advanced work in their curriculum. Other students may profit by repeating the course at this college and thus establishing a fully sound basis for what follows.
   b. The appropriate University of Colorado academic department may recommend to the dean’s office that credit be transferred to count toward the requirements for a related course in its curriculum. Credit cannot be given for vocational/technical or remedial courses under rules of the university.
   c. The student may seek credit for the course by examination.

For more information on transfer of credit policies, see Transfer of College-Level Credit in the Undergraduate Admissions section of this catalog.

Work Experience
It is the academic policy of the College of Engineering and Applied Science that credits accrued in the official records of a student that were awarded for work or co-op experience do not apply toward degree requirements.

Other University Campuses
A student who needs to work at a part-time or full-time job while obtaining a college education, or who lives in the metropolitan areas of Denver or Colorado Springs, may find it necessary to attend the University of
Colorado at Colorado Springs or the University of Colorado at Denver.

A listing of undergraduate lower-division course equivalencies between the colleges of engineering and applied science at CU-Boulder, CU-Colorado Springs, and CU-Denver is included in this catalog.

University of Colorado at Colorado Springs

Bachelor’s degree programs are offered in electrical engineering, computer science, and applied mathematics. The master of science degree is awarded in computer science, applied mathematics, electrical engineering, and engineering with space operations. Students may also complete work for master of engineering and Ph.D. degrees through the systemwide Graduate School.

University of Colorado at Denver

The College of Engineering and Applied Science at the Denver campus of the University of Colorado offers bachelor’s, master’s, and doctoral degree programs. The bachelor of science degree is offered in civil engineering, computer science, electrical engineering, mechanical engineering, and applied mathematics. Master of science degrees are offered in civil engineering, computer science, electrical engineering, and mechanical engineering. The master of engineering degree is also available. At the Denver campus, the Ph.D. degree is offered in civil engineering, and the Ph.D. degrees in electrical engineering and mechanical engineering are available through the systemwide Graduate School.

Registration

To ensure the prompt completion of degree requirements, the undergraduate student is expected to register for, and complete each semester, a full-time course load as outlined in this catalog or the approved departmental curriculum guide.

If a student elects to register for fewer than 12 credit hours in any semester, the student must declare in writing that he or she is a part-time student and secure approval of that semester’s course schedule by a designated faculty advisor in the major department and by the college dean’s office.

Sequence of Courses

Students should follow the curriculum recommended by their major department.

A student who receives a grade of D+ or lower in a course that is prerequisite to another may not enroll in the succeeding course without a petition approved by the student’s major academic department, the instructor of the succeeding course, and the dean’s office.

All courses are not necessarily offered each semester. According to college policy, undergraduate courses having an enrollment of fewer than 20 students may be cancelled. Students can minimize scheduling problems by closely following the curricular sequence recommended by their major department. If a course is unavailable, a student may petition to enroll for equivalent study.

Grading System, Pass/Fail, and Drop/Add Procedures

See Registration in the General Information chapter of this catalog for the University of Colorado uniform grading system and for additional pass/fail option information and drop/add procedures. Also see the current Registration Handbook and Schedule of Courses and current Student Guide to Success.

Only under circumstances beyond the student’s control are petitions for dropping courses approved after the drop deadline.

Repetition of Courses

Students are not to register for credit in courses in which they already have received a grade of C or better. When students take a course for credit more than once, all grades are used in determining their University of Colorado grade point average. A final grade of F in a required course necessitates that the course be repeated and a satisfactory final grade attained. Students may not register for credit in any course that they have previously completed for no credit (NC).

Summer Courses

A limited selection of summer session courses is offered for new and continuing students and for those who must remove academic deficiencies. For information about courses, students should contact the Office of the Registrar or the academic department that teaches the course.

Withdrawal

Students may withdraw only during the first six weeks of the semester. After this time, withdrawals are permitted by this college only upon presentation of documented evidence to verify that the withdrawal is necessary because of conditions clearly beyond the student’s control.

If a student withdraws, permission from the college may be required for re-enrollment. Students who interrupt their course of study may be required to complete all current degree requirements and to repeat courses previously completed. A student wishing to return after a withdrawal must reapply for admission and is therefore subject to enrollment limits and academic performance evaluation.

UNDERGRADUATE DEGREE REQUIREMENTS

Fundamentals taught in the freshman year are of prime importance in the more advanced classes, and every effort is made to place all freshman students in appropriate courses.

It is strongly recommended that students avoid the likelihood of later scheduling problems by carefully following the curriculum in their major or in the recommended open option program.

Each freshman is exposed to a broad university background, completing course work outside the College of Engineering and Applied Science in science, mathematics, social science, and the humanities.

Advising

All students are advised by faculty and staff from their respective major academic department or program. The college also provides a professional advising staff.

Advising information is available at the administrative offices of the College of Engineering, ECAD 100, telephone 303-492-5071, or directly through the major departments.

Aerospace Engineering Sciences, ECOT 632, 303-492-6417
Applied Mathematics Program, ECOT 225, 303-492-4668
Chemical Engineering, ECCH 111, 303-492-7471
Civil, Environmental, and Architectural Engineering, ECOT 441, 303-492-4193 (for civil and architectural engineering students)
Computer Science, ECOT 717, 303-492-7514
Electrical Engineering, EECE 1B55, 303-492-7527
Engineering Physics, Garmon E-032, 303-492-6952
Environmental Engineering, ECME 251, 303-735-0253
Mechanical Engineering, ECME 134, 303-492-7151
Open Option, ECAD 100, 303-492-5071

These sources of help are readily available to assist students with academic, vocational, or personal concerns. Students are assigned departmental advisors for academic planning and should consult with the departmental chair or designated representative for assignment. Additional advising information is contained in a series of advising guides available within the College of Engineering and Applied Science. Contact the appropriate academic department or the dean’s office, ECAD 100, 303-492-5071, about these advising guides.
Four-Year Graduation

The College of Engineering and Applied Science at the University of Colorado at Boulder is committed to providing an undergraduate educational experience among the best offered by any comprehensive research university in the country.

The College of Engineering and Applied Science offers 11 bachelor of science degree programs, each of which may be completed within eight full-time semesters. Many students elect to extend their studies at the University of Colorado beyond eight semesters to take advantage of research and employment opportunities, add minor programs, complete double-degree programs, and/or to pursue specialized plans of study.

For new freshmen who do not wish to extend their studies beyond eight semesters, the University of Colorado extends a guarantee that required or essential courses, or acceptable alternative courses, will be available so each student can complete all course work required for a bachelor of science degree from the College of Engineering and Applied Science no later than the end of the eighth consecutive semester of enrollment, when the student follows the degree plan recommended by the major department. In the event the University of Colorado is not successful in meeting the terms of this guarantee, the university will reimburse the student all tuition and course fees for those courses remaining to successfully complete the previously designated bachelor of science degree. This guarantee is subject to the conditions noted later in this document.

This guarantee is offered to all new freshmen who matriculate in fall 1996 or thereafter directly into the College of Engineering and Applied Science at the University of Colorado at Boulder.

To qualify for the guarantee, students must satisfy the following requirements:

- Enroll in CU-Boulder course work for eight consecutive fall and spring semesters. Because of the sequential nature of some courses, this enrollment must begin with the fall semester.
- Successfully complete all prescribed course work directly applicable toward major degree requirements in accordance with the following schedule: at least 30 credit hours by the end of the first year (12 months), at least 62 credit hours by the end of the second year (24 months), at least 94 credit hours by the end of the third year (36 months), and at least 128 credit hours by the end of the fourth year (48 months).
- Follow the prescribed curriculum guide approved by the major department. Any deviations from this guide must be approved, in advance and in writing, by a faculty or staff advisor from the major department.
- Complete all minimum academic preparation standards (MAPS) deficiencies in mathematics, physics, chemistry, and foreign language no later than the beginning of the second semester of enrollment.
- Earn a grade point average of at least 2.00 each semester and 2.00 in all required and elective courses taken from the major department. The student must maintain a cumulative CU grade point average of at least 2.00. Also, each prerequisite course must be completed with a final grade of at least C-
- Begin a recommended plan of study, toward the major in which the student will be graduating, no later than the beginning of the sophomore year or at the time when 30 semester hours have been earned.
- The student must schedule and meet with a departmental staff and/or faculty advisor at periods recommended by the major department. There must be at least one documented conference between the student and approved departmental advisor each academic year, during which specific degree requirements are discussed. The student must also meet with a faculty or staff advisor whenever required to resolve academic problems, and to answer questions relating to course work and/or satisfactory academic progress.
- Register each semester within one week of the day and time assigned by the Office of the Registrar.
- Enroll only in courses approved by the designated major department faculty and/or staff advisor.
- Strictly adhere to the Admission and Enrollment Policies and the Undergraduate Degree Requirements sections of this chapter.
- Not enroll in any courses or participate in any activities or employment having a time conflict with major degree course requirements.
- Notify the College of Engineering and Applied Science of the intent to graduate no later than the beginning of the seventh semester of enrollment.

Students are urged to maintain a personal academic file, documenting meetings with faculty and staff advisors, copies of change of record forms, change of major forms, and any other documents that relate to the requirements of this guarantee.

Degree Requirements

1. The B.S. degree requires that not less than 128 semester hours in an acceptable curriculum be completed to the satisfaction of the major department.

The last 45 hours must be earned after admission and matriculation as an undergraduate engineering degree student at the University of Colorado at Boulder campus. Some students will need to present more than the minimum number of credit hours because they may have enrolled in courses that do not apply toward degree requirements.

A student is awarded a degree by a vote of the faculty of the College of Engineering and Applied Science after the student's major academic department determines that all degree requirements have been successfully completed.

The diploma indicates the University of Colorado campus from which the department recommending the student for the degree is located. Consideration will generally be given to designating the campus where the majority of the course work was completed. However, the final decision on the campus designation is made by the designated faculty representative from the student's major academic department.

2. The cumulative grade point average of an engineering student includes all academic courses attempted at the University of Colorado. A cumulative GPA of 2.00 is required in courses used to fulfill degree requirements. In addition, a separately computed GPA of 2.00 must be attained in those courses taken from the student's major department. For students in the engineering physics program, the major department is the physics department.

3. Each degree program requires a minimum of 18 credit hours of approved coursework in the humanities and social sciences. Humanities and social science electives must not be limited to a selection of unrelated introductory courses. At least 6 credit hours must be at an advanced level (3000 or above) and must include UWRP 3030 or HUEN 3100 and HUEN 3200. All electives should be selected with the approval of a faculty advisor.

Qualified students may take appropriate honors courses in humanities and social sciences credit.

The dean's office has a list of acceptable humanities or social science courses for student reference. The list is available in the dean's office (Engineering Administration Wing [ECAD] 100), departmental offices, with faculty and staff advisors, and on the College of Engineering and Applied Science home page at www.colorado.edu/engineering.

4. Students who graduated from high school in the spring of 1988 and thereafter must complete any minimum academic preparation standards (MAPS) deficiencies
prior to graduation. Students should consult with a faculty advisor or the dean’s office (ECAD 100) to determine any MAPS deficiencies and how to satisfy these deficiencies.

5. Some majors require successful completion of an educational outcome measurement prior to graduation. Students should contact their major department to determine whether an outcome measurement is required and when it must be taken.

Graduation

It is the student’s responsibility to be certain that all degree requirements are fulfilled, to notify the major department upon completion of 100 semester hours applicable to B.S. degree requirements, to fill out the Application for Diploma form at the beginning of the next-to-last semester before graduation, and to keep the departmental advisor and the dean’s office informed of any change in graduation plans.

All incompletes must be completed and all correspondence course grades must be officially received no later than three weeks prior to the graduation ceremony. It is the student’s responsibility to contact the appropriate instructor concerning the removal of incomplete grades.

Commencement exercises are held in December, May, and August.

Double Degrees

A student in the College of Engineering and Applied Science may be able to obtain bachelor’s degrees in two engineering disciplines or one degree in engineering and one in another field, such as business, music, or one of the arts and sciences disciplines. Interested students should come to the dean’s office (AD 100) for additional information and application materials for these double-degree programs.

Double Degrees from Engineering and Another College

Arrangements to obtain bachelor’s degrees in engineering and in the academic program of another college may be made through consultation with and written approval of the appropriate deans and completion of a minimum of 30 additional semester hours beyond the largest minimum required by either college or school.

Double Degrees within the College of Engineering and Applied Science

Two bachelor of science degrees in engineering may be earned by obtaining the written approval of both departments concerned and completing a minimum of 30 additional semester hours beyond the largest minimum required by either department. Transfer students desiring two bachelor’s degrees must present a minimum of 75 semester credit hours taken as a student in this college, and must satisfy all other stipulations regarding total hours required and approval of all course work by both departments concerned. Of the 30 additional hours for the second degree, a minimum of 24 shall be in courses offered by the secondary academic department or in courses approved in advance by the department as substitutes.

Students desiring to pursue a double-degree program must formally designate themselves double-degree candidates by filing a petition signed by the chairs of both departments concerned and the dean before enrolling for the last 30 hours of work to be completed for the double degree.

The decision to earn a double degree should be carefully weighed, since qualified students may be able to obtain a master’s degree for a similar number of credit hours (see Graduate Study in Engineering on the next page).

Minors

The college offers a minor in applied mathematics and a minor in computer science. A student interested in these minor programs should contact the Applied Mathematics Program, ECOT 226, 303-492-4668, or the Computer Science Department, ECOT 725, 303-492-7514.

Premedical Option

Several engineering departments have an option by which a student may meet all requirements for entry into medical school while earning a degree in engineering. Engineering departments with this option will approve inclusion of appropriate biological and biomedical engineering courses in the student’s program of technical electives. The courses listed below are usually prescribed by medical schools and must be completed with superior grades.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expository or creative writing</td>
<td>3</td>
</tr>
<tr>
<td>General chemistry</td>
<td>8-10</td>
</tr>
<tr>
<td>Organic chemistry</td>
<td>8-10</td>
</tr>
<tr>
<td>General biology or zoology</td>
<td>8</td>
</tr>
<tr>
<td>Literature</td>
<td>6</td>
</tr>
<tr>
<td>English composition</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>9</td>
</tr>
<tr>
<td>Calculus (recommended)</td>
<td>4</td>
</tr>
</tbody>
</table>

Students can meet these requirements by carefully substituting electives in their engineering curriculum. In some cases where additional credit hours may be required, interested students should consult with the department chair and the preprofessional advisor on the Boulder campus.

The admissions committee of the School of Medicine at the University of Colorado Health Sciences Center welcomes inquiries and visits from prospective students, particularly at the time of their first interest in medicine as their chosen profession.

Graduate Work in Business

Undergraduates in engineering who intend to pursue graduate study in business may be able to complete some of the business background requirements as electives in their undergraduate programs. Seniors in engineering who have such intentions and appear likely to qualify for admission to graduate study in business may be permitted to register for graduate fundamentals courses designed to provide qualified students with needed background preparation in business. (See Graduate School information in the College of Business and Administration section of this catalog for additional details.)

Concurrent B.S. and M.S.

Degree Program in Engineering

Students with strong academic records who plan to continue in the Graduate School usually find it advantageous to apply for admission to the concurrent B.S./M.S. degree program. Excellent students plan a graduate program beginning in their junior year. The plan provides a small tuition discount for the M.S. degree and, in many departments, may allow up to 6 credit hours of graduate course work to be applied to the B.S. degree. This program also provides opportunities to work with faculty on independent study or research projects.

Application is made to the Graduate School through the appropriate academic department. Application and admission may occur during the junior year; consult individual departments for their exact timing. The college requires a minimum GPA of 3.25 for admission to this program; some departments may have higher requirements. Requirements for the two degrees are the same as those for two degrees taken separately: 128 credit hours for the B.S. degree and 24-30 hours including thesis (Plan I) or 30 credit hours (Plan II) for the M.S. degree.

All students choose or are assigned a faculty advisor to help them develop a program of study best suited to their interests. Students in each program are encouraged to pursue independent study on research programs or in areas of specialization beyond those offered in formal courses. Students are allowed to structure their senior and graduate years in an order that is
optimal for their program, as long as all requirements for both the B.S. and M.S. degrees are completed by the end of the joint B.S./M.S. program. The B.S. and M.S. degrees must be awarded concurrently at the completion of both degree programs.

A minimum GPA of 3.00 must be maintained for continuation in the program; if the GPA falls below 3.00, all hours completed with a passing grade while in the program count only towards fulfillment of the B.S. degree.

Tuition rates for resident students in this program are at the undergraduate rate until requirements for the B.S. and M.S. degrees are completed. Tuition rates for nonresident students are reduced slightly once 128 credit hours have been completed; for details, consult the Graduate School.

GRADUATE STUDY IN ENGINEERING

The College of Engineering and Applied Science offers degree programs for the master of engineering (M.E.), master of science (M.S.), and doctor of philosophy (Ph.D.) degrees. There are degree programs in each of the following departments or fields:

- aerospace engineering sciences
- chemical engineering
- civil engineering
- computer science
- electrical and computer engineering
- engineering management
- mechanical engineering
- telecommunications

The master of science in applied mathematics is offered through the Department of Applied Mathematics in the College of Arts and Sciences.

The master of science in telecommunications is offered cooperatively by various departments. A description of the telecommunications program is found later in this chapter, as well as in the Graduate School chapter of this catalog.

Graduate programs within each engineering department offer a variety of options, providing a number of alternative careers.

The aerospace program has a strong emphasis on astrodynamics, orbit determination, remote sensing, control systems, structures, aerodynamics, and gasdynamics, as well as spacecraft, aircraft, space experiment design, and biological systems in space.

Key activities in chemical engineering include membrane and thin-film science, biomedical engineering and biotechnology, surface science, process control, polymeric and ceramic materials engineering, and environmental engineering.

Fields emphasized in civil engineering include geotechnical engineering, structural mechanics and engineering, building systems engineering, construction management and engineering, and environmental and water-resource engineering.

Strengths in computer science include algorithm design, artificial intelligence, database design, numerical optimization, operating systems, parallel processing, programming languages, software engineering, systems, and theoretical computer science.

Areas of focus in electrical and computer engineering include atmospheric remote sensing; biomedical engineering; devices, materials, and quantum electronics; digital signal processing and communications; information systems; energy conversion and power systems; systems, robotics, and control theory; circuits and electronics; fields and radio propagation; computer languages and logic circuits; optics and optoelectronics; microwave optics; and computer-aided design and VLSI.

Engineering management combines technical courses with unique, integrated management courses, including strategy and quality, process management, and leadership. These courses are designed for the professional engineer preparing for early management assignments.

Mechanical engineering areas of concentration include combustion science, air pollution, heat transfer, energy conversion, materials science/engineering, design and manufacturing, electronic packaging, pollution prevention, nondestructive structural evaluation, wave propagation and scattering, and fluid mechanics.

Telecommunications is an interdisciplinary graduate program that integrates courses in electrical engineering, computer science, political science, information systems, management, and economics. Through such an approach, and a world-class telecommunications laboratory, students are equipped to design, plan, analyze, and manage telecommunications systems, networks, and the many advanced and innovative uses of interactive communications today. Students enter the program with a wide variety of technical or liberal arts undergraduate degrees and expand their knowledge through individually tailored combinations of courses from the various disciplines. This ensures balanced, specialized capabilities necessary for a comprehensive understanding of the technological and sociocultural aspects of telecommunications. For detailed information, see the Interdisciplinary Programs listings in the Graduate School chapter of this catalog. Students enrolled in the Interdisciplinary Telecommunications Program pay the tuition rate of the College of Engineering and Applied Science.

Graduate Study for Practicing Engineers

The Center for Advanced Training in Engineering and Computer Science (CATECS) provides graduate education and professional development for practicing engineers, computer scientists, and managers of technology. CATECS courses are delivered from the Boulder campus via live instructional television with two-way audio or via videotape to business, government, and industry along the Front Range, across the country, and overseas.

Course sequences can lead to a master's degree with a concentration in computer science, engineering management, telecommunications, and other engineering disciplines. Students receiving the televised courses may participate in the classroom discussion and question the instructor over open phone lines connected into the classroom. Classroom sessions are also recorded on videocassettes, which are mailed to all CATECS students.

There is no limit on the number of CATECS courses applicable to the M.E. or M.S. degree, as long as the courses fulfill departmental degree requirements. However, CATECS courses taught outside the Boulder campus may not fulfill residency requirements. Courses taught on other campuses may be treated as transfer courses.

Students may enroll in CATECS courses before being accepted to the Graduate School, but they must apply for the degree before finishing the third CATECS course. All applicable courses taken after admission count toward the degree.

CATECS also provides ongoing access to over 100 courses taught in previous semesters through the Tape Library. Tape Library courses are primarily available for noncredit review of the material. For those who want to take a Tape Library course for credit, special permission must be obtained from the instructor.

For more information, prospective students should contact the office responsible for professional development at their work place or the University of Colorado at Boulder, CATECS, Campus Box 435, Boulder, CO, 80309-0435, call 303-492-6331, or visit the home page at www.colorado.edu/CATECS.

Graduate Degree for Science Majors

Science graduates who have good academic records and strong backgrounds in mathematics and science may be eligible for admission as graduate students in engineering or may be able to qualify with some extra course work. Information may be obtained
from the appropriate academic department office.

Master of Engineering, Master of Science, and Doctor of Philosophy

Students wishing to pursue graduate work in engineering leading to candidacy for advanced degrees should read carefully the requirements for advanced degrees in the Graduate School chapter of this catalog. Some departments also have available explanatory material on their advanced degree programs.

Prerequisites. To enroll for an advanced degree in any department of the College of Engineering and Applied Science and the interdisciplinary telecommunications program, candidates must have previously earned a bachelor's degree in a curriculum that includes the necessary prerequisites for that branch of engineering or must qualify for the concurrent B.S. and M.S. program. If the candidate's preliminary education was taken at some other institution, the degree of qualification for advanced work is determined by the department concerned and by the dean of the Graduate School.

Graduates of engineering technology programs should note that the equivalent of a B.S. degree in an appropriate engineering field is required for entry into the Graduate School. Because the goals and orientation of engineering programs differ from those of technology programs, technology graduates should expect to make up deficiencies before being admitted to graduate study in engineering. Students may not be admitted to the Graduate School while making up deficiencies, but can enroll as nondegree students.

For admission as a regular degree student, an undergraduate grade point average of at least 3.00 is normally required.

Language Requirement. Ph.D. candidates should note that some engineering departments have foreign language requirements.

Course Work. Graduate work in each department of the College of Engineering and Applied Science falls into two classes:

1. Courses that are offered for candidates who have chosen to major in the particular department or at a base for the M.E. combined degree.

2. Courses that are offered as minors for candidates who have chosen to major in some other department.

Graduate students majoring in any department receive no credit in the Graduate School for courses listed as required undergraduate work in the same department.

They may, however, receive graduate credit for advanced undergraduate courses in an engineering department other than that in which they received their bachelor's degree, with the approval of the department granting the degree and the dean of the Graduate School.

Availability of Courses. All courses are not necessarily offered every year. They are available only if there is sufficient demand.

Qualifying Examinations. Graduate students who plan to become candidates for the M.S. or Ph.D. degree may be required to take a qualifying examination in the appropriate field of specialization during the first semester in which they are registered as candidates for a graduate degree. Individual departments should be consulted concerning the timing or requirement of this examination. The purpose of this examination is to enable the advisor and student to plan a suitable program of study.

AEROSPACE ENGINEERING SCIENCES

The undergraduate degree in aerospace engineering sciences emphasizes knowledge and awareness of:

- the basic subfields of aerospace engineering (fluid mechanics, aerodynamics, dynamics and control; guidance and navigation; aerospace structures; materials; and systems engineering);
- mathematics sufficient to facilitate the understanding and application of physical principles to the solution of aerospace engineering problems; and
- the major principles and theories of the natural sciences.

In addition, students completing the degree in aerospace engineering acquire the ability and skills to:

- apply the knowledge and design skills of aerospace engineering to solve the problems of society and help attain society's goals;
- address socially related technical problems that confront the engineering profession;
- attain design standards of reliability, environmental quality, and protection of both occupational and public health and safety in the execution of projects;
- maintain professional competency through lifelong learning in aerospace engineering, humanities, and social science fields;
- design aerospace vehicles to meet technical and societal goals; experiments to meet scientific and societal goals; and air and space transportation systems to serve society's needs;
- manage aerospace projects;
- conduct laboratory experimental investigations necessary to validate aerospace system analysis and designs; and
- communicate effectively, both orally and in writing, including presenting and writing technical aerospace project proposals and results.

Bachelor's Degree Requirements

The major part of the first two years is devoted to the study of mathematics, physics, mechanics, chemistry, computer science, and the humanities and social sciences. The last two years are devoted to engineering courses in fluid dynamics, flight dynamics, systems and control, materials and structures, energy conversion and propulsion, space science, and aircraft and spacecraft design. Advanced professional area elective courses are available for further specialization in those subfields. Students are also encouraged to pursue special research topics for credit during their junior and senior years under the direction of a faculty member of their choice.

For students having sufficient ability and interest, planning for graduate study should begin by the start of the junior year. Such a plan should consider the foreign language requirements of appropriate graduate schools and an advanced mathematics program. Students who wish to combine the business and aerospace engineering sciences curricula are advised to consider obtaining the B.S. degree in aerospace and a master's degree in business rather than a combined B.S. degree.

Bioengineering/Premedical Option

The Department of Aerospace Engineering Sciences offers a bioengineering/premedical option that has been specifically designed for students who wish either to attend medical school or to enter graduate work in bioengineering after receiving the B.S. degree. Students choosing the bioengineering/premedical option are allowed to substitute appropriate bioengineering courses for some of their core undergraduate coursework. Students electing this option should consult their advisor regularly to assure the adequacy of their curricula.

Curriculum for B.S., Aerospace Engineering Sciences

The B.S. curriculum in aerospace engineering sciences is revised annually to keep up with new advances in technology, to make use of new educational methodologies, and to satisfy updated program accreditation criteria. The following curriculum requirements are those in effect at the time this catalog was printed.
Freshman Year

Fall Semester
APPM 1350 Calculus I for Engineers 4
CHEM 1211 Engineering General Chemistry 3
CHEM 1221 General Chemistry Lab for Engineers 2
GEEN 1400 Engineering Project I 3
Humanities or social science elective 3

Spring Semester
APPM 1350 Calculus II for Engineers 4
GEEN 1300 Introduction to Engineering Computing 3
PHYS 1110 General Physics I 4
Humanities or social science elective 3

Sophomore Year

Fall Semester
APPM 2350 Calculus III for Engineers 4
ASEN 2001 Aerospace 1 3
ASEN 2002 Aerospace 2 3
Humanities or social science elective 3

Spring Semester
ASEN 2005 Aerospace 3 4
ASEN 2004 Aerospace 4 4
PHYS 1130 General Physics 2 4
Humanities or social science elective 3

Junior Year

Fall Semester
APPM 2350 Introduction to Linear Algebra and Differential Equations 4
ASEN 3012 Structures 4
ASEN 3111 Aerodynamics 4
ASEN 3113 Thermodynamics and Heat Transfer 3
UWRF 3050 Writing on Science and Society 3

Spring Semester
ASEN 3125 Flight Mechanics/Stability and Control 3
ASEN 3280 Orbital Mechanics/Attitude Determination and Control 4
ASEN 3360 Electronics and Communication I 3
Humanities or social science elective 3
Professional area elective 3

Senior Year

Fall Semester
ASEN 4015 Foundations of Propulsion 3
ASEN 4018 Senior Project I 1
Free elective 1
Professional area elective 3

Spring Semester
ASEN 4012 Aerospace Materials 3
ASEN 4028 Senior Project II 2
Free elective 1
Professional area elective 3

Humanities and Social Science Electives
1. A minimum of 18 semester credit hours in the humanities and social sciences is required.
2. The 18 hours of humanities and social science elective credit should not be composed of a selection of unrelated introductory courses. At least 6 semester credit hours must be successfully completed at an advanced level, which is the upper division (3000-4000) or graduate (5000 and above) level.
3. ROTC course sequences (ARR 4010-4020) and MILR 4072-4082) are acceptable for 3 semester credit hours of humanities and social science elective credit. They are considered equivalent to PSCI 4310 and COMM 4240, respectively. NAVT 2200 is acceptable for 3 semester hours of humanities and social science elective credit.
4. Students are permitted to take appropriate honors courses for humanities and social science credit.
5. Most courses in business are not acceptable as humanities and social science electives.
6. Most foreign language courses (excluding first-year courses) are acceptable for meeting humanities and social science requirements.
7. Participation in the President's Leadership Class is accepted for up to 12 credit hours.

Professional Area Electives
1. Any ASEN course at the 3000 level or above that is not a required course can be used as a professional area elective.
2. A professional area elective is generally a course in engineering or science (such as mathematics, applied mathematics, physics, chemistry, biology, APAS, or computer science) at the 3000 level or higher. Elective ASEN courses are more likely to help an aerospace engineer's career development and ASEN electives and physics courses. It is suggested that students secure advice approval for professional area elective courses from their advisor.
3. Independent study or undergraduate research is acceptable for up to 6 credit hours of professional area elective credit. Upper-division ROTC course work is acceptable for 3 semester hours of professional area elective credit. Any ROTC course numbered 3000 and above may be used for this credit. This does not affect the use of ROTC hours as humanities and social science elective credit discussed earlier.

Graduate Degree Programs

The Department of Aerospace Engineering Sciences offers graduate programs in the following areas: Fluid dynamics (theoretical fluid dynamics, computational fluid dynamics, aerodynamics and design, atmospheric and satellite geodesy, oceanography, and ocean modeling; application of the global positioning system); control, systems engineering, structures, and aerospace design (classical control theory and optimization, software engineering and control of large space structures, attitude control and fine-pointing, design and control of space vehicles and experiments; and life support/remote engineering (life support systems, bioremediation, and biomanufacturing in space).

Aerospace-related research centers in the college include the Colorado Center for Astrodynamics Research, the Center for Aerospace Structures, Biosphere and Space Technology (NASA Center for the Commercial Development of Space), the Center for Space Construction (NASA Engineering Research Center), and the Center for Space Environmental Health. Other research centers within the university that are involved in space-related research activities are the Center for the Study of Earth from Space, the Center for Astrophysics and Space Astronomy, the Center for Space and Grand Sciences Policy, the Laboratory for Atmospheric and Space Physics, JILA, and the Cooperative Institute for Research in Environmental Sciences.

Requirements for Advanced Degrees

Graduate students applying for admission to aerospace engineering sciences are required to submit the results of the analytical, quantitative, and verbal sections of the Graduate Record Examination (GRE) and are encouraged to present the results of one specialized section in any area of engineering, mathematics, physics, chemistry, or biology.

The department offers graduate programs leading to the master of engineering and the M.S. and Ph.D. degrees in aerospace engineering sciences. Degree plans are formulated on the basis of the student's interest and needs. Portions of the program are designed to promote the student's engineering and professional development.

Advanced degrees are available with specialization in the four broad areas of astrodynamics and remote sensing: fluid dynamics; space structures, systems, and controls; and bioengineering. Courses below the 5000 level in aerospace engineering cannot count toward graduate degree requirements; relevant courses below the 5000 level outside the department may be accepted for master's degree credit if they fit with the student's degree plan. Such courses must have academic content consistent with graduate study in aerospace engineering sciences.

Advising. Once students have selected a research area for the thesis, academic advising is done by their thesis advisor.

Master of Science Degree
Plan I (Thesis Option)
1. A total of 30 semester hours, at least 21
semester hours of which must be completed at the 5000 level or above, and 18 credits from ASEN. Note: The ASEN requirement exceeds the university requirement for total semester hours for the thesis option.
2. A minimum of 4 and a maximum of 6 thesis hours.
3. Completion of an M.S. thesis and oral examination based upon this thesis.
4. Completion of all degree requirements within four years of the date of commencing course work, but normally completed in one to two years.
5. Master’s degree residence requirements can be met only by residence on the CU-Boulder campus for two semesters or three summer sessions.

Plan II (Nonthesis Option)

1. A total of 30 semester hours, at least 24 semester hours of which must be completed at the 5000 level or above, and 18 credits from ASEN.
2. Pass four ASEN core courses with a grade of B or better. Note: This meets the Graduate School requirement for a comprehensive examination.
3. Completion of all degree requirements within four years of the date of commencing course work, but normally completed in one to two years.
4. Master’s degree residence requirements can be met only by residence on the CU-Boulder campus for two semesters or three summer sessions.

The M.S. comprehensive examination shall consist of passing four core disciplinary courses with a grade of B or better.

Ph.D. Degree

Course Requirements. A minimum of 36 semester credit hours of courses numbered 5000 or above (at least 18 of these must be in ASEN) and 30 credit hours of thesis credit are required for the degree. A maximum of 21 credit hours may be transferred from another accredited institution and applied toward a Ph.D. degree if approved by the graduate committee of the department and the Graduate School. All courses taken for the master’s degree at the 5000 level or above at the University of Colorado may be applied toward the doctoral degree at the university. The formal course work must include a minimum of 18 hours of courses or their equivalent in aerospace engineering sciences.

Preliminary Examination. Students must pass a preliminary examination, administered by the graduate committee, which consists of a written, open book examination in mathematics and aerospace engineering disciplinary core fields.

Comprehensive Examination. The degree program culminates in an oral examination before the student’s committee of five or more graduate faculty members chosen by the student and approved by the department and the Graduate School. This should be preceded by individual examinations or interviews, either written or oral or both, by every committee member. The oral examination before the committee is based primarily on a detailed, written proposal for the thesis research provided by the student to committee members in advance.

Ph.D. Thesis. Students must write a thesis based on original research conducted under the supervision of a graduate faculty member. The thesis must fulfill all Graduate School requirements. After the thesis is completed, an oral final examination on the thesis and related topics is conducted by a committee of at least five graduate faculty members. Further details are available from the department graduate secretary.

APPLIED MATHEMATICS

The Department of Applied Mathematics in the College of Arts and Sciences offers a B.S. degree in applied mathematics through the College of Engineering and Applied Science. The B.S. degree is designed to prepare graduates for exciting and diverse professional careers, and for graduate study in a wide variety of disciplines. The department also offers an M.S. degree jointly with the mathematics department and a Ph.D. degree through the Graduate School.

Courses at the undergraduate level provide training in a broad range of mathematical techniques and problem-solving strategies. These courses teach the concepts and methods central to applications of linear algebra, ordinary and partial differential equations, numerical analysis, probability and statistics, complex variables, and nonlinear dynamics. Since applied mathematicians are often involved in interdisciplinary work, the B.S. degree requires an in-depth knowledge of some area of science or engineering where mathematics is used. This knowledge prepares graduates to successfully communicate and cooperate with engineers and scientists. The B.S. degree also requires knowledge of a programming language and skill in using the computer.

Minor Program

The department also offers a minor in applied mathematics that is available to engineering as well as to arts and sciences students. A minor in applied mathematics indicates that a student has received in-depth training in mathematical techniques and computational methods well beyond the training usually received by science and engineering majors.

The undergraduate degree in applied mathematics emphasizes knowledge and awareness of:

• differential and integral calculus in one and several variables;
• vector spaces and matrix algebra;
• ordinary and partial differential equations;
• at least one programming language;
• at least one applications software package in either mathematics or statistics;
• methods of complex variables as used in applications; and
• numerical solutions of linear and nonlinear problems.

In addition, students completing a degree in applied mathematics acquire:
• an in-depth knowledge of an area of application (an engineering discipline or a natural science field or one of the quantitative areas of business and economics);
• knowledge of problem formulation, problem-solving, and modeling techniques and strategies central to applications; and
• the ability to clearly and concisely, and in oral and written forms, communicate analytic arguments.

Bachelor’s Degree Requirements

The B.S. degree in applied mathematics requires the completion of a minimum of 128 credit hours of acceptable course work with cumulative and major grade point averages of C or better. Students must complete the following minimum requirements:

1. Three semesters of calculus (APPM 1350, 1360, and 2550) with a minimum grade of C in each course.
2. Computing experience (CSCI 1300 or GEEN 1300).
3. Completion of the following required chemistry and physics courses: CHEM 1211 and CHEN 1221, or CHEM 1151; PHYS 1110; PHYS 1120; and PHYS 1140.
4. Completion of the following required applied mathematics courses: APPM 2360 Linear Algebra and Differential Equations; APPM 3310 or MATH 3130 Linear Algebra; APPM 4350 and 4360 Methods in Applied Mathematics 1 and 2; APPM 4650 Intermediate Numerical Analysis 1; and MATH 3000 Introduction to Analysis or MATH 4310 Introduction to Abstract Mathematics.
5. A two-semester course sequence of applied mathematics or mathematics courses numbered 4000 or above in addition to APPM 4350 (for example, APPM 4570 and 4580, APPM 4560 and 4520, APPM 4650 and 4660, or MATH 4310 and 4320).
6. A minimum of 24 credit hours in applied mathematics or mathematics courses numbered 3000 or above (including the required courses).
7. A minimum of 24 credit hours in engineering courses (or approved science courses
in the College of Arts and Sciences) with at least 15 credit hours in courses numbered 2000 or above and at least 6 credit hours in courses numbered 3000 or above. These 24 credit hours are in addition to those required for the major and include UWRP 3, 300, 4, 400, and 420 may not be used to fulfill this requirement, although they may be used as social and humanitarian electives. Several options are listed separately.

8. The general bachelor's degree requirements of the College of Engineering and Applied Science (18 credit hours of social and humanities electives that include UWRP 3030, a writing course offered through the University Writing Program). Students may take UWRP 300 and 300 in place of UWRP 3030. Humanities and social science electives must be limited to a selection of unrelated introductory courses. At least 6 credits must be at an advanced level (3000 or above). The UWRP 3 credits or the HEN 6 credits can be used to meet the requirements of at least 6 credits at the 3000 level.

Some Recommended Options for Applied Math Majors
Aerospace Engineering Sciences Option
Interested students should see an applied mathematics advisor for information on the aerospace program.

Chemical Engineering Option
CHEM 1211 and CHEN 1221 ............................ 5
Recommended courses (total of 25 credit hours):
In sophomore year
CHEN 2120 Material and Energy Balance ............................ 3
CHEN 3200 Fluids .................................. 3

In junior year
CHEN 3210 Heat Transfer .................................. 4
CHEN 3220 Mass Transfer .................................. 4
CHEN 3320 Thermodynamics .................................. 3
CHEM 4511 Physical Chemistry .................................. 3

In senior year
CHEN 4330 Reaction Kinetics .................................. 3
Also recommended:
APPM 3570 Applied Probability and Statistics .................................. 3

Computer Science Option
Recommended courses (total of 18 credit hours):
CSCI 2270 Data Structures .................................. 4
CSCI 3155 Programming Languages .................................. 4
ECEN 2120 Computers as Components ............................ 5
ECEN 3100 Digital Logic .................................. 5
Note: Two additional courses, at least one of which must be at the 3000 level, are required.

Electrical and Computer Engineering Option
Recommended courses (total of 25 credit hours):
ECEN 2120 Computers as Components ............................ 5
ECEN 3100 Digital Logic .................................. 5
ECEN 2250 Circuits/Electronics .................................. 5

Engineering Physics Option
Recommended courses after first-year physics (18 or 19 credit hours):
In sophomore year
PHYS 2130 General Physics .................................. 3
PHYS 2150 Experimental Modern Physics ............................ 3

In junior/senior year
PHYS 3120 Analytical Mechanics .................................. 3
PHYS 3120 Quantum Mechanics .................................. 3
PHYS 3130 Principles of Electricity and Magnetism 1 ............................ 3
PHYS 3130 Principles of Electricity and Magnetism 2 ............................ 3

Plus either of the following:
PHYS 3330 Junior Laboratory .................................. 3
PHYS 4230 Thermodynamics and Statistical Mechanics .................................. 3
Also recommended:
APPM 3570 Applied Probability .................................. 3
MATH 3140 Introduction to Modern Algebra .................................. 3

Mechanical Engineering Option
Recommended courses (total of 25 credit hours):
In sophomore year
PHYS 2130 General Physics .................................. 3
PHYS 2150 Experimental Modern Physics ............................ 3
MCEN 2023 Mechanics of Particles ............................ 3
MCEN 2043 Mechanics of Rigid Bodies ............................ 3
MCEN 2022 Engineering Thermodynamics ............................ 3

In junior/senior year
MCEN 3023 Mechanics of Deformable Bodies .................................. 3
MCEN 3021 Fluids .................................. 3
MCEN 3022 Heat Transfer .................................. 3

Also recommended:
APPM 3570 Applied Probability and Statistics .................................. 3
MCEN 3024 Introduction to Material Science .................................. 3
APPM 4570 Statistical Methods .................................. 3

Civil, Environmental, and Architectural Engineering Option
Recommended basic courses (total of 15 credit hours):
AREN 2020 Energy Fundamentals .................................. 3
CVEN 2121 Analytical Mechanics .................................. 3
CVEN 3160 Mechanics of Materials ............................ 3
CVEN 3227 Probability, Statistics, and Decisions ............................ 3
CVEN 3313 Theoretical Fluid Mechanics .................................. 3

Students also take two courses from any one of the following:
a) ARE 2010 Introduction to Solar Utilization .................................. 3
AREN 3010 Building Energy Analysis and Design .................................. 3
AREN 3560 Illumination .................................. 3
b) CVEN 3414 Introduction to Environmental Engineering .................................. 3
CVEN 4333 Applied Hydraulics .................................. 3
c) CVEN 3525 Structural Engineering .................................. 3
CVEN 3708 Soil Mechanics .................................. 3

Actuarial Option
Recommended basic courses (19 credit hours):
BCOR 1000 Business Computing Skills .................................. 3
BCOR 2000 Accounting and Financial Analysis ............................ 4
BCOR 2010 Business Statistics .................................. 3
BCOR 2100 Accounting and Financial Analysis ............................ 3
FNCE 3010 Corporate Finance .................................. 3
ECON 4818 Introduction to Econometrics .................................. 3

Some of the following courses should also be taken:
ACCT 3220 Intermediate Financial Accounting .................................. 3
ACCT 3230 Intermediate Financial Accounting ............................ 3
BCOR 3000 Business Law, Ethics, and Public Policy .................................. 3
FNCE 3020 Financial Markets and Institutions .................................. 3
FNCE 4650 Derivative Securities .................................. 3
ECON 6828 Applied Time Series Analysis (Box-Jenkins) and Forecasting .................................. 3

Finance Option
Recommended basic courses (19 credit hours):
BCOR 1000 Business Computing Skills .................................. 3
BCOR 2000 Accounting and Financial Analysis ............................ 4
BCOR 2010 Business Statistics .................................. 3
BCOR 2100 Accounting and Financial Analysis ............................ 3
FNCE 3010 Corporate Finance .................................. 3
FNCE 3020 Financial Markets and Institutions .................................. 3

Plus at least two of the following courses to meet the 24 credit-hour requirement of the option:
FNCE 4000 Financial Institutions Management .................................. 3
FNCE 4020 Applied Business Finance .................................. 3
FNCE 4030 Investment and Portfolio Management .................................. 3
FNCE 4040 Derivative Securities .................................. 3
FNCE 4050 Capital Investment Analysis .................................. 3
FNCE 4060 Special Topics in Finance .................................. 3

Other areas of academic focus are also possible. Check with the applied mathematics office for more information.

ARCHITECTURAL ENGINEERING

Architectural engineering has many elements in common with civil and mechanical engineering, but is specifically directed toward the building industry. It focuses on building systems, which include design of heating, ventilating, and air conditioning (HVAC) systems; illumination and electrical systems design; acoustics; structural systems; design of the building envelope; and construction methods applied to buildings. The program is administered by the Department of Civil, Environmental, and Archi-
tectural Engineering. Students also take courses in architectural history and architectural design from the College of Architecture and Planning.

The overall goal of the department is to prepare students for careers as professional engineers. The curricula have been designed to qualify students for entry-level positions in professional practice in architectural engineering that can be separated into the sub-disciplines of building systems and energy conservation; illumination and electrical systems; construction engineering and management; and structural engineering.

The undergraduate degree in architectural engineering emphasizes knowledge and awareness of:

- basic principles of mathematics, physics, and chemistry;
- computer-aided engineering and design;
- manual and computer-aided drawing;
- surveying;
- building construction practices and materials;
- engineering mechanics;
- structural analysis and design;
- building electrical and mechanical systems;
- HVAC analysis and design;
- solar energy utilization;
- illumination and electrical;
- architectural appreciation, design, and history;
- Architectural Engineering Systems Integrated design; and
- professional practice and ethics.

Bachelor's Degree Requirements

There is a broad core of requirements for all students. Students are also expected to choose, in consultation with faculty advisors, elective courses to add depth in one or more specialty areas. Such specialty areas include structural analysis and design, construction engineering, building energy analysis, mechanical systems, and illumination.

A list of recommended electives is available to help students select a coherent academic program that enhances one of these areas.

Curriculum for B.S. (Arch. E.)

Semester Hours

Freshman Year
Fall Semester
AREN 1316 Introduction to Architectural Engineering.................1
APPM 1350 Calculus I for Engineers...............................4
CHEM 1211 General Chemistry for Engineers.........................3
CHEM 1221 Engineering Chemistry Lab..............................2
GGEN 1300 Introduction to Engineering Computing................3
Humanities or social science elective..............................3

Spring Semester
APPM 1360 Calculus II for Engineers...............................4
AREN 1017 Engineering Drawing.......................................2
AREN 2010 Introduction to Solar Utilization........................3
CVEN 2012 Plane Surveying...........................................3
PHYS 1110 General Physics I.........................................3

Sophomore Year
Fall Semester
AREN 1027 Descriptive Geometry....................................2
AREN 3050 Environmental Systems for Buildings..................3
APPM 2350 Calculus 3 for Engineers...............................4
CVEN 2121 Analytical Mechanics....................................1
PHYS 1110 General Physics 2..........................................4
PHYS 1140 Experimental Physics....................................1

Spring Semester
AREN 2020 Energy Fundamentals.......................................3
APPM 2360 Introduction to Linear Algebra and Differential Equations...........3
AREN 3060 Environmental Systems for Buildings 2................3
AREN 3406 Introduction to Building Construction...................3
CVEN 3161 Mechanics of Materials 1...............................3

Junior Year
Fall Semester
AREN 3010 Mechanical Systems for Buildings.........................3
AREN 3540 Illumination 1...............................................3
CVEN 3246 Introduction to Construction............................3
CVEN 3525 Structural Engineering 1................................3
UWRP 3030 Writing for Science and Society..........................3
Basic science elective..................................................1

Spring Semester
AREN 4110 Heating, Ventilating, and Air Conditioning Design 1........3
AREN 4550 Illumination 2 (Note 1)....................................3
CVEN 3555 Structural Engineering 2................................3
ECEN 3030 Electronics and Electric Circuits..........................3
Humanities or social science elective...............................3

Senior Year
Fall Semester
ARCH 3114 History and Theories of Architecture 1..................3
ARCH 4010 Architectural Appreciation and Design...................6
AREN 4370 Building Electrical Systems Design 1......................3
Technical elective.....................................................3

Spring Semester
AREN 3130 Building Energy Laboratory or AREN 3140 Illumination Laboratory.........................3
ARCH 3214 History and Theories of Architecture 2...................3
AREN 4039 Senior Seminar...........................................1
Technical elective.....................................................3
Technical elective.....................................................2
Humanities or social science elective...............................3

Minimum hours for degree.............................................128
Curriculum Notes
1. AREN 4010 Solar Design for Buildings may be substituted for either AREN 4110 or AREN 4550.

Courses Available for Specialization

Upon consultation with their advisors, students are expected to select technical elective courses applicable to their areas of interest and specialization. The areas of specialization are construction engineering and management, building systems engineering, illumination, and structural engineering. In addition to the courses listed below, other courses not listed may be proposed by a student and approved by the advisor if they are found to be applicable.

AREN 3130 Building Energy Laboratory
AREN 3140 Illumination Laboratory
AREN 4010 Solar Design
AREN 4315 Design of Masonry Structures
AREN 4416 Estimating and Costs
AREN 4460 Construction Planning and Scheduling
AREN 4550 Illumination 2
AREN 4560 Luminous Radiative Transfer
AREN 4580 Daylighting
CVEN 3313 Theoretical Fluid Mechanics
CVEN 3323 Applied Fluid Mechanics
CVEN 3708 Geotechnical Engineering 1
CVEN 3718 Geotechnical Engineering 2
CVEN 4161 Mechanics of Materials 2
CVEN 4525 Matrix Structural Analysis
CVEN 4545 Steel Design
CVEN 4555 Reinforced Concrete Design
CVEN 4565 Timber Design
CVEN 4087 Engineering Contracts
CVEN 4161 Mechanics of Materials 2
CVEN 5010 HVAC System Controls 1
CVEN 5020 Building Energy Measurements
CVEN 5025 Architectural Lighting Equipment Design
CVEN 5035 Lighting Systems Engineering
CVEN 5050 Advanced Solar Design
CVEN 5060 Advanced Passive Solar Design
CVEN 5070 Thermal Analysis of Buildings
CVEN 5110 HVAC Design 1
CVEN 5111 Introduction to Structural Dynamics*
CVEN 5161 Advanced Mechanics of Materials*
CVEN 4511 or 5511 Introduction to Finite Element Analysis*
ACCT 2000 Introduction to Financial Accounting
ACCT 2310 Managerial Cost Accounting 1
ECEN 5767 Power Distribution Systems
MCEN 3022 Heat Transfer

* For well-qualified undergraduates.

Double Degree with Business

Students interested in pursuing a B.S. degree in business in addition to the B.S. degree in architectural engineering should be prepared to spend at least three additional semesters in school. A faculty advisor should be consulted in the student's freshman year so that social sciences and humanities courses required for business students can be taken.

Academically qualified students may want to consider working toward the master of business administration degree upon comple-
plication of the baccalaureate in engineering as an alternative to a B.S. in business.

Graduate Study
Graduate credit is offered in the following courses:
- CVEN 5810 Energy Control Systems
- CVEN 5820 Building Energy Measurements and Audits
- CVEN 5822 Architectural Lighting Equipment Design
- CVEN 5823 Lighting Systems Engineering
- CVEN 5850 Advanced Solar Design
- CVEN 5860 Advanced Passive Solar Design
- CVEN 5870 Thermal Analysis of Buildings
- CVEN 5880 Computer Simulation of Building Energy Systems
- CVEN 5110 HVAC Systems Design I
- CVEN 5111 Introduction to Structural Dynamics
- CVEN 5161 Advanced Mechanics of Materials
- CVEN 5236 Construction Planning and Scheduling
- CVEN 5246 Engineering Concretes
- CVEN 5256 Construction Management
- CVEN 5268 Industrial Methods in Construction
- CVEN 5280 Construction Engineering 1
- CVEN 5286 Construction Engineering 2
- CVEN 5511 Introduction to Finite Element Analysis
- CVEN 5525 Matrix Structural Analysis
- CVEN 5575 Advanced Topics in Steel Design
- CVEN 5585 Advanced Topics in Reinforced Concrete Design
- CVEN 5830 Special Topics in Energy
- CVEN 6525 Finite Element Analysis of Structures
- CVEN 6595 Earthquake Engineering
- CVEN 7111 Dynamics of Structures
- CVEN 7131 Theory of Elasticity
- CVEN 7141 Plates and Shells
- CVEN 7161 Buckling in Structures
- CVEN 7511 Computational Mechanics of Solids and Structures
- CVEN 7545 Structural Optimization
- CVEN 7555 Structural Reliability

CHEMICAL ENGINEERING

The undergraduate degree in chemical engineering emphasizes knowledge and awareness of:
- mathematics beyond trigonometry, emphasizing mathematical concepts and principles;
- general chemistry, organic chemistry, physical chemistry, and general physics;
- the engineering sciences that have their origins in mathematics and the basic sciences and that provide a bridge to engineering practice;
- the extension of mathematics and basic sciences toward creative applications;
- the intensive decision-making process in which basic sciences, mathematics, and engineering sciences are applied to convert resources economically to meet a stated objective;
- elements ancillary to the engineering design process;
- humanity and culture; and
- individual relationships in and to society.

In addition, students completing the degree in chemical engineering acquire the ability and skills to:
- deliberate and solve in a practical way the problems of society involving molecular change that are susceptible to engineering treatment;
- address socially related technical problems that confront the profession;
- implement the engineer's responsibility to protect both occupational and public health and safety;
- maintain professional competency through lifelong learning;
- conduct experimental investigations that combine elements of theory and practice;
- carry out experimentation in a safe manner;
- use computational techniques to solve specific engineering problems; and
- communicate effectively both orally and in writing.

Bachelor's Degree Requirements

Chemical engineers are responsible for producing products based on chemical and biochemical processing. They carry out basic research; they design, build, operate, and manage chemical processes and plants; and they supply petroleum products, plastics, detergents, agricultural chemicals, pharmaceuticals, biological compounds, photographic materials, microelectronic devices, and various food and other products.

Today's processes must be energy efficient, nonpolluting, and profitable. Thus, students must master inorganic, organic, and physical chemistry, mathematics, statistics, computers, physics, and often biology and biochemistry. Students must learn to apply these fundamentals in the process industries.

Paralleling the technical courses are studies in the humanities and the social sciences. Chemical engineering also offers environmental, computer, and materials options.

There is a natural affinity between chemical engineering, biotechnology, and medicine, and the department offers a biomedical engineering option and a premedicine curriculum track.

At the B.S., M.S., and Ph.D. levels, there are opportunities to specialize in elective, independent study, and research. If a student has an interest that is not included in the following information, special arrangements can usually be made.

Students may carry out part of their studies in another country (see the Office of International Education section in this catalog), and are encouraged to consider this opportunity given the international nature of most large chemical and engineering corporations and international cooperation in scientific and engineering research. Many of the faculty have significant international experience.

Options in the Chemical Engineering Curriculum

Curricular options have been established in fields of major importance and particular interest. To follow one of these options requires careful planning and course selection by student and advisor.

Bioengineering Option. Since all biological and medical systems involve complex chemical and physical processes, chemical engineering is a natural professional basis for biotechnology research. The department has a strong undergraduate program tailored to meeting the needs of students who are preparing for careers in biomedical engineering, biochemical engineering, or biotechnology. Modern biotechnology has been defined as "applied genetic engineering" and is of considerable importance due to recent advances in molecular biology and genetic engineering. The successful industrial application of these advances will, in large part, depend on new chemical engineering initiatives in the development of high-rate bioreactors, efficient separation and purification techniques for bioproducts, and computer-interfaced instrumentation for optimal bioprocess control.

The courses comprising this option are:
- CHEN 3700 Bioenergetics: Structure and Function
- CHEN 4800 Bioprocess Engineering
- CHEN 4820 Biochemical Separation

In addition, biotechnology students are required to complete two semesters of general biology and one semester of biochemistry.

The department also offers graduate biotechnology research programs at both the M.S. and Ph.D. levels. These programs are oriented toward specialization in various aspects of biochemical engineering, biotechnology, and sensory physiology.

Environmental Option. Chemical engineers can make major contributions in the fields of pollution prevention and control, resource utilization, and environmental improvement. The environmental engineering option is designed to emphasize biological and environmental sciences, the effects of chemicals on the environment, and chemical engineering applications in environmental problems.

The courses taken by students following
this option include electives in environmental science and engineering. A capstone course in environmental engineering processes or environmental separations is taken in the senior year.

Computer Option. Applications of computers in chemical engineering are widespread, and the chemical engineer who has solid preparation in computer science and engineering is in demand. Areas include computer architecture and interfacing, machine assembly, and high-level language programming and online real-time computing. Students in this option complete the core of the computer engineering degree program in the Department of Electrical and Computer Engineering.

Materials Option. The need to develop new materials for a rapidly broadening spectrum of applications is one of the major technological challenges confronting applied science. Chemical engineers have the required background in chemistry and transport theory to contribute significantly in this area. This option focuses on polymeric and ceramic materials by complementing the chemical engineering curriculum with elective courses stressing the interrelationship between materials fabrication, structure, properties, and performance.

Microelectronics Option. The manufacture of semiconductor microelectronic circuits or "chips" involves many chemical steps. In recent years, more and more chemical engineers are finding employment in the expanding microelectronics industry. Completion of this option, which includes courses in solid state and semiconductor physics and microstructure fabrication, provides specialization to help launch a successful career in microelectronics.

Premedicine Curriculum Track. This track is offered for students preparing for medical school. Since chemical engineering already requires most of the premed courses, it is a logical choice for students who desire an engineering degree and the opportunity to pursue a medical profession.

Senior Thesis. The department offers this program for undergraduates with a strong interest in research. The student carries out a year-long project under the direction of a faculty member in lieu of taking CHEN 4130 Chemical Engineering Laboratory 2. Students must apply at the end of their junior year.

Curriculum for B.S. (Ch.E.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Freshman Year</td>
<td></td>
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<tr>
<td>Fall Semester</td>
<td></td>
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<tr>
<td>APPM 1350 Calculus I for Engineers</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1211 General Chemistry for Engineers</td>
<td>3</td>
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<tr>
<td>CHEN 1221 General Chemistry Laboratory for Engineers</td>
<td>2</td>
</tr>
<tr>
<td>GEEN 1300 Introduction to Engineering Computing (Note 1)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities or social science elective (Note 2)</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
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<tr>
<td>APFM 1360 Calculus 2 for Engineers</td>
<td>4</td>
</tr>
<tr>
<td>CHEN 1300 Introduction to Chemical Engineering (Note 3)</td>
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<tr>
<td>PHYS 1110 General Physics I</td>
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<td>Humanities or social science elective (Note 2)</td>
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<td>Elective (Note 4)</td>
<td>3</td>
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<tr>
<td>Sophomore Year</td>
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<tr>
<td>Fall Semester</td>
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<tr>
<td>APFM 2350 Calculus 3 for Engineers</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3311 Organic Chemistry I</td>
<td>3</td>
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<tr>
<td>CHEM 3321 Laboratory in Organic Chemistry</td>
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<td>CHEN 2120 Chemical Engineering Materials and Energy Balances (Note 1)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1120 General Physics 2</td>
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<tr>
<td>PHYS 1140 Experimental Physics</td>
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<tr>
<td>Spring Semester</td>
<td></td>
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<tr>
<td>APFM 2360 Introduction to Linear Algebra and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3311 Organic Chemistry 2</td>
<td>3</td>
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<tr>
<td>CHEM 3341 Laboratory in Organic Chemistry 2</td>
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<tr>
<td>CHEN 3200 Chemical Engineering Principles 1 (Note 1)</td>
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<td>Elective (Note 4)</td>
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<tr>
<td>Humanities or social science elective (Note 2)</td>
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<tr>
<td>Junior Year</td>
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<tr>
<td>Fall Semester</td>
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<tr>
<td>CHEN 4511 Physical Chemistry 1</td>
<td>3</td>
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<tr>
<td>CHEM 5210 Chemical Engineering Principles 2 (Note 1)</td>
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<td>CHEM 3101 Applied Data Analysis (Note 1)</td>
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<td>UWRE 3090 Writing on Science and Society</td>
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<td>Spring Semester</td>
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<tr>
<td>CHEM 4541 Physical Chemistry Lab</td>
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<tr>
<td>CHEM 3130 Chemical Engineering Laboratory 1 (Note 1)</td>
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<tr>
<td>CHEM 3220 Chemical Engineering Principles 3 (Note 1)</td>
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<tr>
<td>CHEM 3320 Chemical Engineering Thermodynamics (Note 1)</td>
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<td>Humanities or social science elective (Note 2)</td>
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<tr>
<td>Senior Year</td>
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<tr>
<td>Fall Semester</td>
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<tr>
<td>CHEM 4330 Chemical Engineering Laboratory 2 (Note 1)</td>
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<tr>
<td>CHEM 4330 Chemical Engineering Reaction Kinetics (Note 1)</td>
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<tr>
<td>CHEN 4440 Chemical Engineering Materials (Note 1)</td>
<td>3</td>
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<tr>
<td>CHEN 4580 Numerical Methods for Process Simulation (Note 1)</td>
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<td>Elective (Note 4)</td>
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<tr>
<td>Spring Semester</td>
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<tr>
<td>CHEN 4520 Chemical Process Synthesis (Note 1)</td>
<td>4</td>
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<tr>
<td>CHEN 4570 Instrumentation and Process Control (Note 1)</td>
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<tr>
<td>Humanities or social science elective (Note 2)</td>
<td>3</td>
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<tr>
<td>Elective (Note 4)</td>
<td>3</td>
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<tr>
<td>Elective (Note 4)</td>
<td>3</td>
</tr>
<tr>
<td>Minimum total hours for degree</td>
<td>128</td>
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</tbody>
</table>

Curriculum Notes
1. Course offered only in semester indicated.
2. Courses selected must meet humanities and social science requirements. Students should consult with their advisor and the current ChE Help Guide.
3. Students should consult the current ChE Help Guide about chemistry electives.
4. Electives must meet specific requirements. At least one 3-credit-hour elective must be in engineering, outside of chemical engineering. See the current ChE Help Guide.

Graduate Degree Programs
Major areas of current research interest in the chemical engineering department are bioengineering and biotechnology, colloid science, environmental engineering, heterogeneous catalysis and kinetics, fluid dynamics, low gravity science, mass transfer, materials engineering, statistical mechanics, membrane and polymer science, phase equilibria, process control and optimization, separations, surface science and interfacial phenomena, transport in porous media, and thermodynamics.

Master of Science Degree Requirements
Admission. General criteria for regular admission to the master's program include a bachelor's degree with a 3.00 or better overall grade point average from a college or university of recognized standing, equivalent to the degree given at this university (or college work equivalent to that required for such a degree, at least 96 semester hours of which must be acceptable toward a degree at this university); promise of ability to pursue advanced study and research, as judged by previous scholastic record or otherwise; and adequate preparation to begin graduate study in the chosen field.

A candidate for the master of science degree in chemical engineering must fulfill the following departmental requirements:
1. Twenty-seven semester hours of graduate work, including a satisfactory thesis.

This total is reduced to 24 semester hours for students whose undergraduate degrees are not in chemical engineering. Maximum credit of 6 semester hours is allowed for the
completion of the master’s thesis. Fifteen of the remaining semester hours must be chemical engineering courses at the 5000 level or above. A nonthesis master’s degree is available and requires completion of 30 semester hours of course work.

2. A final examination as required by the Graduate School on the thesis and/or course work.

It is expected that a qualified student can complete the master’s degree in less than two calendar years. A graduate student with a bachelor’s degree in a field related to chemical engineering can obtain the master’s degree in chemical engineering but may be required to make up deficiencies in background. Programs are arranged on an individual basis.

Four of the following core courses must be taken for the M.S. degree:

- CHEN 5210 Transport Phenomena
- CHEN 5220 Mass Transport
- CHEN 5370 Intermediate Chemical Engineering Thermodynamics
- CHEN 5390 Chemical Reactor Engineering
- CHEN 5740 Analytical Methods in Chemical Engineering

A degree plan must be prepared at the beginning of the academic program in consultation with an advisory committee. The student is urged to maintain close contact with this advisory committee during the entire course of study.

The M.S. thesis committee must consist of three members, including at least two graduate faculty members from the Department of Chemical Engineering.

**Master of Engineering Degree Requirements**

**Admission.** (The standards of admission to the M.S. program also apply to M.E. degree applicants.) A 3.00 overall undergraduate GPA is required for regular admission.

M.E. Degree Advisor. All M.E. candidates should see the chemical engineering master of science degree advisor for counseling.

**Requirements for Graduation.** Nine hours of chemical engineering at the 5000 level or above are required for those M.E. degree students enrolled in the Department of Chemical Engineering. Students orally defend their written reports as specified in the M.E. degree description, and a comprehensive examination is administered by the student’s advisory committee on the report and course work.

**Doctor of Philosophy Admission Requirements**

1. The applicant must have achieved academic competence equivalent to a master of science degree from an accredited college or university, with a GPA substantially above the minimum normally required for the degree.
2. The applicant must show the ability to perform independent research.
3. The applicant must indicate a field of specialization and obtain an advisor in the chemical engineering graduate faculty.
4. The applicant must pass the Ph.D. preliminary examination administered by the Department of Chemical Engineering.

A candidate for the doctor of philosophy degree must meet the requirements as described under requirements for advanced degrees in the Graduate School chapter. A minimum of 33 semester hours of courses numbered 5000 or above is required for the degree, including those applied toward an M.S. degree. These must include at least 24 semester hours of chemical engineering courses, including all five core courses listed previously.

All Ph.D. students in chemical engineering must satisfy a communication skills requirement. This includes performing an advanced teaching assistantship and demonstrating satisfactory communication skills on the Ph.D. comprehensive examination. Students whose primary language is English may choose to demonstrate foreign language proficiency instead of being judged on their communications skills on the comprehensive exam.

The Ph.D. dissertation committee must consist of five members, including at least three from the Department of Chemical Engineering and at least one from outside the department. A graduate faculty member of the department must serve as chair of the committee.

**Research Facilities**

Chemical engineering research facilities are extensive and modern. Nearly all research equipment is interfaced to microcomputer systems for automated data collection, monitoring, and control. A full description of chemical engineering research facilities can be found in the Graduate School chapter of this catalog.

**CIVIL AND ENVIRONMENTAL ENGINEERING**

The curricula within the Department of Civil, Environmental, and Architectural Engineering have been designed to qualify students for entry-level positions in professional practice in the areas of civil and environmental engineering. These broad area designations may be separated into the subdisciplines of building systems and energy management; construction engineering and management; environmental engineering; geotechnical engineering; mechanical systems; structural engineering and structural mechanics; and water resource engineering and management. Alternatively, undergraduates are prepared to begin graduate study in any of the subdisciplines listed above, improving their qualifications and permitting them to enter professional practice at a higher level or to progress to higher levels more rapidly after entry at the beginning level.

Students in civil and environmental engineering gain experience with off-site to a capstone experience in environmental engineering, structural or foundation design; civil engineering systems; construction; engineering geology; engineering materials, geotechnical, or water quality laboratory; environmental engineering; fluid mechanics; geotechnical engineering; manual and computer-aided engineering drawing; mechanics; personal computers and engineering workstation usage; a seminar in professional practice and ethics; structural analysis and design; surveying: transportation systems; and technical electives in the area of emphasis.

**Bachelor’s Degree Requirements**

This curriculum requires students to obtain a background in the humanities, a broad knowledge of the basic engineering sciences of chemistry, mathematics (including differential equations), physics, mechanics (including fluid mechanics and soil mechanics), electrical engineering, and thermodynamics. Social-humanistic hours may be devoted to the social sciences, the humanities, or to approved communication courses, with not more than 12 hours from any one of the three areas.

Advanced technical courses are selected in the senior year. Random selection is not allowed, the objective being to permit a graduate to enter the engineering profession with a firm groundwork in fundamental engineering science and adequate knowledge in specialized fields. Students should consult with their advisor.

**Curriculum for B.S. (C.E.)**

The civil engineering program has been separated into two tracks, general civil engineering and environmental/water resources. The first four semesters are common to both tracks.

**Freshman Year**

**Fall Semester**
- APPM 1350 Calculus I for Engineers ..........4
- CHEM 1211 General Chemistry for Engineers ..............................................3
- CHEN 1221 General Chemistry Laboratory for Engineers ..........................2
- CVEN 1317 Introduction to Civil and Environmental Engineering ..........1

**Semester Hours**
GEEN 1300 Introduction to Engineering
Computing..........................................................3
Humanities or social science elective.........................3
Spring Semester
APPM 1560 Calculus 2 for Engineers.........................4
CVEN 2012 Plane Surveying..................................3
CVEN 3698 Engineering Geology.............................3
PHYS 1110 General Physics..................................4
PHYS 1140 Experimental Physics............................1
Humanities or social science elective.........................3
Sophomore Year
Fall Semester
APPM 2350 Calculus 3 for Engineers.........................4
AREN 1017 Engineering Drawing.............................2
CVEN 2121 Analytical Mechanics..............................3
PHYS 1120 General Physics..................................4
PHYS 1140 Experimental Physics............................1
Humanities or social science elective.........................3
Spring Semester
APPM 2360 Introduction to Linear Algebra and
Differential Equations........................................4
AREN 2020 Energy Fundamentals.............................3
CVEN 3161 Mechanics of Materials.........................1
CVEN 3313 Theoretical Fluid Mechanics....................3
Humanities or social science elective.........................3
Curriculum for B.S. (C.E.)
General Civil Engineering
Junior Year
Fall Semester
CVEN 3227 Probability, Statistics, and
Decision for Engineers.......................................3
CVEN 3323 Hydraulic Engineering..........................3
CVEN 3414 Introduction to Environmental
Engineering......................................................3
CVEN 3525 Structural Engineering.........................3
CVEN 3708 Geotechnical Engineering......................3
Spring Semester
AREN 3406 Building Construction............................3
CVEN 4161 Mechanics of Materials.........................3
CVEN 3535 Structural Engineering.........................3
CVEN 3718 Geotechnical Engineering......................3
UWRP 3030 Writing on Science and Society...............3
Senior Year
Fall Semester
CVEN 3111 Analytical Mechanics..........................3
CVEN 3246 Introduction to Construction..................3
CVEN 3602 Transportation Engineering....................3
ECEN 3030 Electronics and Electric Circuits................
Technical elective (Note 1)..................................4
Spring Semester
CVEN 4039 Senior Seminar..................................1
Capstone course (Note 2) or technical
elective..................................................................3
Technical electives (Note 1)..................................9
Humanities or social science elective (3000-
level or above)..................................................3
Minimum hours for degree.....................................128
Curriculum Notes
1. Not more than 6 hours of technical electives
may be taken outside the department, and
then only for defensible reasons.
2. The capstone course requirement may be satis-
fied by CVEN 4423, 4545, 4555, or 4728
and may be taken in fall or spring, since each
of these courses is normally offered only once
per academic year.

Double Degree with Business
Students interested in pursuing a B.S. degree in
business in addition to the B.S. degree in
civil engineering should be prepared to spend at
least three additional semesters in school.
A faculty advisor should be consulted in the
student's freshman year so that social sciences and
humanities courses required of business
students can be taken.

Academically qualified students may want to
consider working toward the master of business
administration degree upon comple-
tion of the baccalaureate in engineering
as an alternative to a B.S. in business.

Graduate Degree Programs
A pamphlet on the requirements for graduate
study in civil engineering is available from
the departmental office. The Graduate
Record Examination, consisting of the apti-
tude tests and advanced test in engineering,
is used in the evaluation of candidates and
competition for university and other fellow-
ships. Therefore, students who wish to be
considered for fellowships are advised to
take this examination prior to their arrival
on campus. There is no other qualifying
examination required by the department for
the master of science degree.

The department offers the master of science,
master of engineering, and doctor of
philosophy degrees with study emphasis in
seven major areas: building energy systems,
construction engineering and management,
environmental engineering, geotechnical
engineering, geoenvironmental, structural
engineering and structural mechanics, and
water resources engineering. A major in
transportation and planning is available
through the Denver campus.

Master of Science Degree
Requirements for this master's degree can be
fulfilled in two ways. Under plan I, the can-
didate presents 24 semester hours of course
work including thesis, and under plan II, 30
credit hours of course work are required.

Master of Engineering Degree
Requirements for this professionally ori-
eted degree are available from the Office
of the Dean, College of Engineering and
Applied Science.

Doctor of Philosophy Degree
This degree requires a minimum of 30
semester hours of graduate-level work (5000
level or above), the last 15 of which must be
taken at this university. The doctoral disser-
tation likewise requires 30 semester hours.
The applicant for this degree normally has
completed a master's degree in civil engi-
eering or a closely related field and must

Research Interests and Facilities
The department has a wide variety of research
facilities, including a 15-ton centrifuge for
gotechnical and structural model studies
and a large 440-ton geotechnical centrifuge
for use in model testing. Also available is an
instructional computing facility, the Bechtel
Laboratory, equipped with 40 Sun worksta-
tions, and the M.Y. Leung Computational
Laboratory for Soils and Structures. In addi-
tion, extensive structural engineering, engi-
eering mechanics, and geotechnical capabil-
ities exist such as a one-million-pound
universal testing machine and several cubical
cells for multi-axial testing of materials. A 40
ft. by 80 ft. structural strong floor with asso-
ciated equipment permits the testing of a
wide variety of structural configurations under controlled conditions, both static and quasi-static. The hydraulics and water resources research laboratories include excellent facilities in water quality and environmental engineering. A unique experiment laboratory for advanced decision support systems is available. Programs in construction management and building energy are well supported. A state-of-the-art HVAC laboratory can be used for testing full-scale, commercial building HVAC systems and their controls using a one-of-a-kind data acquisition and experimental control system.

The Center for Advanced Decision Support for Water and Environmental Systems (CADSWES) is an interdisciplinary center of excellence, housed within the Department of Civil, Environmental, and Architectural Engineering. CADSWES focuses on applying advanced computing techniques to provide decision makers with decision support systems (DSS) to help them more effectively manage water and environmental systems.

Current research covers such topics as water and wastewater treatment, surface and subsurface contaminant transport, decision support systems, hydraulic research, land treatment, rapid infiltration, and activated sludge processes. Cost prediction in construction, construction management, energy conservation in buildings, solar applications, and lighting systems are included. Also, offshore structures, centrifugal modeling, excavations, and rock and soil mechanics are being studied. In structures, research focuses include stability and fracture, finite element techniques, reinforced concrete, earthquake behavior, reinforced masonry structures, and prestressed concrete.

COMPUTER SCIENCE

The Department of Computer Science, in cooperation with other departments in the university, offers a wide range of opportunities for students interested in computing. The department offers a B.S. degree in computer science. This program is designed to prepare students for careers as computer specialists and for graduate study in computer science. A minor in computer science is available as well. Computer options are also offered by several departments, including electrical and computer engineering, business, and mathematics; students interested in these programs should contact the appropriate department.

Additional information about the department's programs is available on the World Wide Web at www.cs.colorado.edu or by contacting the department at 303-492-7514.

The Department of Computer Science also offers M.S. and Ph.D. degrees. The undergraduate degree in computer science emphasizes knowledge and awareness of:

- computing at all levels of abstraction ranging from circuits and computer architecture to operating systems, programming languages, algorithms, and large scale applications;
- the interdependence of hardware and software;
- the challenge of large-scale software production and of engineering principles used to meet that challenge;
- the technology-independent aspects of computation; and
- the major advances in the history of computer science and technology and on current areas of research.

In addition, students completing the degree in computer science acquire the ability and skills to:

- communicate effectively and competently with users as well as fellow computer professionals about computing issues;
- adapt algorithms and data structures drawn from a large standard repertoire to new problems;
- be fluent in several programming languages and acquisition of several more;
- experience being a sophisticated user of one programming environment or operating system, and become acquainted with several more; and
- assess new developments in computer science and add to the skills and knowledge described here.

Bachelor's Degree Requirements

A two-semester sequence in the senior year involves students in all aspects of a major software development project, from requirements analysis to finished product. Students can design their computer science background by selecting from a wide variety of electives in such areas as artificial intelligence, computer graphics, database systems, parallel processing, and computer networks.

It is also vital for the socially responsible computer professional to have a broad background in the liberal arts. Consequently, students are encouraged to pursue interests in non-tecchnical, as well as technical, areas outside of computer science. Twenty-four hours of courses in the humanities and social sciences are required. The program also includes a broad sampling of mathematics and basic science courses.

A minimum of 128 hours is required for graduation. The requirements of the College of Engineering and Applied Science must be satisfied for graduation.

The following curriculum is only a sample. It can be adjusted to the needs and interests of individual students (e.g., transfer students, open option students, and students interested in the junior year abroad). The curriculum can also be augmented by two semesters of co-op work in industry. Consult the Department of Computer Science for more detailed and up-to-date information on the degree program.

Curriculum for B.S. (Comp. Sci.)

Freshman Year

Fall Semester
CSCI 1500 Introduction to Computing for Majors .................................................. 4
CSCI 2000 Freshman Seminar for Computer Science ............................................... 1
APPM 1350 Calculus 1 for Engineers ................................................................. 4

Spring Semester
CSCI 2770 Data Structures ................................................................. 4
APPM 1360 Calculus 2 for Engineers ................................................................. 4
Science elective .................................................. 5
Humans or social science elective ................................................................. 3

Sophomore Year

Fall Semester
CSCI 3000 Software Engineering Methods .................................................. 3
APPM 2350 Calculus 3 for Engineers ................................................................. 4
ECEN 2120 Computers and Circuits ................................................................. 5
Free elective .................................................. 3

Spring Semester
CSCI 3104 Algorithms ................................................................. 4
ECEN 3100 Digital Logic ................................................................. 4
Humans or social science elective ................................................................. 3
Science elective .................................................. 4

Junior Year

Fall Semester
CSCI 3155 Principles of Programming Languages .................................................. 4
CSCI 3000 Linear Algebra with Computer Science Applications ........................................ 3
CSCI 4595 Computer Organization ................................................................. 3
Humans or social science elective ................................................................. 3
Free elective .................................................. 3

Spring Semester
CSCI 3434 Computer Science Theory ................................................................. 4
CSCI 3730 Systems ................................................................. 4
CSCI 3656 Numerical Computation ................................................................. 3
UWRP 3520 Writing on Science and Society .................................................. 4
Science elective .................................................. 4

Senior Year

Fall Semester
CSCI 4308 Software Engineering Project 1 .................................................. 4
Computer science elective ................................................................. 3
Statistics elective ................................................................. 3
Free elective .................................................. 3
Humans or social science elective ................................................................. 3

Spring Semester
CSCI 4318 Software Engineering Project 2 .................................................. 4
Computer science elective ................................................................. 3
Upper-division humanities or social science elective ................................................................. 3
Graduate Degree Programs

General Admission Requirements

Graduate students should consider a major in computer science if they are primarily interested in the general aspects of computational processes, both theoretical and practical, e.g., methods by which algorithms are implemented on a computer, techniques for using computers accurately and efficiently, design of computer systems, and languages and interfaces. A student who is primarily interested in the results of a computer process and its relation to a particular area of application should major in another field and consider a minor in computer science.

Applicants are considered for graduate study in computer science if they hold at least a bachelor's degree or its equivalent from an institution comparable to the University of Colorado. They should have considerable programming experience, sufficient mathematical maturity to understand pure mathematics courses at the upper-division level, and a number of academic computer science courses.

Applicants should satisfy the following requirements for mathematics courses: at least three semesters of mathematics at the level of sophistication of calculus or above, courses such as: differential equations, linear algebra, probability, statistics, and abstract algebra. These courses need not be in a mathematics department; however, they should require mathematical maturity expected of a junior or senior mathematics undergraduate.

In computer science, applicants should have the equivalent of the following University of Colorado courses: CSCI 1200 and 1210 Introduction to Programming; CSCI 2120 Computers as Components; one course out of CSCI 3155 Programming Languages or CSCI 3753 Operating Systems; two courses out of CSCI 2270 Data Structures, CSCI 3104 Algorithms or CSCI 3434 Theory of Computation; and one other upper-division computer science course. Upper-division courses in areas such as artificial intelligence, databases, numerical computation, operating systems, parallel processing, software engineering, and others can be substituted for courses on the above list. However, courses on the list are prerequisites to many of the graduate-level offerings and admitted students lacking their equivalent are usually required to make them up, without graduate credit (or alternatively take their graduate level equivalents). Students who lack this computer science background but who have exceptionally strong credentials in another field should contact the department for individual consideration.

Applicants should have a grade point average of at least 3.00 on a scale of 4.00. Applicants having the listed qualifications are, if accepted, classified as regular degree students. Applicants with an average below 3.00 and above 2.75 and/or lacking certain of the prerequisites listed above are sometimes considered for admission as provisional students.

These requirements apply to both the M.S. and Ph.D. programs. Applicants should be aware that admission to both programs is generally competitive, and meeting the requirements does not ensure admission. Admission to the Ph.D. program is especially competitive, and successful applicants, in general, have records considerably stronger in breadth and quality than these minimum standards suggest.

Ph.D. applicants are encouraged to submit scores from the aptitude portion of the Graduate Record Examination (GRE). These scores are required if the applicant wishes to be considered for financial support, has a marginal grade point average, or has previous work in an institution lacking a strong national reputation. GRE scores are optional for M.S. applicants but are required if the undergraduate GPA is less than 3.00 (but above 2.75). These scores are encouraged if previous study was at an institution lacking a strong national reputation.

Financial aid is available to Ph.D. students in the form of teaching and research assistantships and fellowships. Aid is sometimes available for M.S. students, but positions are assigned only at the beginning of a semester.

Applications for the M.S. program should be received by February 28 for fall admission and by October 15 for spring admission. Ph.D. applications should be received by January 2 for fall admission. Admission to the Ph.D. program is for fall semester entry only.

Applications for international students should be received by the Office of Admissions by December 1 for fall admission and by September 15 for spring admission.

Master's Degree

Admission requirements for this program are given above under General Admission Requirements. Plan 1 (thesis) or plan II (no thesis) may be followed. In either plan, students must complete 30 credit hours of course or thesis work. The requirements for plan I are as stated under the general requirements of the Graduate School section in this catalog. Students in plan I receive 6 credit hours for thesis work and are examined orally on their thesis. Students in plan II must pass the master's comprehensive exam. Under either plan a student may take 6 hours in a minor field. Students are expected to work out an acceptable program of course work with their advisor. Specific courses depend on the student's background and field of specialization, but four of the courses must satisfy a distribution requirement.

Doctor of Philosophy Degree

Admission requirements for this program are given on the previous page under General Admission Requirements. Students in this program must pass preliminary examinations in three subareas of computer science to be eligible for admission to Ph.D. candidacy. The foreign language requirement is the equivalent of four college semesters; a detailed statement is available from the computer science department. A minimum of 30 semester hours in courses numbered 5000 or above is required for the degree, but the number of hours in formal courses are ordinarily greater than 24 hours. Specific courses depend on the student's background and field of specialization.

Following the formal course work, a student must pass a comprehensive examination aimed primarily at determining whether the student is adequately prepared to begin doctoral thesis work.

Finally, students who have completed a minimum of 30 semester hours are expected to prepare a doctoral thesis based on original research in the field of computer science. After the thesis has been completed, an oral final examination on the thesis and related topics is conducted by a committee of at least five graduate faculty members.

Further details on either the M.S. or Ph.D. degree programs are available in the departmental office.

Department Computing Facility

The Department of Computer Science has a number of different types of computers on the computer science research network as detailed in the table below. These computers are interconnected by a 10/100 Mbit/sec Ethernet-based local area network, 155 Mbit/sec links to the National Center for Atmospheric Research (NCAR) and beyond (either the commercial MCINET d3, or the VNSC 003). High-speed modem dial-up access to this network is available. In addition, departmental instruction is based on a network of workstations and servers described below. These machines, together with associated periph-
Cables, laser printers, and x-terminals, provide ready access for graduate students and faculty.

**Computer Science Faculty and Student Computing Resources**

**SUN Workstations**
Sun 4, SPARCstation 1, 2, 5, 10, 20

**DEC Workstations**
Alpha APX, AlphaServer

**Hewlett Packard Workstations**
9000/7000

**SGI Workstations**
Indigo, Extreme, Indy

**Solbourne Workstations**
S4000, 4000DX

**PGUNIX, NT**

**CPU, File, and Network Servers**

Sun 4 Servers 4/2x0, 4/3x0, 4/670MP

Network Appliances 12GB 4 ethernet

FServer File server

Solbourne Series 8 and 9

**Artificial Intelligence**

HP workstations AI instruction and research

Macintosh workstations, AI research

**Parallel Computation Research**

Solbourne 5/600 (3 processors)

SRS Alpha Cluster 40 processors

IBM SP2 12 processors

CM5 Connection Machine 32K processors in cooperation with the National Center for Atmospheric Research (NCAR)

INTEL Paragon (208 processors) in cooperation with the National Oceanic and Atmospheric Administration (NOAA)

**Central Services (Computing Center)**

DECstation 5000/250 (2 processors)

Alpha APX (10 processors)

General CU (2 processors)

PC, Macintosh, and terminal labs access

**Computer Science Educational Lab**

Computer science majors and students taking upper-division computer science classes have access to UNIX workstations in the department's computing lab. The lab contains a total of about 100 workstations of various kinds. All support the X-windows system and the Internet.

**Alumni Services**

SUN 4/280 SEEN Alumni

For online information, see: www.cs.colorado.edu

**ELECTRICAL AND COMPUTER ENGINEERING**

The electrical engineering curriculum is under extensive revision at this time. The information herein will be superseded by the time this catalog is printed and distributed. Up-to-date policies are contained in the department's HELP Guide, available through the electrical and computer engineering office and on the World Wide Web at ece-www.colorado.edu.

The degrees in electrical engineering and electrical and computer engineering emphasize knowledge and awareness of:

- the basic fields of electrical and computer engineering, including logic circuits, fundamentals of computer programming, electronic circuits and electronics, microelectronic architecture and assembly language programming, and electric and magnetic field phenomena;
- several of the following intermediate subfields of electrical and computer engineering: thermodynamics, semiconductor devices, energy conversion, electromagnetic transmission, linear systems, switching, and finite automata, and mechanics;
- any of the following advanced subfields of electrical and computer engineering: bioengineering, communications, computer systems, control systems, electromagnetics, electronics, materials, optics, power, and VLSI CAD methods.

In addition, students completing the degree in electrical and computer engineering acquire the ability and skills to:

- use laboratory techniques in the application areas of logic circuits, microprocessors, circuits and electronics, power systems, digital and analog systems, and communications;
- use at least one modern high-level programming language and familiarity with others;
- assess new developments in the various fields of electrical and computer engineering.

**Bachelor's Degree Requirements**

The department offers a wide range of elective choices, including the following specialty areas:

- computer architecture, including real-time and parallel systems, software engineering including portable compiler construction, microprocessor-based instrument design, and VLSI computer-aided design;
- electromagnetic fields associated with microwave, antennas, and radio propagation;
- signal processing, communications, and communication systems;
- electrical devices, from rotating machines to lasers;
- power equipment and systems;
- solid-state devices, solid-state materials, and integrated circuit fabrication techniques;
- modeling of systems related to electrical engineering;
- biomedical engineering and

- optoelectronics, optical computing, optical systems design, and holography.

In just four years it is possible to study all the areas in detail. Qualified students may specialize further by pursuing a graduate program or by taking continuing education courses after completing the B.S. degree requirements. A graduating senior with high scholarship can finish a master's degree in electrical engineering with about one additional full year of work at any of the nation's major universities.

Principles of computing, physics, chemistry, mathematics, logic, electric circuits, and electronics augmented with laboratory experience form the core of the first two years of study. The third year includes additional work in electronic circuits, solid-state devices, electromagnetic transmission theory, electrical machines and transformers, thermodynamics, and mechanics.

During this year, computer engineering students take additional courses in software and hardware. In the summer between the junior and senior years, many students have the opportunity to put their knowledge to work with jobs in industry or on research projects being conducted at the university. In the senior year, students may elect courses from a wide variety of subject areas to fit their particular interests. Practical experience in well-equipped laboratories augments the theoretical approach throughout the program.

Students are encouraged to develop interests outside their electrical engineering specialty by enrolling in nontechnical courses in other colleges of the university. They are urged to participate in college and university activities as well as meetings of their technical societies.

A minimum of 128 hours must be completed for graduation with either the degree B.S. in E.E. or B.S. in E.C.E.

**Standard Curriculum for B.S. in Electrical Engineering (EE)**

The regular EE curriculum provides a broad background enhanced by a wide range of elective subjects in the senior year. Part of the requirement may be fulfilled through courses in other branches of engineering approved by the student's advisor. Although many students avail themselves of this broadly based program, those who have specific interests in computer technology, business, or a career in medicine may wish to elect one of the programs listed below.

**Standard Curriculum for B.S. in Electrical and Computer Engineering (ECE)**

This program, leading to the degree B.S. in ECE, may be elected at any time and covers...
both hardware and software aspects of computer system design. It is directed toward students whose major interests are in the computer itself and in a broad range of applications.

The details of the program are listed below. Additional information may be obtained from the departmental office. This curriculum is considerably more specific than the general EE program and includes courses in scientific application of computers, logic structure of computers, and assembly language programming. Operating systems experience on departmental computers is an important adjunct to this program.

For other computer-related programs, see the computer science listings.

**Biomedical Engineering Option and Premedical Studies in ECE**

The biomedical engineering option focuses on the application of ECE concepts to the improvement and protection of health. Course work in the ECE curriculum is coupled with specialized courses linking electrical engineering to such biomedical applications as neural signals and systems, bioeffects of electromagnetic fields, and therapeutic and diagnostic uses of bioelectric phenomena. Undergraduates may also undertake independent study in these areas.

Students interested in biomedical engineering may receive elective credit for two semesters of biology if they also complete two bioengineering courses from the ECE offerings. One of these ECE courses can also be used to satisfy course distribution requirements. The basic biomedical engineering option is thus composed of two semesters of biology and two ECE bioengineering courses taken in lieu of electives.

ECE students who wish to complete course requirements for medical (or dental, veterinary, etc.) school should add two semesters of organic chemistry to the ECE biomedical engineering option. Premedical ECE students may petition to have these courses substituted for other electives.

Interested students are urged to contact the departmental biomedical engineering advisor for additional information.

**B.S./M.S. Program in Electrical and Computer Engineering**

The concurrent B.S./M.S. program in electrical and computer engineering enables especially well qualified students to be admitted to the M.S. program during the junior year of their B.S. program, and to work towards both the B.S. and M.S. degrees in electrical and computer engineering. This program allows for early planning of the M.S. portion of the student's education, taking graduate courses as part of the B.S. degree, more flexibility in the order in which courses are taken, and more efficient use of what would otherwise be a final semester with a light credit-hour load.

**Double-Degree Program with Business**

A five-year double-degree program in electrical engineering and business leading to the degrees B.S. (EE) or B.S. (ECE) and B.S. (Bus,) is available for those interested in these areas. Students electing this program should enroll for ECON 2010 and 2020 as two of their humanities or social science electives and should obtain advice from the College of Business and Administration about the necessary business courses early in their programs.

**Curriculum for B.S. (EE)**

The following information may be changed by the time this catalog is printed and distributed. Up-to-date policies are contained in the department's HELP! Guide.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
<td>APPM 1350 Calculus 1 for Engineers</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 1300 Introduction to Computing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ECEN 1000 Freshman Seminar</td>
<td>1</td>
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<tr>
<td>Spring</td>
<td>PHYS 1110 General Physics</td>
<td>4</td>
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<td>CHEM 1211 General Chemistry for Engineers</td>
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<tr>
<td>Spring</td>
<td>CHEM 1221 General Chemistry Lab for Engineers</td>
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<td>Sophomore</td>
<td>APPM 1350 Calculus 2 for Engineers</td>
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<tr>
<td>Fall</td>
<td>ECEN 2120 Computer/Components</td>
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<tr>
<td>Spring</td>
<td>ECEN 2250 Circuits/Electronics 1</td>
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<td>APPM 2350 Calculus 3 for Engineers</td>
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<tr>
<td>Spring</td>
<td>ECEN 2260 Circuits/Electronics 2</td>
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<td>Junior</td>
<td>ECEN 3300 Linear Systems</td>
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<tr>
<td>Winter</td>
<td>ECEN 3400 Electromagnetic Fields and Waves</td>
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<tr>
<td>Spring</td>
<td>ECEN 3810 Introduction to Probability Theory</td>
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<tr>
<td>Spring</td>
<td>Elective</td>
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<td>Fall</td>
<td>ECEN 3250 Circuits 3</td>
<td>5</td>
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<tr>
<td>Fall</td>
<td>ECEN (Note 1)</td>
<td>3</td>
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<tr>
<td>Fall</td>
<td>PHYS 2130 Modern Physics</td>
<td>3</td>
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<td>Fall</td>
<td>UWRP 3030 Writing on Science and Society</td>
<td>3</td>
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<td>Fall</td>
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<tr>
<td>Fall</td>
<td>ECEN Elective</td>
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<tr>
<td>Fall</td>
<td>Humanities or social science Elective</td>
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<td>Senior-level ECEN Laboratory course</td>
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<td>Fall</td>
<td>Technical Elective</td>
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<tr>
<td>Fall</td>
<td>Senior-level ECEN Theory course</td>
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<tr>
<td>Fall</td>
<td>Two senior-level ECEN Lab Courses</td>
<td>4</td>
<td></td>
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<tr>
<td>Fall</td>
<td>Humanities or social science Elective</td>
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<td>Fall</td>
<td>Technical Elective</td>
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<tr>
<td>Fall</td>
<td>Minimum total hours for degree</td>
<td>128</td>
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</tr>
</tbody>
</table>

1. Humanities or social science elective courses must be selected from a list of approved courses available from the engineering dean's office. Of the 21 hours of required humanities or social science courses, at least 6 credit hours must be at the sophomore level or above.
hours must be at the upper-division level (3000 or 4000 level).

2. The freshman elective is chosen from ECEN 1400 Methods and Problems in ECE, EPOB 1210 and 1230 General Biology with Laboratory 1, GEEN 1400 Freshman Projects, CHEM 1131 General Chemistry 2, or the introductory course from any other engineering department.

3. ECEN electives for the EE degree include a minimum of two of the following three courses: ECEN 3170 Energy Conversion 1, ECEN 3320 Semiconductor Devices, and ECEN 3410 Electromagnetic Waves and Transmission.

4. The senior year technical electives provide breadth in the program and usually include courses in electrical engineering at the 3000, 4000, or 5000 levels. Courses in mathematics, physics, and other engineering areas at the same levels may be included with the permission of the student’s advisor. A minimum grade point average of 2.5 is required for enrollment in any 5000-level course, and courses above this level are open to qualified graduate students only. The approval of the student’s graduate advisor is required for all technical electives.

5. One of the following four courses must be taken to satisfy the software elective requirement: ECEN 4553 Introduction to Compiler Construction, ECEN 4583 Software Systems Development, ECEN 5513 Real-Time Hardware/Software System Design, or ECEN 5573 Operating Systems.

Career Opportunities

A degree in electrical engineering or electrical and computer engineering provides the opportunity to enter the profession of engineering and to engage in a variety of practice areas such as teaching and research in a university; research in development of new electrical or electronic devices, instruments, or products; design of equipment or systems; production and quality control of electrical products for private industry or government, and sales or management for a private firm or branch of government. Specialties within electrical and computer engineering include the design of computer interfaces and computer software; electromagnetic fields and optics, which are basic to radio, television, and related systems; communication theory and signal processing; electrical machinery; solid-state, integrated-circuit, and electron devices; energy and power; electronics; control systems; and others.

Graduate Degree Programs

Electrical and computer engineering graduate programs leading to M.E., M.S., and Ph.D. degrees include the areas of atmospheric remote sensing; biomechanical engineering; communications and digital signal processing; computer languages and logic circuits; control theory and robotics; electromechanical energy conversion and power systems; fields and propagation; information systems; microwave optics; optoelectronics: materials, devices, and systems; and VLSI design automation. Close cooperation with the National Institute of Standards and Technology (NIST) and industrial organizations in the Boulder area enhances the graduate effort and both teaching and research capabilities are strengthened by the addition of joint faculty members from these institutions.

Requirements for Advanced Degrees

A minimum undergraduate grade point average of 3.0 is required for application to the master’s program. Minimum requirements for admission to the Ph.D. program include a 3.35 undergraduate GPA, good GRE scores, and demonstration of research ability. Exceptional students with a B.S. degree can be directly admitted into the Ph.D. program. Information and application forms may be obtained by writing to the University of Colorado at Boulder, Director of Graduate Admissions, Department of Electrical and Computer Engineering, Campus Box 425, Boulder, CO 80309-0425. Qualified students in their senior year at the University of Colorado and within 18 hours of graduation may be admitted into the graduate program and apply graduate-level credit hours above the 128-semester-hour B.S. requirement toward an advanced degree. Students formally accepted into the graduate program are assigned to program advisors.

Master’s students may choose either an M.S. thesis option under plan I or a non-thesis option of 30 hours under plan II. The M.E. program is discussed in the College of Engineering and Applied Science general section on graduate study.

All students accepted into the Ph.D. program must take the Ph.D. preliminary examination the first time it is offered (usually in January). The exam covers undergraduate electrical and computer engineering, computer science, math and physics, and their designated area of specialization. For further information, contact the ECE graduate office.

Research and Instructional Equipment

The department’s special equipment and facilities include a class 1000 clean room facility for epitaxial growth and fabrication of microwave and optical devices; high-vacuum and vacuum deposition equipment for thin-films research; an integrated circuits laboratory; ion implantation equipment; crystal growing facilities; a modern systems laboratory; undergraduate laboratories in circuits, electronics, and energy conversion; a holography and optics laboratory; an advanced optical metrology lab; numerous special purpose computers; mini- and microprocessors and a computer laboratory; a roof-mounted antenna range; a special microscope for laser manipulation of microorganisms, in situ; and a bio-microwave laboratory.

The Department of Electrical and Computer Engineering has a large variety of computing equipment to support its research and instructional activities. This equipment includes several dozen SUN 3 and 4 computers, and 40 HP 9000/300, 400, and 700 series minicomputers. These machines are connected to the campuswide Ethernet network. There are numerous Apple Macintoshes and IBM-compatible PCs.

Up-to-the-minute information on all department programs, as well as more detailed descriptions of departmental activities, may be found on the World Wide Web at ec.ee-www.colorado.edu.

ENGINEERING PHYSICS

Bachelor’s Degree Requirements

The engineering physics curriculum gives students a thorough foundation in the physical principles underlying most of engineering. The large number of engineering electives that may be incorporated in the curriculum make it possible for students to prepare for professional work or graduate school in a wide variety of fields. Because the program is particularly flexible, students should be aware that proper preparation for their professional field will require careful selection of engineering electives. Students are urged to prepare, in consultation with a departmental advisor, a coherent plan of courses to meet their professional objectives.

During the freshman and sophomore years, students attain a thorough training in mathematics and a grounding in fundamental methods and principles of physical sciences. During the junior and senior years, the work in physics is extended to provide a comprehensive knowledge of various branches of physics and applied physics, such as electronics, optics, atomic physics, condensed matter physics, nuclear physics, thermodynamics, mechanics, and electrodynamics. Individual initiative and resourcefulness are stressed.

For purposes of federal civil service requirements, this is an engineering degree from an accredited college of engineering. Students who plan to become registered professional engineers should check the
requirements for registration in their state before choosing their engineering electives.

In order to earn a bachelor's degree in engineering physics, students must complete the curriculum below. In addition, they must meet the general undergraduate degree requirements of the College of Engineering and Applied Science. Specifically included in the general requirements is the achievement of a GPA of at least 2.00 in the student’s physics courses.

**Curriculum for B.S. (E. Phys.)**

**Freshman Year**

**Fall Semester**
- APPM 1350 Calculus I for Engineers ..........4
- AREN 1017 Engineering Drawing (Note 1) ...2
- PHYS 1110 General Physics 1 .................4
- Humanities or social science elective
  (Note 2) ..................................6

**Spring Semester**
- APPM 1360 Calculus 2 for Engineers ..........4
- CSCI 1300 Introduction to Computing ..........4
- PHYS 1120 General Physics 2 .................4
- PHYS 1140 Experimental Physics ............1
- Humanities or social science elective
  (Note 2) ..................................3

**Sophomore Year**

**Fall Semester**
- APPM 2350 Calculus 3 for Engineers ..........4
- CHEM 1211 and CHEN 1221 General Chemistry for Engineers and Lab (Note 5) ...5
- PHYS 2140 Methods of Theoretical Physics ....3
- Elective ...................................3

**Spring Semester**
- APPM 2360 Introduction to Linear Algebra and Differential Equations (Note 6) ....4
- PHYS 2150 Experimental Physics .............1
- PHYS 2170 Modern Physics ..................3
- Humanities or social science elective
  (Note 2) ..................................1
- Engineering elective (Note 3) ...............4

**Junior Year**

**Fall Semester**
- CHEM 4511 Physical Chemistry 1 (Note 7) ..3
- PHYS 3210 Analytical Mechanics ............3
- PHYS 3310 Principles of Electricity and Magnetism 1 ..................3
- PHYS 3330 Senior Laboratory ................2
- Upper-division mathematics elective
  (Note 6) ..................................3
- Engineering elective (Note 3) ...............3

**Spring Semester**
- CHEM 4541 Physical Chemistry Lab
  (Note 7) ................................2
- PHYS 3320 Quantum Mechanics ..............3
- PHYS 3320 Principles of Electricity and Magnetism 2 ..................3
- PHYS 4230 Thermodynamics and Statistical Mechanics ..................3
- Engineering elective (Note 3) ...............3

**Senior Year**

**Fall Semester**
- PHYS 4410 Atomic and Nuclear Physics 1 ....3
- Physics elective (Note 4) ....................3
- Electives (Note 3) ........................8
- Humanities or social science elective
  (Note 2) ..................................3

**Spring Semester**
- Engineering electives (Note 3) ............10-12
- Physics electives (Note 4) ................3-5
- Humanities or social science elective
  (Note 2) ..................................3
- Minimum total hours for the degree .......128
- Approved ROTC courses may be substituted for a maximum of 6 hours of electives.

**Curriculum Notes**

1. GEEN 1300 Introduction to Engineering Computing or another computer science course or MCEN 1025 may be substituted for either AREN 1017 or CSCI 1300.
2. A total of 18 semester hours of humanities or social science courses is required. At least 6 of these semester hours must be at or above the 2000 level and must include 3 hours of an upper-division expository writing course. The remaining courses are to be chosen from the College of Engineering and Applied Science list of approved humanities and social science courses.
3. Engineering electives, including at least one upper-division laboratory, but excluding math, physics, computer science, and drafting, must total 19 hours. This total assumes that 6 hours are taken to fulfill the computer science/drafting requirement.
4. Physics electives (9 hours minimum of which 3 hours must be lab or experiment) from the following list: PHYS 3360 (lab), 4150, 4300, 4340, 4520, 4530 (lab), 4540, 4550, 4560-4630, 4810-4830, 4840-4860, 4970, 5010, 5050, 5060, and 5770.
5. CHEM 1111 General Chemistry 1 may replace CHEM 1211-1221.
6. The sequence MATH 3130 Introduction to Linear Algebra and MATH 4430 Ordinary Differential Equations may be substituted for APPM 2360 and the upper-division MATH elective, provided that they will be completed in time to meet the prerequisite requirement for PHYS 3210.
7. CHEM 1131 General Chemistry 2 may replace CHEM 4511-4541.

**ENVIRONMENTAL ENGINEERING**

The Bachelor of Science degree program in environmental engineering includes coursework in advanced mathematics, biology, chemistry, and physics. In common with other engineering fields, courses in solid mechanics, fluid dynamics, and thermal sciences are central to the environmental engineering degree. Course work specific to environmental engineering includes water and wastewater treatment, hazardous waste storage and treatment, and air pollution control.

To cover the broad base of knowledge required of environmental engineers, the degree program at CU-Boulder draws on the expertise of more than 20 faculty from four departments: aerospace engineering; civil, environmental, and architectural engineering; chemical engineering; and mechanical engineering. The required engineering courses in the program are offered in these four departments.

Technical elective courses include three selected from a broad range of science and engineering courses, and four that are organized according to tracks in water and wastewater engineering, air quality engineering, chemical processing, and general environmental engineering.

Students in the program are also encouraged to participate in summer internships and in research at CU-Boulder through independent study projects, the Undergraduate Research Opportunities Program (UROP), or as research assistants in sponsored programs.

**Curriculum for the B.S. (Environmental Engineering)**

**Freshman Year**

**Fall Semester**
- APPM 1350 Calculus 1 for Engineers ..........4
- CHEM 1211 Engineering General Chemistry ..................3
- CHEN 1221 Engineering General Chemistry Lab ..................2
- GEEN 1300 Introduction to Engineering Computing ..................3
- GEEN 1500 Engineering Introductory Course ..................1
- Humanities or social science elective
  (Note 1) ..................................3

**Spring Semester**
- APPM 1360 Calculus 2 for Engineers ..........4
- GEEN 1400 First-Year Engineering Projects ..........3
- PHYS 1110 General Physics 1 ..................4
- Humanities or social science elective ..........3

**Sophomore Year**

**Fall Semester**
- APPM 2350 Calculus 3 for Engineers ..........4
- CHEM 2120 Material and Energy Balances ..........3
- PHYS 1170 Physics 2 ................................4
- PHYS 1140 Experimental Physics Mechanics (Note 2) ....3

**Spring Semester**
- APPM 2360 Differential Equations ..........4
- CHEM 3311 Organic Chemistry ..................3
- CHEM 3321 Organic Lab ..................1
- CVEN 3414 Introduction to Environmental Engineering ..................3
- Fluid Mechanics (Note 3) ..................3
- Humanities or social science elective ..........3

**Junior Year**

**Fall Semester**
- Heat Transfer (Note 4) ........................3
- CHEM 4511 Physical Chemistry ..................3
- CVEN 3454 Water Quality Lab ..................3
Coursework (Note 5)
Technical elective (Note 6)

Spring Semester
CHEN 3220 Principles 3 (Mass Transportation) 4
CHEN 3320 Thermodynamics 3
Probability and Statistics (Note 7) 3
Option course (Note 5) 3-4
UWRP 3030 Writing on Science and Society (Note 8) 3

Senior Year
Fall Semester
CHEN 4330 Reaction Kinetics 3
CVEN 4434 Environmental Engineering Design 3
CVEN 4484 Environmental Microbiology 3
Option course 3-4
Technical elective 3
Humanities or social science elective 3

Spring Semester
CVEN 4333 Hydrology 3
MCEN 4121 Air Pollution Control 3
Numerical Methods (Note 9) 3
Option course (Note 5) 3
Technical elective 3
Humanities or social science elective 3

Minimum total hours for chemical processing and general tracks 128
Minimum total hours for air quality track 129
Minimum total hours for water and wastewater track 150

Curriculum Notes
1. A total of 18 credit hours of humanities and social sciences electives is required. At least 6 hours must be at the upper-division (3000 or 4000) level. UWRP 3030 or GEEN 3000 may be counted toward 3 hours of upper-division humanities and social science elective credit.
3. Fluid Mechanics 1: CVEN 3313, MCEN 3021, or CHEN 3200.
5. A list of option courses for the water and wastewater, air quality, and chemical processing tracks is available in the program office.
6. Technical elective courses should be 3000/4000 level courses in engineering, mathematics, or the sciences, and have substantially different content than required courses.
8. GEEN 3000 may be substituted for UWRP 3030.

MECHANICAL ENGINEERING

Bachelor’s Degree Requirements
The undergraduate curriculum in mechanical engineering incorporates engineering, science, physical science, mathematics, and the humanities and social sciences. The engineering science component provides basic theoretical and practical concepts in solid mechanics, materials, thermodynamics, fluid mechanics, design, and manufacturing. Required courses in engineering science, physical science, and mathematics are interwoven throughout the curriculum to provide a balanced education in the fundamentals of the profession and comprise three-fourths of the minimum curriculum requirement of 128 semester hours; they are complemented by five technical electives, six electives in the humanities and social sciences, and a free elective.

To meet the needs of a diverse student population with varied professional objectives, the department provides two basic plans for obtaining the bachelor of science in mechanical engineering degree. In the first plan, the required course curriculum is augmented with 15 semester hours of technical electives selected to provide a broad background in mechanical engineering. The second plan is designed for the student with more specific career plans in which technical electives are used for in-depth study in a specific technical area or track. In addition to in-depth study in the six basic engineering science areas previously cited, opportunities exist for concentration in interdisciplinary areas such as environmental, biomedical, and systems engineering.

Curriculum for B.S. (M.E.)
The following constituted a representative course schedule for freshmen entering the program in the fall of 1997 or later.

Freshman Year
Fall Semester
APPM 1350 Calculus 1 for Engineers 4
CHEM 1211 General Chemistry for Engineers 4
CHEN 1221 General Chemistry Laboratory for Engineers 2
GEEN 1300 Introduction to Engineering Computing 3
MCEN 1000 Introduction to Mechanical Engineering 3
Humanities or social science elective 3

Spring Semester
APPM 1360 Calculus 2 for Engineers 4
GEEN 1400 First-Year Engineering Projects 3
MCEN 1025 Computer-Aided Drawing and Fabrication 3
PHYS 1110 General Physics 1 4

Sophomore Year
Fall Semester
APPM 2350 Calculus 3 for Engineers 4
MCEN 2023 Statics and Structures 3
PHYS 1120 General Physics 2 4
PHYS 1140 Experimental Physics 1

Spring Semester
APPM 2360 Introduction to Linear Algebra and Differential Equations 4
MCEN 2063 Mechanics of Solids 3
MCEN 2052 Engineering Materials 3
MCEN 2043 Dynamics 3
UWRP 3030 Writing on Science and Society 3

Junior Year
Fall Semester
ECEN 3000 Circuits for Nonmajors 3
MCEN 3012 Thermodynamics 3
MCEN 3021 Fluid Mechanics 3
MCEN 3024 Materials Science 3
MCEN 3044 Dynamics 3
UWRP 3030 Writing on Science and Society 3

Spring Semester
MCEN 3027 Measurements Laboratory 3
MCEN 3022 Heat Transfer 3
MCEN 3025 Component Design 3
Humanities or social science elective 3
Technical elective 3

Senior Year
Fall Semester
MCEN 4026 Manufacturing Processes and Systems 3
MCEN 4043 System Dynamics 3
MCEN 4045 Mechanical Engineering Design Project 1 3
Technical electives 6

Spring Semester
MCEN 4027 Mechanical Engineering Laboratory 3
MCEN 4030 Computational Methods 3
MCEN 4085 Mechanical Engineering Design Project 2 4
Technical electives 6
Minimum total hours for degree 128

Graduate Degree Programs
The department offers master of science (M.S.) and doctor of philosophy (Ph.D.) degree programs to students whose career plans include advanced practice, research and development, and/or teaching at the college or university level.
The combined B.S./M.S. program allows qualified students to simplify obtaining the M.S. degree. Up to 6 hours of appropriate courses may be used to satisfy both degrees. Students may apply for this program in their junior year.
Research activities focus on the three major disciplinary areas of the department: fluid mechanics/thermal sciences, solid mechanics/material sciences, and design and manufacturing. There are three interdisciplinary research centers hosted by the department involving faculty from mechanical engineering and other departments, post-doctoral researchers, and graduate students.
The Center for Combustion and Environmental Research carries out studies of
combustion-related problems. Current research includes projects in the areas of solid and liquid rocket combustion, flame structure, air pollution chemistry, hazardous waste treatment, and flame-synthesized materials processing.

The Center for Acoustics, Mechanics, and Materials focuses its studies on problems relating to the mechanical and dynamic behavior of materials and material processing. Current research includes a variety of studies relating to nondestructive evaluation of composite materials, development of air-coupled ultrasonic acoustic microscopy methods, seismic wave propagation, fluid-structure interactions, and ceramic, polymeric, and biological materials.

The Center for Advanced Manufacturing and Packaging for Microwave, Optical, and Digital Electronics is an NSF Industry-University Cooperative research center funded by NSF and a consortium of contributing companies to support path-finding research and educational programs on the manufacturing and packaging of integrated microwave, optical, and digital electronic systems. The focus of effort is in electrical and mechanical modeling, thermal management, fabrication and assembly, functional design and analysis, run-to-run and real-time process control, test and measurement, and reliability and cost prediction.

Students pursuing the degree of master of science in mechanical engineering may follow either plan I, which requires the writing of a thesis, or plan II, which involves only course work. A student following plan I must complete a minimum of 21 semester hours of course work and 6 semester hours of thesis work; at least 15 semester hours of the course work must be in mechanical engineering subjects. A student following plan II must complete a minimum of 30 semester hours of course work, of which at least 18 semester hours must be in mechanical engineering subjects. Up to 9 semester hours of graduate course work may be transferred from another accredited institution as long as those hours were not used to satisfy another degree requirement. All students must pass an oral comprehensive examination covering the course work and, if applicable, the thesis. Students should consult with an academic advisor to decide what course of study best meets their academic objectives.

A student pursuing the Ph.D. in mechanical engineering must complete a minimum of 12 semester credit hours in courses numbered 5000 or above, beyond the M.S. degree requirements, as well as 30 semester hours of thesis work; at least 21 semester hours of the course work must be in mechanical engineering subjects. Up to 21 semester hours of graduate course work may be transferred from another accredited institution; there is no credit limit for appropriate courses taken at the University of Colorado, such as those taken for the master of science degree.

Every student desiring to pursue the Ph.D. degree must first pass a preliminary examination. As a part of this evaluation, students must do well in a number of required courses and pass an oral examination based on the project selected in the research course. The examination will be given by a committee of at least three faculty members. Overall performance in the required course work and oral examination will determine pass/fail status. The oral examination may be taken in lieu of the comprehensive examination required for the master of science degree.

After passing the preliminary examination, students continue their course work and prepare a written thesis prospectus. When ready, they take an oral comprehensive examination covering the graduate course work and the thesis prospectus. After passing the comprehensive examination, students are admitted into the Ph.D. program and conduct the original research required to fulfill the thesis requirement. This research culminates in the writing of the thesis, which students defend in a final examination.

Ph.D. students are assigned an academic advisor to review their progress toward the degree. Students are expected to meet with the advisor at least once each semester prior to registration. Once students have selected a research topic for the thesis, academic advising is done by their thesis advisor. Additional information on graduate study may be found in the Graduate School chapter of this catalog.

**TELECOMMUNICATIONS**

This interdisciplinary graduate program offers a master of engineering or master of science degree to students from a wide variety of undergraduate backgrounds. Both degree programs ensure that students obtain an understanding of the latest aspects of technology as well as social, political, and business applications in the expanding field of telecommunications. This understanding is gained through course work, research, and laboratory studies.

For information about this program and its offerings, please see the Interdisciplinary Programs listing under the Graduate School chapter of this catalog.

**COURSE DESCRIPTIONS**

The following courses are offered in the College of Engineering and Applied Science on the Boulder campus. This listing does not constitute a guarantee or contract that any particular course will be offered during a given year.

For current information on times, days, and instructors of courses, students should consult the Registration Handbook and Schedule of Courses issued for registration each semester.

Courses numbered in the 1000s and 2000s are intended for lower-division students and those in the 3000s and 4000s for upper-division students. Courses numbered in the 5000s are primarily for graduate students, but in some cases may be open to qualified undergraduates. Normally, courses at the 6000, 7000, and 8000 level are open to graduate students only.

Courses are organized by subject matter within each department, and are listed numerically by last digit (courses ending in the number "0" are listed before courses ending in "1," and so on). The number after the course number indicates the semester hours of credit that can be earned in the course.

Abbreviations used in the course descriptions are as follows:

- Prereq.--Prerequisite
- Coreq.--Corequisite
- Lab.--Laboratory
- Rec.--Recitation
- Lect.--Lecture

**Aerospace Engineering Sciences**

**ASEN 1000-1. Introduction to Aerospace Engineering Sciences.** Introduces aerospace history, curriculum, and the many areas of emphasis within aerospace engineering. Arranges field trips to industries. Requires students to present an oral presentation and/or papers on various aerospace topics.

**Space Sciences and Mechanics**

**ASEN 1029-2. Introduction to Space Science.** Introduces space science, including Earth, moon, and solar system. Topics include orbits and trajectories, launch systems, and satellites, as well as the engineering aspects of the exploration of space. For freshmen in aerospace engineering.

**ASEN 2010-3. Mechanics 1.** Explores elements of vector algebra and fundamental principles of mechanics. Develops vector methods and free-body diagrams for two- and three-dimensional systems. Also includes applications to structures and composite bodies in equilibrium. Prereqs.: APPM 1360 and PHYS 1110.

**ASEN 2020-3. Mechanics 2.** Focuses on kinematics and kinetics of particles, particle systems, and rigid bodies. Introduces vibrating mechan-
Aerospace Dynamics. Applies principles of Newtonian and Lagrangian dynamics to basic aerospace vehicle motions. Prereq., ASEP 2020 or ASEN 2003 and APPM 2360.

ASEN 3005-3. Introduction to Space Experimentation. Provides a systems perspective of space exploration for students in all disciplines. Surveys scientific and technical research that can be accomplished from space and the engineering principles and tools needed to make that research possible. Prereq., one semester of calculus (MATH 1080, 1090, and 1100; MATH 1300, or APPM 1350) and one year of physics (PHYS 1010 2020 or PHYS 1110-1120). Same as APAS 3060.

ASEN 4010-3. Introduction to Space Dynamics. Topics include central force fields and satellite orbits, orbital transfer problems, and rigid body dynamics of space vehicles. Prereq., ASEN 3010.

ASEN 4050-3. Space Exploration. Describes the basic physics of the Earth’s upper atmosphere, ionosphere, and magnetosphere and how the sun influences this space environment. Describes the Galileo mission to Jupiter and the Cassini mission to Saturn including the gravityassist trajectories and the Jupiter and Saturn space environments. Prereq., ASEN 4010.

ASEN 5010-3. Spacecraft Attitude Dynamics 1. Studies the rotational motion of spacecrafts, including attitude parameters and spacecraft torques. Applies Euler equations to the attitude motions of simple spacecrafts and their stability. Prereq., ASEN 3010 or equivalent.

ASEN 5050-3. Space Flight Dynamics. Includes celestial mechanics, space navigation, and orbit determination; trajectory design and mission analysis; environmental requirements; and orbital transfer and rendezvous. Prereq., ASEN 4010 or instructor consent.

ASEN 5060-3. Satellite Geodesy. Provides a unique and valuable approach to the study of the Earth’s gravitational field and rotational characteristics, emphasizing Earth-based and space-based tracking of artificial satellites. Develops and applies the basic techniques for studying the physical Earth in this evolving field. Prereq., ASEN 3010.

ASEN 5070-3. Statistical Orbit Determination 1 and 2. Develops the theory of batch and sequential (Kalman) filtering, including a review of necessary concepts of probability and statistics. Course work includes a term project that allows students to apply classroom theory to an actual satellite orbit determination problem.

ASEN 5090-3. Introduction to the Global Positioning System. Describes Global Positioning System (GPS) as an important tool for navigation, science, and engineering; its significant error sources; and state-of-the-art modeling techniques. Programming experience required. Prereq., graduate standing or instructor consent.

ASEN 5100-3. Atmospheric Entry. Covers atmospheric effects on satellites, atmospheric entry from orbit using several classical theories, the entry corridor, orbit contraction due to atmospheric drag, and flight path control during and after entry. Prereq., ASEN 4010 or ASEN 5050, or instructor consent.

ASEN 5190-3. Global Positioning System Technology. Provides a laboratory introduction to the technology used in the Global Positioning System. Lab work includes using GPS receivers, designing simple circuits to generate GPS like signals, analyzing spread spectrum signals, constructing GPS antennas, and evaluating errors in basic GPS measurements.

ASEN 6060-3. Advanced Space Flight Dynamics. Topics include perturbations of orbital motion; classical orbit determination from angles-only observation; modern orbit determination using range and range-rate data; orbit transfer using impulses or continuous thrust; and others. Prereq., ASEN 5050 or instructor consent.

ASEN 6210-1. Remote Sensing Seminar. Covers subjects pertinent to remote sensing of the Earth, including oceanography, meteorology, vegetation monitoring, and geology. Emphasizes techniques for extracting geophysical information from satellite data. Prereq., graduate standing.

ASEN 6220-3. Topics in Remote Sensing. Covers infrared and microwave techniques for remote sensing, emphasizing oceanographic applications, fundamentals of electromagnetic radiation, remote sensing instrumentation (radars and radiometers), and conversion of sensory data to geophysical parameters, including sea surface topography, temperature, and atmospheric moisture. Prereq., graduate standing and instructor consent.


Fluid Mechanics


ASEN 3021-3. Fluid Dynamics 2. Includes dynamics of compressible flow; expansion and shock waves; design of airfoils and wings at subsonic, transonic, and supersonic speeds; dynamics of viscous fluids; and laminar and turbulent boundary layers. Prereq., ASEN 3011.

ASEN 5011-3. Ideal Fluids. Studies the applicability of ideal flow theory, equations of motion, potential flow, circulation and vorticity, axially symmetric flow, review of complex variables and potential theory, conformal mappings, airfoil theory, stratified fluids, and gravity wave mechanics. Prereq., ASEN 3021.

ASEN 5021-3. Viscous Flow. Studies Low Reynolds number flows, including incompressible and compressible laminar boundary layer theory; similarity theory; and separation, transition, and turbulent boundary layers. Prereq., ASEN 5051 or equivalent, or instructor consent.

ASEN 5031-3. Compressible Fluids. Explores the dynamics of nonviscous, compressible, subsonic, and supersonic fluid flow; theory of characteristics and shock waves; and slender body and wing theory. Prereq., ASEN 4015.

ASEN 5041-3. Introduction to Turbulence. Focuses on physical properties of turbulence, shear flows, heat transfer, homogeneous turbulence, and diffusion and turbulence in compressible and electrically conducting fluids. Prereq., ASEN 5051 or equivalent and instructor consent.

ASEN 5051-3. Introduction to Fluid Mechanics. Highlights physical properties of gases and liquids; kinematics of flow fields; and equations describing viscous, heat-conducting Newtonian fluids. Emphasizes exact solutions and rational approximations for low and high speed dissipative flows, surface and internal waves, acoustics, stability, and potential flows. Prereq., instructor consent.


ASEN 5081-3. Plasma Dynamics and Plasma Physics. Studies plasma kinetic theory, including charged particle and neutral collisions, ionization, electronic excitation and recombination; motion of charged particles and macroscopic equations; transport coefficients, gas discharge, instabilities, and shock waves; low conductivity flow, sheaths and oscillations, electromagnetic waves and radiation, and manmade applications and natural phenomena. Prereq., graduate standing or instructor consent.


ASEN 5151-3. High Speed Aerodynamics. Provides aerodynamic theory applicable to the high speed flight of subsonic, transonic, and supersonic aircraft and hypersonic vehicles. Topics include linear theory of subsonic and supersonic speeds, the nonlinear theories of...
transonic and hypersonic speeds, and compressible boundary layers. Prereq., graduate standing or instructor consent.


Materials and Structures

ASEN 2002-5. Aerospace 2: Introduction to Thermodynamics and Aerodynamics. Introduces the fundamental principles and concepts of thermodynamics and fluid dynamic systems. Emphasizes the synthesis of basic science (physics), mathematics, and experimental methods that form the basis for quantitative and qualitative analyses of general aerospace technology systems. Prereq., APEM 1200, GEEN 1300, CHEM 1211 and CHEM 1221, and PHYS 1110, or equivalent; coreq., APEM 2350 and ASEN 2001, or equivalent.

ASEN 2002-3. Materials Science and Engineering. Applies the principles of physics, chemistry, and thermodynamics to the understanding of relationships between atomic structures and engineering processes, engineering properties of materials, and selection and design of engineering materials. Prereq., CHEM 1211 and CHEM 1221 or CHEM 1111.


ASEN 5002-3. Introduction to Dynamics of Aerospace Structures. Applies concepts covered in undergraduate dynamics, structures, and mathematics to the dynamics of aerospace structural components, including methods of dynamic analysis, vibrational characteristics, vibration measurements, and dynamic stability. Prereq., ASEN 3010, 3022, or equivalent.


ASEN 5122-3. Control of Aerospace Structures I. Introduces the basic problems in dynamic modeling and active control of large spacecraft and satellites. Includes system descriptions, model reduction, controller design, and closed-loop stability analysis. Prereq., ASEN 3014, graduate standing, or instructor consent.

ASEN 5212-3. Composite Structures and Materials. Develops the macromechanical and microscopic theoretical behavior and failure of composite laminates. Applies basic theory to a broad range of practical problems including the buckling and vibration of composite plates, columns, and shells. Prereq., senior standing in aerospace or mechanical engineering, or instructor consent.

Thermodynamics and Propulsion


ASEN 2023-3. Thermodynamics. Introduces energy and its transformation from a macroscopic approach. Topics include first and second laws of thermodynamics, entropy, cycles, psychrometrics, heat transfer, and applications. Prereq., APEM 1360 and PHYS 1110; coreq., APEM 2350.

ASEN 4013-3. Foundations of Propulsion. Describes aerothermodynamics and design of air-breathing engines, including ram jets, turbo jets, turbofans, and turbo prop engines. Prereq., ASEN 2002 or 2023, and ASEN 2004 and ASEN 3021.

ASEN 4023-3. Nuclear Energy Systems. Stresses foundations of nuclear energy systems and reviews reactor theory, design and operation of nuclear electric power plants, and systems for nuclear auxiliary power. Analyzes nuclear energy systems for various applications. Prereq., senior standing.


ASEN 5013-3. Advanced Propulsion. Studies chemical combustion calculations for multicomponent gaseous and liquid propulsion systems, performance criteria, and scaling laws. Introduces chemical reaction rates, combustion instability and nozzle heat transfer, and air and propellant generation. Prereq., ASEN 4013 or instructor consent.

ASEN 5053-3. Rocket Propulsion. Presents in depth the theory, analysis, and design of rocket propulsion systems. Emphasizes liquid and solid burning systems with an introduction to advanced propulsion concepts. Reviews nozzle and fluid flow relationships. Prereq., senior standing in aerospace or mechanical engineering or instructor consent.

ASEN 5403-3. Space Power Thermohydraulics. Same as ASEN 4403.

Systems and Control


ASEN 3024-3. Systems Analysis 2. Includes mathematical theory of control with application to the design of mechanical, electrical, and hydraulic systems; modeling; feedback design; specifications; stability tests; root locus methods; and frequency response. Prereq., ASEN 3014.


Geophysical and Environmental

ASEN 4215-3. Oceanography. Introduces descriptive and dynamical physical oceanography, primarily focusing on the nature and dynamics of ocean currents and their role in the distribution of heat and other aspects of ocean physics related to the Earth's climate. Dynamical
material is limited to a mathematical description of oceanic physical processes. Prereq., ASEN 3021. Same as ASEN 5215.


ASEN 4225-3. Environmental Aerodynamics. Reviews the properties and causes of hazards posed by the environment, ranging from atmospheric wind shear to tornadoic flows. Involves a multidisciplinary approach, combining analytical, numerical, and scale modeling studies with extensive field measurements, wind energy, and biophysical aerodynamics. Prereq., senior standing in aerospace engineering. Same as ASEN 5225.

ASEN 5215-3. Oceanography. Same as ASEN 4215.

ASEN 5225-3. Thermodynamics of Atmospheres and Oceans. Same as ASEN 4225.

ASEN 5235-3. Remote Sensing of the Atmosphere and Oceans. Applies principles of radiative transfer to the remote sensing of the Earth’s atmosphere and oceans. Topics include extinction and scattering by remote sensing, emission-based passive remote sensing, and active remote sensing. Prereq. graduate standing or instructor consent.

ASEN 5255-3. Environmental Aerodynamics. Same as ASEN 4255.

ASEN 5315-3. Ocean Modeling. Introduces students to basic principles behind, and the current practice in, ocean modeling. Discusses different prevailing approaches. Offers students hands-on experience with the use of supercomputers and workstations for model running and pre- and post-processing. Prereq., graduate standing or instructor consent.

ASEN 5325-3. Small Scale Processes in Geophysical Fluids. Provides an overview of mixing and wave processes in the oceans and the atmosphere. Topics include turbulent boundary layers in the lower atmosphere and the upper ocean, air-sea interactions, and surface and internal waves. Prereq., graduate standing or instructor consent.

ASEN 5335-3. Aerospace Environment. Examines the various components of the solar-terrestrial system (sun, solar wind, magnetosphere, thermosphere, ionosphere, middle atmosphere) and their interactions to provide a solid understanding of the reentry and orbital environments within which aerospace vehicles operate. Prereq., senior or graduate standing in engineering or related physical sciences.

Bioengineering


ASEN 4216-3. Neurological Systems. Analyzes information processing in the brain and peripheral nervous system in terms of fundamental signaling processes that occur at the neuronal level. Examines biophysical bases for these processes, neural impulse generation, synaptic communication, and sensory reception of molecular and membrane mechanisms. Prereq., instructor consent. Same as ASEN 5216, ECEN 4811, ECEN 5811.

ASEN 4226-3. Neural Systems. Surveys behavioral, neurophysiological, and biochemical controls manifested by the central nervous system. Provides biological background material for an understanding of normal control theory. Prereq., ASEN 3116 or instructor consent. Same as ASEN 5226, ECEN 4821, and ECEN 5821.

ASEN 4343-3. Brains, Minds, and Computers. Offers an introductory, integrative survey of brain science, cognitive science, artificial intelligence, and their interrelations. Considers central concepts and principles from each of these areas and the similarities and differences between brains, minds, computers, and robotics. Prereq., ECEN 2160, 3030, or instructor consent. Same as ASEN 5343, ECEN 4831, and ECEN 5831.


ASEN 5016-3. Introduction to Space Life Sciences. Familiarizes students with factors affecting living organisms in the reduced-gravity environment of space flight. Covers basic life support requirements, human physiological adaptations, and cellular and molecular gravity-dependent processes. Prereq., senior or graduate standing or instructor consent.

ASEN 5116-3. Lunar Closed Life Support Systems. Develops the design of a closed ecological life support system for a lunar base. Evaluates biological and physicochemical systems in order to develop a cost-efficient system design. Emphasizes technical trades and integration challenges. Prereq., ASEN 3116 and ASEN 4155 or ASEN 5155.

ASEN 5216-3. Neural Signals. Same as ASEN 4216, ECEN 4811, and ECEN 5811.

ASEN 5426-3. Neural Systems. Same as ASEN 4426, ECEN 4821, and ECEN 5821.


ASEN 5466-3. Membrane Transport: Biological and Artificial. Explores the dynamics of membranes in regulating the chemical environment of biological systems, energy use associated with biological membranes, transport characteristics of organic and inorganic substances, theoretical and physical membrane models, and integration of membrane transport with other biological functions. Prereq., ASEN 3116 or instructor consent.

ASEN 5506-3. Bioengineering Seminar. Focuses on active research areas in medical and space endeavors. Topics range from systematic to particular concepts. An integral part of research in-depth. Emphasizes biophysical mechanisms, comprehensive empirical models, and unresolved research problems. Prereq., ASEN 3116; ASEN 4216 or 5216 or ECEN 4811 or 5811; and ASEN 4426 or 5426 or ECEN 4831 or 5831.

Computational and Analytic Methods

ASEN 4047-3. Probability and Statistics for Aerospace Engineering. Covers probability concepts and theory for better design and control of aerospace engineering systems. Includes descriptive and inferential statistical methods for experimental analysis. Also covers discrete and continuous random variable distributions, estimate confidence intervals, regression, analysis of variance, hypothesis testing, non-parametric statistics, random processes, and quality control, including software models of same. Prereq., junior or graduate standing or instructor consent. Same as ASEN 5047.

ASEN 4307-3. Engineering Data Analysis Methods. Gives students broad exposure to a variety of traditional and modern statistical methods for filtering and analyzing data. Introduces these methods and provides practical experience with their use. Students carry out problem assignments. Prereq., APFM 2360. Same as ASEN 5307.


ASEN 4337-3. Remote-Sensing Data Analysis. Involves the use of both instrument systems and software systems for data collection and analysis. Studies systems and carries out student projects to assess, evaluate, and use these concepts and facilities. Prereq., senior or graduate standing or instructor consent. Same as ASEN 5337.


ASEN 5017-3. Advanced Numerical Analysis for Computational Mechanics. Offers within reasonable limits a complete description and analysis of the state-of-the-art numerical sparse methods used in computational mechanics. Covers implementation of these methods on currently available supercomputers. Prereq., MATH 3130 or instructor consent.

ASEN 5037-3. Turbulent Flow Computation. Studies turbulent closure methods and computational procedures used to solve practical turbulent flows. Emphasizes multiphase equilibrium mechanism.
els used with time-averaged equations to calculate free-turbulent shear-flows and turbulent boundary layers. Employs spectral methods in direct and large-eddy simulation of turbulence. Prereq., ASEN 5051 or equivalent.


ASEN 5227-3. Mathematics for Aerospace Engineering Sciences 2. Covers the most important topics in applied mathematics needed for the various subfields of aerospace engineering sciences. Focuses on ordinary differential equations with variable coefficients, the higher functions of analysis, partial differential equations, and an introduction to probability and statistics. Prereq., APPM 2360.

ASEN 5507-3. Engineering Data Analysis Methods. Same as ASEN 4507.

ASEN 5517-3. Computational Fluid Dynamics. Similar to ASEN 4517 but involves a term project. Studies numerical solution of fluid mechanics problems involving ordinary and partial differential equations of various types. Prereq., ASEN 3021 and GEEN 1300, or instructor consent.

ASEN 5527-3. Advanced Computational Fluid Dynamics. Continuation of ASEN 4317 and 5317. Introduces advanced computational methods for solving fluid mechanics problems on the computer, emphasizing nonlinear flow phenomena. Prereq., ASEN 4317 or ASEN 5317 or instructor consent.


ASEN 5547-3. Mathematical Methods in Dynamics. Two-part graduate-level course on dynamics. Covers both flexible and rigid multi-body analytical dynamics and finite element method for dynamics. Emphasizes formulations that naturally lead to easy computer implementation and stability, linearization, and modern rotational kinematics. Prereq., graduate standing and instructor consent.

ASEN 5567-3. Advanced Finite Element Methods. Continuation of ASEN 5007. Covers more advanced applications to linear static problems in structural mechanics, including three-dimensional finite elements, advanced variational principles, beams, plates, and shells. Prereqs., ASEN 5007 or equivalent, MCEN 5120 and 5130, or equivalent.


ASEN 5542-3. Computational Gasdynamics. Addresses the numerical issues pertinent to gasdynamics, stressing the relationships with and differences between general numerical analysis, general computational fluid dynamics, and classical gas dynamics. Prereq., senior or graduate standing in engineering, math, or physics, or instructor consent.


Design.

ASEN 1038-1. Freshman Aerospace Laboratory. Introduces aerodynamics, fluid mechanics, aircraft design, basic instrumentation and measurement methodologies, and technical writing through an airplane model building laboratory. Reviews current research topics in aerospace engineering and forms competitive student groups to build, fly, and analyze balsa gliders in various conditions of aerodynamic trim. Coreq., ASEN 1011.


ASEN 4098-3. System Engineering and Design. Discusses the design, analysis, and technical management aspects of system engineering, and focuses on applying the design techniques taught in student design projects. Designed to prepare students for the leadership of multi-disciplinary engineering projects. Prereq., senior or graduate standing in aerospace engineering, or instructor consent. Same as ASEN 5098.

ASEN 4138-3. Aircraft Design. One recitation and two labs per week. Examines principles of aircraft layout to meet a given specification, taking account of both aerodynamic and structural considerations. Also includes design of major elements of an aircraft. Prereq., ASEN 3028.

ASEN 4148-3. Spacecraft Design. Provides a systems approach to the design of an unmanned spacecraft, including guest lectures from specialists in each of the disciplines that make up a spacecraft design team. Topics include mission design, payload, launch systems, tracking and data systems, communications, structures, guidance, and control. Prereq., instructor consent. Same as ASEN 5148.

ASEN 4158-3 (3-6). Space Habitation. Provides advanced design course conducted by the department in conjunction with the NASA-University Advanced Space Mission Design Program. Centered on design of a geostationary space station. The NASA-Ames Research Center sponsors the University of Colorado. Prereq., instructor consent. Same as ASEN 5158.

ASEN 4218-3. Large Space Structures Design. Develops the necessary structural analysis skills for conducting conceptual and preliminary design of large space structures with a practical emphasis on structures considered by NASA over the past 20 years. Applies analysis skills to a broad range of space missions requiring large space structures, emphasizing low cost and practical design. Prereq., senior standing in ASEN or MCEN, or instructor consent. Same as ASEN 5218.


ASEN 4418-3. Design of Aerospace Structural Components. Covers the basic fundamentals for designing built-up aerospace structural components such as wing boxes and cylinders. Presents analytical tools and assumptions as well as the methodology for conducting trade studies to arrive at an acceptable design. Prereq., senior standing.

ASEN 5098-3. System Engineering and Design. Same as ASEN 4098.


ASEN 5158-3 (3-6). Space Habitation. Same as ASEN 4158.

ASEN 5168-3. Experimental Space Science. Studies design of instruments for remote sensing in a space environment, including optical and mechanical design, modern detector technology, and test and calibration. Examines past and future NASA missions—spacecraft, subsystems, and experiment payloads.

ASEN 5218-3. Design of Large Space Structures. Same as ASEN 4218.
Specialized Topics

ASEN 2519 (1-3). Special Topics. Studies specialized aspects of the aerospace engineering sciences or innovative treatment of required subject matter at the lower-division level. Course content is indicated in the Registration Handbook and Schedule of Courses. Prereq. varies.

ASEN 3519 (1-3). Special Topics. Studies specialized aspects of the aerospace engineering sciences or innovative treatment of required subject matter at the upper-division level. Course content is indicated in the Registration Handbook and Schedule of Courses. Prereq. varies.

ASEN 4519 (1-3). Special Topics. Studies specialized aspects of the aerospace engineering sciences or innovative treatment of required subject matter at the upper-division level. Course content is indicated in the Registration Handbook and Schedule of Courses. Prereq. varies.

ASEN 4849 (1-6). Independent Study. ASEN 4859 (1-6). Undergraduate Research. Assigns a research problem on an individual basis.

ASEN 5519 (1-3). Selected Topics. Reflects upon specialized aspects of aerospace engineering sciences. Course content indicated in the Registration Handbook and Schedule of Courses. Prereq. varies.

ASEN 5849 (1-6). Independent Study. Study of special projects.

ASEN 6519 (1-3). Special Topics. Reflects upon specialized aspects of aerospace engineering sciences. Course content indicated in the Registration Handbook and Schedule of Courses. Prereq. varies.

Applied Mathematics

APPM 2360-4. Introduction to Linear Algebra and Differential Equations. Introduces ordinary differential equations, systems of linear equations, matrices, determinants, vector spaces, linear transformations, and systems of linear differential equations. No credit is awarded to students already having credit in both MATH 3130 and 4430 or in APPM 2380. Prereq. APPM 1360 or MATH 2300.

APPM 2380-4. Introduction to Ordinary Differential Equations. Explores basic concepts of ordinary differential equations, including solutions of first order, linear, and systems of differential equations. Advanced topics include series solutions and boundary value problems. Studies numerical techniques with some laboratory experience. Prereq. APPM 2350 or MATH 2400. No credit for students having credit for APPM 2360.

APPM 2450-1. Calculus 3 for Engineers: Computer Lab. Studies selected topics in analytic geometry and calculus, focusing on symbolic computation using Mathematica, Maple, or MATLAB. Controlled enrollment through applied mathematics faculty. Recommended prereq., APPM 1360 or MATH 2300; coreq., APPM 2350.

APPM 2460-1. Differential Equations for Engineers: Computer Lab. Studies selected topics in differential equations and linear algebra, focusing on symbolic computation using Mathematica, Maple, or MATLAB. Controlled enrollment through applied mathematics faculty. Recommended prereq., APPM 1360 or MATH 2300; coreq., APPM 2350.

APPM 3010-3. An Introduction to Nonlinear Systems: Chaos. Aims at both majors and minors in the physical sciences with at least one year of university calculus. Provides students with an introduction to classes of tools that are useful in the analysis of nonlinear systems. Prereq., APPM 1350 and 1360.

APPM 3050-3. An Introduction to Mathematical or Maple and Numerical Computation. Introduces symbolic and numerical computing at an elementary level. Teaches some principles of computational and applied mathematics using computational tools such as Mathematica, Maple, Reduce, or Derive. Prereq., APPM 1350, 1360, and 2360.

APPM 3170-3. Discrete Applied Mathematics. Introduces discrete structures, their representations, and applications. Emphasizes applications of graph theory to applications in computer science, engineering, operations research, social sciences, and biology, depending on student interests. Topics include the basic properties of graphs and digraphs and their matrix representations. Relates graph properties to their applications—for example, graph coloring problems are related to scheduling problems; it cubed to logic circuits and the architecture of parallel processors; Hamilton circuit to gray codes and the traveling salesman problem; covering problems to assignment problems, etc. Prereq. or coreq., APPM 3310.

APPM 3310-3. Matrix Methods and Applications. Introduces linear algebra and matrices, emphasizing applications and including methods to solve systems of linear algebraic and linear ordinary differential equations. Discusses computational algorithms that implement these methods. Includes applications in operations research as time permits. Prereq., APPM 2350 and 2360. Comparable to MATH 3130, but with more emphasis on applications. Credit for both courses is not given.

APPM 3570-3. Applied Probability. Focuses on axioms, counting formulas, conditional probability, independence, random variables, continuous and discrete distribution, expectation, moment generating functions, law of large numbers, central limit theorem, poisson process, and multivariate Gaussian distribution. Students may not receive credit for both APPM 3570 and ECE 3810 or for both APPM 3570 and MATH 4510. Prereq., APPM 2350 or MATH 2400.

APPM 4120-3. Introduction to Operations Research. Studies linear and nonlinear programming, the simplex method, duality sensitivity, transportation- and network-flow problems, some constrained and unconstrained optimization theory, and the Kuhn-Tucker conditions, as time permits. Prereq., APPM 3310 or MATH 3130. Same as MATH 4120.

APPM 4550-3. Methods in Applied Mathematics: Fourier Series and Boundary Value Problems. Reviews ordinary differential equations, including solutions by Fourier series. Covers physical derivation of the classical linear partial differential equations (heat, wave, and Laplace equations) and solution of these equations via separation of variables, with Fourier series, Fourier integrals, and more general eigenfunction expansions. Prereqs., APPM 2350 and 2360 or 2480 with a minimum grade of C.


APPM 4380-3. Modeling in Applied Mathematics. Offers an exposition of a variety of mathematical models arising in the physical and biological sciences. Takes models from applications in classical and celestial mechanics, fluid dynamics, traffic flow, population dynamics, economics, and elsewhere. Prereq., APPM 4350 and PHYS 1120 with a minimum grade of C.

APPM 4520-3. Introduction to Mathematical Statistics. Studies point and confidence interval estimation. Includes principles of maximum likelihood, sufficiency, and completeness; and test of simple and composite hypothesis, linear models, and multiple regression analysis. Analyzes variance distribution-free methods. Prereq., MATH 4510 or APPM 3570 or 4560 with a minimum grade of C. Same as MATH 4520.

used in engineering, management science, the physical and social sciences, genetics, and operations research. Prereq., APPM 3570.

APPM 4570-3. Statistical Methods. Covers discrete and continuous probability laws, random variables; expectation, laws of large numbers and central limit theorem; estimation, testing hypotheses, analysis of variance, regression analysis, and nonparametric methods. Emphasizes applications with an introduction to packaged computer programs. Prereq., Calculus 2 with a minimum grade of C.

APPM 4590-3. Statistical Methods for Data Analysis. Continuation of APPM 5570. Combines statistical methods with practical applications and computer software. Develops commonly used statistical models such as analysis of variance as well as linear and logistic regression. Implements and interprets the statistical models in the context of actual data sets using available statistical software. Prereq.: any previous course in statistics.

APPM 4650-3. Intermediate Numerical Analysis 1. Teaches numerical solution of linear algebra, nonlinear algebra, and transcendental equations. Includes interpolation, linear systems, and matrix eigenvalue problems. Stresses significant computer applications and use of existing software. Preq.: APPM 2500 or MATH 2400, APPM 2360 and 3310 or MATH 5130, and knowledge of a programming language. Same as MATH 4650.


APPM 4720-3. Open Topics in Applied Mathematics. Provides a vehicle for the development and presentation of new topics that may be incorporated into the core courses in applied mathematics. Preq.: APPM 3570, 4570, 4560, 4650, and 4660 or equivalent, or instructor consent.

APPM 4840 (1-3). Reading and Research in Applied Mathematics. Offers an independent study course designed to introduce undergraduate students to research areas of the program in applied mathematics. Preq.: APPM 3310 or MATH 3130. Recommended: a course in ordinary or partial differential equations.

APPM 4950-3. Seminar in Applied Mathematics. Introduces undergraduate students to the research areas of the program in applied mathematics. Also designed to be a capstone experience for the program's majors. Preq.: APPM 3310 or MATH 3130. Recommended: a course in ordinary or partial differential equations.

Architectural Engineering

Building Systems Engineering


cates, and storage systems. Applies material to the long-term performance analysis of space and water heating and solar electric systems. Preq.: or coreq., PHYS 1110.


AREN 3010-3. Mechanical Systems for Buildings 1. Introduces the operation and design of building systems for climate control, water supply, heating, ventilation, and air conditioning. Preq.: AREN 2020 and 3050.

AREN 3020-3. Environmental Systems for Buildings 1. Introduces the operation and design of building systems for climate control, water supply, heating, ventilation, and air conditioning. Preq.: AREN 3010.

AREN 3030-3. Environmental Systems for Buildings 2. Continues the operation and design of building systems for climate control, water supply, heating, ventilation, and air conditioning. Preq.: AREN 3020 and MAT 5130.

AREN 3140-3. Illumination Laboratory. Introduces the measurement of photometric and psychophysical quantities used in lighting. Experience is gained in using light measurement instruments to evaluate lighting equipment and luminous environments.

AREN 4540-3. Illumination 1. Introduces the fundamentals of architectural illumination. Covers the illumination of buildings, focusing on building applications of thermodynamics, fluid dynamics, and heat transfer. Preq.: APPM 3570 and MATH 5130.

AREN 4550-3. Solar Design 1. Introduces the principles and techniques for designing buildings for solar heating. Topics include solar radiation, shading, the use of solar collectors, and the design of solar heating systems. Preq.: APPM 3570 and MATH 5130.

AREN 4110-3. HVAC Design 1. Introduces the principles of HVAC design, focusing on the application of HVAC systems in buildings. Covers heating and air conditioning systems, and the design of HVAC systems for buildings. Preq.: APPM 3570 and MATH 5130.

AREN 4110-3. HVAC Design 2. Introduces the principles of HVAC design, focusing on the application of HVAC systems in buildings. Covers heating and air conditioning systems, and the design of HVAC systems for buildings. Preq.: APPM 3570 and MATH 5130.

AREN 4120-3. Illumination 2. Introduces the principles studied in Illumination 1. Provides further study in architectural lighting design methods. Use lighting studio work to develop a broad knowledge of lighting equipment, design methods, and their application in a series of practical design problems in modern buildings. One of several capstone courses available to architectural engineering students. Preq.: AREN 3010.

AREN 4200-3. Architectural Structures 1. Surveys the principles of mechanics and design of structural systems. Covers the principles of mechanics and design of structural systems. Includes the study of structures, including steel, concrete, wood, and masonry. Preq.: APPM 3570 and MATH 5130.

AREN 4210-3. Architectural Structures 2. Surveys the principles of mechanics and design of structural systems. Covers the principles of mechanics and design of structural systems. Includes the study of structures, including steel, concrete, wood, and masonry. Preq.: APPM 3570 and MATH 5130.

AREN 4310-3. Masonry Structures. Covers the principles of mechanics and design of structural systems. Covers the principles of mechanics and design of structural systems. Includes the study of structures, including steel, concrete, wood, and masonry. Preq.: APPM 3570 and MATH 5130.

AREN 4311-3. Masonry Structures. Covers the principles of mechanics and design of structural systems. Covers the principles of mechanics and design of structural systems. Includes the study of structures, including steel, concrete, wood, and masonry. Preq.: APPM 3570 and MATH 5130.

AREN 4410-3. Structural Analysis 1. Introduces the principles of structural analysis, focusing on the application of structural analysis to the design of structures. Covers the principles of structural analysis, focusing on the application of structural analysis to the design of structures. Preq.: APPM 3570 and MATH 5130.

AREN 4411-3. Structural Analysis 2. Introduces the principles of structural analysis, focusing on the application of structural analysis to the design of structures. Covers the principles of structural analysis, focusing on the application of structural analysis to the design of structures. Preq.: APPM 3570 and MATH 5130.

AREN 4510-3. Construction Technology 1. Introduces the principles of construction technology, focusing on the application of construction technology to the design of structures. Covers the principles of construction technology, focusing on the application of construction technology to the design of structures. Preq.: APPM 3570 and MATH 5130.

AREN 4511-3. Construction Technology 2. Introduces the principles of construction technology, focusing on the application of construction technology to the design of structures. Covers the principles of construction technology, focusing on the application of construction technology to the design of structures. Preq.: APPM 3570 and MATH 5130.

AREN 4520-3. Construction Management 1. Introduces the principles of construction management, focusing on the application of construction management to the design of structures. Covers the principles of construction management, focusing on the application of construction management to the design of structures. Preq.: APPM 3570 and MATH 5130.

AREN 4521-3. Construction Management 2. Introduces the principles of construction management, focusing on the application of construction management to the design of structures. Covers the principles of construction management, focusing on the application of construction management to the design of structures. Preq.: APPM 3570 and MATH 5130.
mechanical systems, electrical systems, and building systems integration.


AREN 4416-3. Construction Costs and Estimating. Introduces building construction costs accounting and controls, analysis of direct and indirect cost fundamentals and collecting systems, methods engineering and value engineering. Includes a study of types of estimates, quantity take-off techniques and pricing applications, and preparation of a detailed estimate of a building project including all cost analyses, a complete quantity survey, and final assembly of the bid proposal. Prereq., senior standing or instructor consent.

AREN 4466-3. Construction Planning and Scheduling. Comprehensive studies construction management, including the contractor's role in preconstruction and construction activities; the construction contract; and the particular applications of CPM/PERT techniques to the planning, scheduling, and control of a construction project. Prereq., senior standing or instructor consent.

Miscellaneous


AREN 1027-2. Descriptive Geometry. Studies orthographic projection, including parallel, planar, and intersection; and computer graphics using AutoCAD on PCs. Prereq., GEEN 1017 or equivalent.

AREN 4417-3. Building Reuse and Retrofit: Explores the issue that the building industry in the 21st century will be dominated by reuse and retrofitting of existing structures. Analyzes the financial, marketing, design, and construction aspects of retrofitting U.S. building stocks such as the Empire State Building and the Seattle Kingdome. Develops and evaluates appropriate reuse and retrofitting schemes through student teamwork. Prereq., AREN 3406 and CVEN 3246. Same as CVEN 5217.

AREN 4418-3. Construction Accounting and Financial Management. Examines the issues that in the 21st century construction companies will be asked to become involved in, design/build contracts as well as privatization of what normally would be government-owned projects. Also looks at the issue of the financial liability for these projects becoming the responsibility of architects, engineers, and builders. Studies accounting, financial management, tax consequences, and development. Prereq., AREN 3406 and CVEN 3246. Same as CVEN 5218.

Special Topics

AREN 4850 through 4899 (1-3). Special Topics in Architectural Engineering. Offers special courses in selected topics in architectural engineering, including topics on integrated design of buildings. Prereq., AREN 4840 (1-3). Independent Study. Offers an independent, in-depth study, research, or design in a selected area of architectural engineering. Offerings are coordinated with individual faculty. Students should consult the Department of Civil, Environmental, and Architectural Engineering.

Chemical Engineering

CHEN 1000-3. Chemical Technology. Lect. Introduces undergraduate arts and sciences students to the most recent concepts in technology and how these concepts impact all aspects of life, such as health, the health of the planet, and social structures. Approved for arts and sciences core curriculum: chemistry. Science engineering students should consult an advisor before registering for this course.

CHEN 3100-1. Introduction to Chemical Engineering. Meets for one lecture per week. Introduces chemical engineering emphasizing history of the profession, curriculum, chemical engineering, and industrial chemistry. Includes industry visits, oral presentations, faculty and professional meetings, and development of a goals statement.

CHEN 3111-3. Chemical Engineering Materials and Energy. Provides a basic understanding of chemical engineering calculations involving material and energy balances around simple chemical processes. Prereq., CHEN 1211 and GEEN 1300.

CHEN 2800-3. Biophysics of High-Altitude Physiology. Examines the physiological problems encountered by humans living or traveling in high altitudes, such as problems caused by the body's inability to cope with high oxygen concentration, including respiration, blood circulation, oxygen uptake, and other physiological effects.

CHEN 2840 through 2850 (1-3). Independent Study. Available to sophomores with approval of the Department of Chemical Engineering. Subject arranged to fit needs of student.

CHEN 3010-3. Applied Data Analysis. Teacher students to analyze and interpret data. Topics include engineering measurement, graphical presentation and numerical treatment of data, statistical inference, and regression analysis. Prereq., GEEN 1300 and APFM 2300.

CHEN 3130-2. Chemical Engineering Laboratory I. One four-hour lab session per week. Investigates chemical engineering fluid flow, heat transfer, and thermodynamics. Emphasizes communication by written reports and oral presentations as well as laboratory safety. Prereqs., 3010 and 3210; coreqs., 3320.

CHEN 3200-3. Chemical Engineering Principles I. Introduces fluid mechanics and momentum transfer, emphasizing the application of these principles to chemical engineering systems. Prereq., APFM 2350 or 2360, other coreqs.; and CHEN 2120 or MCEN 2522.

CHEN 3210-4. Chemical Engineering Principles II. Examines conservation and transfer of thermal energy. Focuses on conduction and convection heat in the context of chemical processes, with a special focus on heat exchangers. Also studies thermally elevated. Prereq., CHEN 3200 or equivalent.

CHEN 3220-4. Chemical Engineering Principles II. Studies separation methods including distillation, absorption, and extraction, and graphical and computer-based solutions to separation problems. Also studies mass transfer rate processes, including diffusion, convective mass transfer balances and correlations for mass transfer coefficients. Applies mass transfer rate theory to packed and tray columns. Prereq., CHEN 3200.


CHEN 3700-3. Bioenergetics: Structure and Function. Rec. Introduces molecular biophysics dealing principally with questions related to energy conversion as related to the structure and function of biological macromolecules and organisms. Concludes by considering a variety of biological systems that interface between the physical and engineering sciences. Prereq.; one year of college chemistry and one year of college biology (MCDB or EPOB).

CHEN 3840 through 3850 (1-3). Independent Study. Available to sophomores with approval of the Department of Chemical Engineering. Subject arranged to fit needs of the student.

CHEN 4010-2. Chemical Engineering Senior Thesis I. Provides an opportunity for advanced students to conduct exploratory research in chemical engineering.

CHEN 4020-2. Chemical Engineering Senior Thesis II. Continuation of CHEN 4010. CHEN 4010 and 4020 can substitute for CHEN 4130.

CHEN 4090-1. Undergraduate Seminar. Provides chemical engineering career and professional information, facilitates contact with faculty and industry representatives, and improves communication and leadership skills. Consists of a series of seminars and field trips and requires a research project involving a written and oral report.

CHEN 4130-2. Chemical Engineering Laboratory II. Involves planning and execution of chemical engineering experiments on mass transfer operations, separations, and chemical reactors. Interprets experimental data with theoretical principles and statistical analysis. Emphasizes communication with written reports, full reports, and oral presentations. Prereqs., CHEN 3130 and 3220; coreqs., CHEN 4330.

CHEN 4330-3. Chemical Engineering Reaction Kinetics. Introduces chemical kinetics and chemical reactor design. Involves mass and
energy balances for steady-state and transient reactor systems. Also covers residence time distribution, mass transfer, catalytic reactions, and multiple steady states in reactors. Prereq., CIVL 2120 and 3320; coreq., CIVL 3210.


CHEN 4450-3. Polymer Chemistry. Lect., Lab. Introduces polymer science with a focus on polymer chemistry and polymerization reactions. Focuses on polymerization reaction engineering and how polymer properties depend on structure. Same as CIVL 5450.


CHEN 4570-4. Instrumentation and Process Control. Examines principles of control theory and their application to chemical processes. Focuses on single loop feedback and feedforward control. Laboratory sessions cover measurement fundamentals, signal transmission, dynamic testing, control system synthesis, and implementation and adjustment. Prereq., CIVL 3220.


CHEN 4670-3. Environmental Separations. Lect. Covers traditional, as well as new, chemical separations processes used in environmental applications. Includes chemical design processing (pollution prevention) as well as approaches to address existing pollution problems. Prereq., senior or graduate student standing. Same as CIVL 5670.

CHEN 4680-3. Environmental Process Engineering. Lect. Surveys the field of environmental process engineering and covers the topics of water minimization and pollution, air pollution control, water pollution control, hazardous waste control, risk assessment and management, and ecological systems. Prereq., senior or graduate student standing. Same as CIVL 5680.

CHEN 4710-3. Molecular Basis of Biological Behavior. Lect. Offers a problems approach to neurobiology. Covers molecular biology, genetics, biochemistry, and physiology of model behavioral systems from chemoreceptors in bacteria to vision in vertebrates to the brain. Prereq., CIVL 3700 and CIVL 4680 or CIVL 5800, or instructor consent. Same as CIVL 5710.

CHEN 4800-3. Bioprocess Engineering. Lect. and Lab. Reviews the recent developments in the fields of microbiology, molecular genetics, and genetic engineering that are of commercial value and benefit to mankind. Covers engineering implementation of such biological processes. Prereq., senior or graduate standing in engineering or science, or instructor consent. Same as CIVL 5800.

CHEN 4820-3. Biochemical Separations. Lect. and Lab. Presents purification methods, mass transfer coefficients, and scale-up of processes. Also covers chromatography, phase extraction, supercritical fluids, separation, precipitation, electrophoresis, dialysis, affinity, and attached cells separation, application of separations to biocatalysts, and comparison of batch and continuous processes. Prereq., senior or graduate student standing in engineering or science. Same as CIVL 5820.

CHEN 4840 through 4850 (1-3). Independent Study. Available to seniors with approval of chemical engineering department. Subject arranged to fit needs of student.

CHEN 5090-1. Seminar in Chemical Engineering. Required of all chemical engineering graduate students. Includes reports on research activities and on special current topics.


CHEN 5220-3. Mass Transport. Examines fundamentals of mass transport with particular attention to microscopic balances in complex systems, such as those involving multiple components, chemical reaction, simultaneous heat and mass transport, and/or high mass flux. Prereq., CIVL 5210, undergraduate mass transfer, and familiarity with vector and tensor calculus.

CHEN 5360-3. Catabolism and Kinetics. Studies principles of chemical kinetics and catalytic reactions, emphasizing heterogeneous catalysis. Coreq., CIVL 4530, or prereq., CIVL 4551 and instructor consent, or graduate standing in CHEM or CIVL.

CHEN 5370-3. Intermediate Chemical Engineering Thermodynamics. Reviews fundamentals of thermodynamics and their application to pure fluids and mixtures, and physical equilibrium and changes of state. Examines the equation of state and computation of fluid properties for pure fluids, mixtures, and solutions. Also looks at relations between thermodynamics and statistical mechanics. Prereq., undergraduate thermodynamics (CHEN 3320 or equivalent).

CHEN 5390-3. Chemical Reactor Engineering. Studies ideal and nonideal chemical reactors, including steady state behavior, mass effects, reactor stability, residence time distribution, and diffusion effects. Prereq., undergraduate courses in chemical reactor design/kinetics.

CHEN 5420-3. Physical Chemistry and Fluid Mechanics of Interfaces. Covers thermodynamics of interfaces and surface tension measurements, adhesion at liquid-gas, liquid-liquid, and solid-gas interfaces; monolayers, surfactant solutions; equations for a fluid interface; theory of interfaces; surface tension driven flows; contact angle and wetting; and double layer phenomena. Prereq., CIVL 3320 or equivalent.

CHEN 5450-3. Polymer Chemistry. Same as CIVL 5450.

CHEN 5570-3. Digital Computer Process Control. Studies design and implementation of control systems based on digital computer controllers. Covers digital computer techniques, including feedback systems, and high-performance control techniques. Also includes topics in multivariable adaptive control. Prereq., CIVL 4570 or CIVL 4570.

CHEN 5580-3. Optimal Control and Identification for Industrial Processes. Develops optimal control and identification theory using the calculus of variations and Pontryagin's minimum principle. Studies applications in process control, including chemical, biochemical, environmental, and micro-electronics industries. Prereq., senior or graduate standing.

CHEN 5670-3. Environmental Separations. Same as CIVL 5670.

CHEN 5680-3. Environmental Process Engineering. Same as CIVL 5680.

CHEN 5710-3. Molecular Basis of Biological Behavior. Same as CIVL 5710, except that students are expected to participate in an independent research project.

CHEN 5740-3. Analytical Methods in Chemical Engineering. Presents advanced mathematical and numerical methods in the context of chemical engineering problems. Topics include modeling techniques, algebraic equations, and ordinary and partial differential equations. Prereq., senior or graduate standing and working knowledge of computer programming, calculus, differential equations, linear algebra, and vector operations. Also offers undergraduate courses in physics, fluid mechanics, heat transfer, and reaction engineering.

CHEN 5750-3. Numerical Methods in Chemical Engineering. Covers numerical methods for solving ordinary differential, partial differential, and integral equations. These principles are employed to develop, test, and assess computer programs for solving problems of interest to chemical engineers. Prereq., graduate standing or instructor consent.

CHEN 5800-3. Bioprocess Engineering. Same as CIVL 5800, except that a major term report is required.

CHEN 5820-3. Biochemical Separations. Same as CIVL 5820, except that reports and extra reading are required.

CHEN 5830-1. Introduction to Modern Biotechnology. Introduces student to the biotechnology enterprise. Topics include the biotechnology industry and profession, the various academic disciplines of biotechnology, intellectual property, finance, and ethics.

CHEN 5831-2. Biotechnology Case Studies. This capstone course is required of all graduate students in the interdisciplinary graduate biotechnology certificate program. Reviews molecular genetics, product synthesis and purification, economics, intellectual property, and business planning. Working in teams, students present a biotechnology project plan.

CHEN 5840 through 5850 (1-3). Independent Study. Available to M.S. students.
CHEN 5910 through 5919 (0-3). Selected Topics. Credit and subject matter to be arranged.


CHEN 6230-3. Chemically Specific Separations. Covers various methods for improving the productivity and selectivity of various separations processes. Discusses fundamental approaches, applications in various processing schemes, and new research trends.

CHEN 6820-3. Biochemical Engineering Fundamentals. Covers design and operation of fermentation processes, microbial and enzyme kinetics, microbiological systems, and multiple substrate and multiple species of fermentation, regulation of enzyme activity, energetics of cellular growth, immobilized enzyme and cell reactors, and transport phenomena in microbial systems and downstream processing. PreReq.: graduate standing in CHEM, CHEN, or MCDB, or instructor consent.

CHEN 6910 through 6919 (0-3). Selected Topics. Credit and subject matter to be arranged.

CHEN 6940. Master's Candidate.

CHEN 6950-variable credit. Master's Thesis.


Special Topics:

CHEN 4830 through 4839 (1-4). Special Topics in Chemical Engineering. Senior topics courses offered upon demand. PreReq.: senior standing or instructor consent.

CHEN 5830-5839 (1-4). Special Topics in Chemical Engineering. Graduate-selected topics courses offered upon demand. PreReq.: graduate standing or instructor consent.

Laboratories:

CHEN 1221-2. General Chemistry Laboratory for Engineers. Includes one-hour recitation and three-hour laboratory. Emphasizes concepts and problems from CHEM 1211, collects homework, and gives quizzes in the recitation. Performs experiments illustrating chemical concepts discussed in CHEM 1211 and introduces basic techniques in chemical measurement and synthesis in the laboratory. PreReq.: enrollment in the College of Engineering and Applied Science, one year of high school algebra, and one year of high school chemistry or satisfactory performance (grade of B+ or better) in CHEM 1001 or 1021. Coreq.: CHEM 1211.

Civil and Environmental Engineering

Building Systems

CVEN 5010-3. HVAC System Controls. Treats the theoretical and practical design and control systems for heating, ventilating, and air conditioning of both residential and commercial buildings. Discusses computer energy management system design. PreReq.: AREN 3010 or equivalent.


CVEN 5050-3. Advanced Solar Design. Predicts performance and analyzes economic of high temperatures, photovoltaics, and other innovative solar systems. Also includes performance prediction methods for solar processes. PreReq.: AREN 2010 or equivalent.


CVEN 5070-3. Thermal Analysis of Buildings. Examines response factors, conduction transfer functions, and efficiency factors for dynamic analysis of building envelopes. Also studies radiation and convective exchange in buildings, internal gains, and infiltration analysis as modeled in hourly simulations. PreReq.: AREN 3010 or equivalent.


CVEN 5830 through 5839 (0-3). Special Topics. Credit and subject matter to be arranged.

CHEN 6940 through 6949-3. Master's Degree Candidate.


CHEN 8890 through 8899 (1-14). Doctoral Thesis. A minimum of 30 credit hours is required.

Mechanics

CVEN 2121-3. Analytical Mechanics 1. Examines vector treatment of force systems and their results; equilibrium of rigid bodies; and motion of particles, including internal forces and three-dimensional configurations; static friction; properties of surfaces, including first and second moments; hydrostatics; and minimum potential energy and stability. PreReq.: PHYS 1110; or prereq. or coreq. MATH 2300.

CVEN 3111-3. Analytical Mechanics 2. Examines vector treatment of dynamics of particles and rigid bodies including rectilinear translation, central force, free and forced vibration, and general motion of particles, kinematics of rigid bodies, the inertia tensor, Euler's equations of motion, and energy and momentum methods for particles, systems of particles, and rigid bodies. PreReq.: CVEN 2121 and APPM 2360.

CVEN 3161-3. Mechanics of Materials 1. Addresses concepts of stress and strain; material properties; axial loading, torsion, simple bending, and transverse shear; analysis of stress and strain; and deflections of beams. Includes selected experimental and computational laboratories. PreReq.: CVEN 2121; coreq.: APPM 2360.


CVEN 5111-3. Introduction to Structural Dynamics. Introduces dynamic response of linear elastic single and multiple degree of freedom systems. Includes time and frequency domain analysis. Also analyzes building structures. PreReq.: instructor consent.


CVEN 7111-3. Dynamics of Structures. Includes general vibrations of civil engineering structures and their response to various types of time-dependent loads. PreReq.: CVEN 5111.


CVEN 7141-3. Plates and Shells. Teaches mathematical theories of plate and shell structures and their applications. Involves numerical finite element solutions of plates and shells of various shapes under static and dynamic loadings. PreReq.: CVEN 5121 or 7131.

CVEN 7161-3. Buckling of Structures. Focuses on buckling of columns, beams, frames, plates, and shells in the elastic and plastic range. Other topics include postbuckling stresses of plates, beam-columns, and analysis by exact and approximate methods with special emphasis on...
practical implications and applications of solutions. Preq., CVEN 4161

Surveying and Transportation
CVEN 2012-3. Plane Surveying. Observes, analyzes, and presents basic lines, angles, area, and volume field measurements common to civil engineering endeavors. Preq., APPM 1350 or equivalent.
CVEN 3032-3. Photogrammetry. Familiarizes students with characteristics of aerial photographs. Measures and interprets aerial photos for planimetric, topographic, hydrological, soil, and land use surveys. Analyzes and presents field measurements over extensive reaches. Preq., instructor consent.
CVEN 3602-3. Transportation Systems. Introduces technology, operating characteristics, and relative merits of highway, airway, waterway, railroad, pipeline, and conveyor transportation systems. Focuses on evaluation of urban transportation systems and recent transportation innovations. Preq., instructor consent.

Fluid Mechanics and Water Resources
CVEN 3323-3. Hydraulic Engineering. Reviews basic fluid mechanics, incompressible flow in conduits, pipe system analysis and design, and dimensional analysis and similarity including design aspects, open channel flow, flow measurement, analysis and design of hydraulic machinery, and water resource engineering. Preq., CVEN 3313.
CVEN 4333-3. Engineering Hydrology. Studies engineering applications of principles of hydraulics, including hydraulic cycles, rainfall and runoff, groundwater, storm frequency and duration studies, stream hydraulics, flood frequency, and flood routing. Preq., CVEN 3227 and 3323.
CVEN 4343-3. Open Channel Hydraulics. Studies flow in open channels, natural and constructed. Topics include application of energy equation and momentum relationships, traffic force on overland boundaries, water surface profiles, theory and calculations, and design of transitions. Preq., CVEN 3313. Same as CVEN 5343.
CVEN 4353-3. Groundwater Engineering. Studies the occurrence, movement, extraction for use, and quality and quantity aspects of groundwater. Introduces and uses basic concepts to solve engineering and geohydrologic problems.

Environmental
CVEN 3543-3. Open Channel Hydraulics. Graduation standing required.
CVEN 3553-3. Groundwater Hydrology. Studies the occurrence, movement, extraction for use, and quantity and quality aspects of groundwater. Introduces and uses basic concepts to solve engineering and geohydrologic problems.
CVEN 3563-3. Modeling of Hydrologic Systems. Introduces students to the techniques used in modeling various processes in the hydrologic cycle. Helps students develop numerical models and computer programs for use in conjunction with existing simulation models such as HECH and HECH II in a design project. Preq., instructor consent.
CVEN 3573-3. Water Law, Policy, and Institutions. Discusses contemporary issues in water management based on legal doctrine. Identifies legal issues in water resources problems and discusses in close relationship with technical, economic, and political considerations. Preq., senior or graduate standing.
CVEN 3583-3. Applied Groundwater Modeling. Studies mathematical and numerical techniques needed to develop models to solve problems in water flow and chemical transport in the saturated and unsaturated zones of aquifers. Not only emphasizes understanding of modeling techniques and hydrology, but also the application of models and modeling methods to solve problems in groundwater engineering, geo-environmental engineering, hazardous waste management, groundwater remediation design, and aquifer clean-up. Preq., CVEN 3553, CVEN 4543, and APPM 2560 or equivalent.
CVEN 3593-3. Water Resources Development and Management. Examines the principles governing water resources planning and development. Emphasizes the sciences of water—physical, engineering, chemical, biological, and social—and their interactions. Preq., senior or graduate standing. Same as ECON 6555.
CVEN 3583-3. Flow and Transport through Porous Media. Studies basic physics of flow and transport of water, air, and other fluid mixtures through a porous medium. Topics are relevant to applications in contaminant hydrology, contaminant transport in aquifers, hazardous waste management, environmental geology, and geoenvironmental engineering. Preq., APPM 2560, and CVEN 3313 and 5541.

Environmental
CVEN 3424-3. Water and Wastewater Treatment. Introduces design and operation of facilities for treatment of municipal water supplies and wastewater. Provides an engineering application of physical, chemical, and biological unit processes and operations for removal of impurities and pollutants. Introduces an integrated design of whole treatment systems combining process elements. Preq., CVEN 3414.
CVEN 3454-4. Water Quality. Introduces fundamentals of aquatic chemistry of inorganic and organic compounds. Topics include thermodynamics and kinetics of acids and bases, carbon chemistry, air-water exchange, precipitation and dissolution, complexation, oxidation-reduction, and sorption. Laboratories illustrate concepts through examination of water quality of Boulder Creek and other local waters. Preq. or coreq., CVEN 3414, or instructor consent.
CVEN 4454-3. Environmental Engineering Design. Examines design of facilities for the treatment of municipal water supplies and wastewater, hazardous industrial waste, and contaminated environmental sites. One of two required capstone courses for the environmental water resources track. Preq., CVEN 3424.


CVEN 5404-3. Environmental Engineering Chemistry. Comprehensive analysis of natural and polluted waters and the application to environmental engineering problems. Topics include energetic principles, chemical equilibrium, coordination chemistry, adsorption phenomena, solid phase interactions, reducing phenomena, natural water models, metal pollution, dynamics of aquatic ecosystems, and biogeochemical and nutrient cycling. Uses computer simulations to illustrate more complex environmental systems. Preq., CVEN 3414 and 3424, or instructor consent. Same as CVEN 5444.

CVEN 5414-3. Water Chemistry Laboratory. Uses experimental and analytical laboratory techniques to develop a better understanding of the concepts of aquatic chemistry and investigate water chemistry in treated and natural water systems. Techniques include titration, spectrophotometry, gas chromatography, infrared advanced instrumentation, sampling, portable analyses, and basic statistics and experimental design. Course focuses on water chemistry of Boulder Creek and other local waters. Preq., CVEN 5404 or GEOG 5280; coreq., CVEN 5424.

CVEN 5424-3. Aquatic Organic Contaminants. Examines the fundamental physical and
chemical transformations affecting the fate and transport of organic contaminants in natural and treated waters. Emphasizes solubility, vapor pressure, air-water exchange, sorption, abiotic and biotic reactions, and photodegradation. Prereqs.: CVEN 5404 or GEOL 5280.

CVEN 5524-3. Drinking Water Treatment. Provides advanced study on theory-of-treatment processes, including design and operation of municipal water supplies. Prereq.: graduate standing or instructor consent.

CVEN 5534-3. Wastewater Treatment. Offers an advanced analysis of wastewater treatment systems; design and operation of treatment processes, factors affecting performance of facilities used for physical separation; chemical and biological conversion of wastewater compounds, including nitrogen and phosphorus. Prereq.: graduate standing or instructor consent.

CVEN 5444-3. Municipal Design Project. Same as CVEN 4424.

CVEN 5454-3. Quantitative Methods. Introduces the use of digital simulation in the analysis of water resources and environmental systems. Develops computer programs for the simulation of reservoir operations, water supply, stream quality and water quality and water quality analysis software to analyze non-point source problems. Prereqs.: instructor consent and computer background.


CVEN 5494-3. Surface Water Quality Modeling. Provides a water quality management course in examining the relationships among air, water, and land pollution, water quality, and beneficial uses. Develops the ability to recognize the consequences and impacts of pollutants in the aquatic environment and to learn how to correct or minimize the unfavorable water quality conditions. Prereq.: instructor consent.

CVEN 6404-3. Advanced Aquatic Chemistry. Examines aquatic equilibria, corrosion, colloid and polymer chemistry, behavior of natural organic matter in engineered systems, and application of computer programs to model aquatic equilibria. Requires a term project. Prereq.: CVEN 5402. Offered in the spring every other year.

CVEN 6414-3. Aquatic Surfaces and Particles. Examines the role of surfaces and particles in the fate and transport of contaminants in the aquatic environment. Emphasizes modeling of adsorption, dissolution, precipitation, surface catalysis, and coagulation and filtration kinetics. Prereqs.: CVEN 5404 or GEOL 5280.

Structures

CVEN 3525-3. Structural Engineering 1. Provides an introduction to structural analysis and structural design of statically determinate systems, deflections, energy methods, design philosophies, and design of steel. Prereq.: CVEN 3516.


CVEN 5525-3. Analysis of Framed Structures. Studies matrix formulation of principles of structural analysis and development of direct stiffness and flexibility methods for analysis of frame and truss structures. Topics include support settlements, thermal loads, and energy formulations for displacement relationships. Prereq.: CVEN 3525. Same as CVEN 5525.

CVEN 5454-3. Steel Design. Applies basic principles to design of steel structures; design of tension members, columns, beams, beam-column connections, and concrete beams and bases; and elastic and inelastic design methods. One of three capstone courses available to civil engineering majors. Prereq.: CVEN 5525.

CVEN 4555-3. Reinforced Concrete Design. Focuses on applications to the design of reinforced concrete structures, including design of beams, columns, and slabs; prestressed concrete; footings; continuous beams and frames; and buildings. One of three capstone courses available to civil engineering majors. Prereq.: CVEN 5525.


CVEN 5525-3. Architectural Lighting Equipment Design. Covers the specification and design of lighting equipment for architectural lighting equipment. Prereq.: CVEN 5494. Develops and uses computer software to design lighting optoelectronics that are prototyped and tested in the laboratory. Prereq.: AREN 3540 or CVEN 3530.

CVEN 5535-3. Lighting Systems Engineering. Introduces architectural lighting, including vision and perception, lighting equipment, and its characteristics, calculations, and analysis. Prereq.: CVEN 5525.

CVEN 5525-3. Analysis of Framed Structures. Same as CVEN 5525.


CVEN 5575-3. Advanced Topics in Steel Design. Covers steel structure design and analysis. Includes plate girders, moment connections for beams, design of multistory frames, and other topics determined by class interest. Prereq.: CVEN 4545 or equivalent.

CVEN 5585-3. Advanced Topics in Reinforced Concrete Design. Covers design and analysis topics for prestressed concrete and/or reinforced concrete structures. Includes review of the current AASHTO design code, slab, prestressed concrete, structural design, folded plates and shells. Finite element analysis, and other topics determined by class interest. Prereq.: CVEN 4545 or equivalent.

CVEN 6525-3. Finite Element Analysis of Structures. Reviews matrix methods, eigenvalue problems, and shell elements; displacement and mixed models; Kirchhoff and Mindlin bending formulations; and reduced integration techniques. Introduces nonlinear problems and provides solution techniques. Prereq.: CVEN 4525 and instructor consent, or CVEN 5511.

CVEN 6595-3. Earthquake Engineering. Analyzes and designs structures for earthquake loads. Introduces the concepts of earthquake ground motion and seismic hazard analysis. Also involves numerical methods for time-domain and frequency-domain analysis of linear and nonlinear structures, elastic and inelastic response spectra, and seismic design methods and building code requirements. Prereq.: CVEN 5111 or equivalent.


CVEN 7565-3. Inelastic Theory of Structures. Examines inelastic behavior of materials, including fatigue of linear elastic plastic structures and behavior of nonlinear plastic structures. Prereq.: CVEN 7545. Examines the behavior of materials and structures under earthquake loads. Prereq.: CVEN 4525 or equivalent.

Construction

CVEN 3246-3. Introduction to Construction. Broad view of concerns, activities, and objectives of people involved in construction: the owner, architect, engineer, contractor, labor, and inspector. Construction law is presented. Prereq.: AREN 3406 or AREN 4416. Prereq.: junior level standing or instructor consent.

CVEN 5206-3. Design/Build. Investigates the interrelationship between design decisions and building construction processes. Prereq.: AREN 3406 or AREN 4416, and CVEN 3246 and 5236, as well as instructor consent.

CVEN 5226-3. Quality and Safety. Comprehensively studies quality and safety for construction projects. Extensively reviews OSHA regulations and industry safety programs and the legal and economic ramifications of a safe construction site. Thoroughly reviews accident causes and quality assurance topics, including organizations, measurement, and procedures. Briefly reviews ISO 9000 and its impact on construction projects.
CVEN 5236-3. Construction Planning and Scheduling. Comprehensive studies construction management including the contractor's role in preconstruction and construction activities; and the particular application of CPM techniques to the planning, scheduling, and control of a construction project. Applies the techniques of the course to a term project. Same as AREN 4466.

CVEN 5246-3. Engineering Contracts. Applies law in engineering practice: contracts, construction contract documents, construction specification writing, agency, partnership, and property: types of construction contracts; and legal responsibilities and ethical requirements of the professional engineer. Prereq., graduate standing or instructor consent. Same as CVEN 4087.

CVEN 5250-3. Construction Management. Studies and analyzes construction top- and upper-middle management responsibilities, particularly relating to union craft labor, off-site production and workmanship, construction financing, retail quality management, value engineering, disputes and claims, and engineering technology. Stresses investigations to improve construction management efficiency. Prereq., graduate standing or instructor consent.


CVEN 5280-3. Construction Engineering 1. Considers topics associated with the effective and efficient design of construction operations. Topics include construction productivity measurement systems, methods improvement and short interval scheduling, interlocks and applications of several computer-based simulation techniques to real-world problems. Concludes with a discussion of quality control and quality assurance emphasizing statistical QC procedures. Prereq., graduate standing or instructor consent.

CVEN 5290-3. Construction Engineering 2. Provides an advanced study of the application and analysis of construction equipment and methods. Topics include drilng, blasting, tunneling, dewatering foundations, earthmoving, and safety. Applicable to both building and public works construction. Prereq., graduate standing or instructor consent.

Miscellaneous

CVEN 1317-1. Introduction to Civil and Environmental Engineering. Surveys the broad subject of civil and environmental engineering and professional practice, emphasizing study of construction methods including foundations, structural systems, building materials, and systems applications in building construction. Same as AREN 1316.

CVEN 3207-2. City Planning. Explores essential principles of city planning, emphasizing the contribution that can be made by civil engineers. Includes detailed discussion of land use, land use boundaries, transportation, street systems, public buildings, parks and recreation, utility design, and zoning. Also involves two or more problems in individual design. Prereq., junior standing.

CVEN 3227-3. Probability, Statistics, and Decision for Civil Engineers. Introduces uncertainty-based analysis concepts and applications in planning and design of civil engineering systems emphasizing probabilistic, statistical; and decision concepts and methods. Prereq., APPM 2360 and junior standing.

CVEN 4087-3. Engineering Contracts. Applies law in engineering practice: contracts, construction contract documents, construction specification writing, agency, partnership, and property; types of construction contracts; and legal responsibilities and ethical requirements of the professional engineer. Prereq., senior standing in civil or architectural engineering or instructor consent. Same as CVEN 5246.

CVEN 4147-3. Engineering Economy and Systems Design. Includes application of economic and financial principles to engineering alternatives; calculation of annual costs, present worth, and prospective rates of return on investment; depreciation and replacement studies; economic aspects of public works; and preparation of engineering reports on economy studies. Prereq., senior standing. Same as MCEN 4147.


CVEN 5217-3. Building Reuse and Retrofit. Explores the issues of building industry in the 21st century will be dominated by reuse and retrofit of existing structures. Includes the financial, marketing, design, and construction aspects of retrofitting U.S. building stocks such as the Empire State Building and the Seattle Kingdome. Develops and evaluates appropriate reuse and retrofit schemes through student teamwork. Prereq., AREN 3406 and CVEN 3246. Same as AREN 4417.


Geotechnical

CVEN 3698-3. Engineering Geology. Highlights the role of geology in engineering minerals; rocks; surficial deposits; rocks and soils as engineering materials; distribution of rocks at and below the surface; hydricologic influences; geologic exploration of engineering sites; mapping and geology of underground excavations, slopes, reservoirs, and dam sites. Includes a field trip. Prereq., CVEN 3101.

CVEN 3708-3. Geotechnical Engineering 1. Studies basic characteristics of geological materials; soil and rock classifications; physical, mechanical, and hydraulic properties; the effective-stress principle; soil and rock improvement; seepage, consolidation; stress distribution; and settlement analysis. Studies experimental and computational laboratorves. Prereq., CVEN 3101.


CVEN 4728-3. Foundation Engineering. Focuses on geotechnical design of shallow and deep foundations, including spread footings, mats, driven piles, and drilled shafts. Includes capacity design and load analysis of soil bases and piles. Covetages includes capacity and settlement, group effects, and lateral load capacity of the various foundation types. Additional topics include subsoil exploration, construction of deep foundations, and analysis of pile behavior using wave equation and dynamic monitoring methods. Prereq., CVEN 3718 or instructor consent. Same as CVEN 5728.

CVEN 5218-3. Construction Accounting and Financial Management. Examines the issues that in the 21st century construction companies will be asked to become involved in design/build contracts as well as privatization of what normally would be government-owned projects. Also looks at the issue of the financial liability for these projects becoming the responsibility of architects, engineers, and builders. Studies accounting, financial management, tax consequences, and development. Prereq., AREN 3406 and CVEN 3246. Same as AREN 4418.

CVEN 5708-3. Soil Mechanics. Offers an advanced course in principles of soil mechanics. Includes topics in continuum mechanics, elasticity, viscoelasticity, and plasticity theories applied to soils; the effective stress principle; consolidation; shear strength; critical state concepts; and constitutive, numerical, and centrifuge modeling. Prereq., CVEN 3718.

CVEN 5728-3. Foundation Engineering. Prereq., CVEN 3718 and graduate standing. Same as CVEN 4728.

CVEN 5738-3. Applied Geotechnical Analysis. Studies applications of limiting equilibrium and limit plasticity analysis methods to stability problems in geotechnical engineering, such as slopes, lateral earth pressures on retaining structures, and bearing capacities of foundations. Also includes elastic and consolidation analysis of deformations in soil structures. Prereq., CVEN 5708 or instructor consent.

CVEN 5748-3. Design of Earth Structures. Covers theory, design and construction of earth embankments and waste facilities, including isolation systems. Uses published data, field exploration, and laboratory tests on soils and rock in investigating foundations and construction materials. Involves principles of compaction and settlement, permeability analysis, landslide recognition and control, use of composite clay, and liner systems. Prereq., CVEN 5708 or instructor consent.

CVEN 5758-3. Seepage and Consolidation. Examines principles of steady and transient flow in geologic materials; problems of confined flow; analytical and numerical analysis of continued and unconfined flow; one-dimensional nonlinear finite strain consolidation theory; the
consolidation of loaded clay layers; the use of consolidation theory to analyze and interpret laboratory and field tests; the coupled theory of consolidation; the consolidation of partly saturated soils; thaw consolidation; and application of principles to the analysis and design of constructed facilities and natural phenomena. Pre-req.: CVEN 3718 or instructor consent.

CVEN 5768-3. Introduction to Rock Mechanics. Explores the nature of rocks and rock masses, index properties, rock and rock mass classifications, deformability and strength, rock hydraulics, and mechanical behavior of planes of weakness in rocks. Laboratory and in situ testing. Pre-req.: CVEN 3718 or instructor consent.


CVEN 5798-3. Dynamics of Soils and Foundations. Examines the behavior of soils and foundations subjected to self-excited vibrations and earthquake ground motions. Looks at principles of wave propagation in geologic media; in situ and laboratory determination of engineering properties for dynamic analysis; and applications of these principles and properties in design and analysis of foundations and earth structures subjected to dynamic loading. Pre-req.: CVEN 5708 or instructor consent.

CVEN 7718-3. Engineering Properties of Soils. Considers constitutive behavior of cohesive and cohesionless soils including stress-strain, strength, pore water pressure, and volume change behavior under drained and undrained loading conditions. Also includes linear and nonlinear analysis techniques and determination of constitutive properties in the laboratory. Pre-req.: CVEN 5708 or instructor consent.

CVEN 7788-3. Soil Behavior. Topics include soil mineralogy, formation of soils through sedimentary processes and weathering, determination of soil components and soil water, soil physical properties, soil mineralogy in soils, fabric property relationships, analysis of mechanical behavior including compressibility, strength and deformation, and conductive phenomena in terms of physico-chemical principles. Includes application to stabilization and improvement of soils and disposal of waste materials. Pre-req.: CVEN 3718 or instructor consent.

Special Topics

CVEN 4039-1. Senior Seminar. Provides a series of lectures by outstanding university faculty members in the humanities and eminent professional engineers in special fields of practice, particularly on subjects with new developments. The EIT examination is required for successful completion of this course. Pre-req.: senior standing.

CVEN 4839 (1-6). Special Topics for Seniors. Offers a supervised study of special topics of interest to students, under instructor guidance. Pre-req.: instructor consent.

CVEN 4840 through 4878 (1-3). Independent Study. Involves an independent, in-depth study, research, or design in a selected area of civil or environmental engineering. Offerings are coordinated with individual faculty. Students should consult the Department of Civil, Environmental, and Architectural Engineering.

CVEN 4899-3. Senior Projects. Devotes an entire semester to work on a project of the student's choice and the preparation of a report. Projects may include laboratory, analysis or design efforts and may be done by individual students or by groups. The project idea can be generated by the student or suggested by a faculty member. A list of projects is available in the departmental office at registration. Students are not permitted to register for this course during their last semester in residence and must obtain registration approval for a particular project from the faculty director. Pre-req.: senior standing.

CVEN 5849 (1-6). Independent Study. Available only through approval of graduate advisor. Subject arranged to fit needs of student.

CVEN 8929-3. Selected Topics. Credit and subject matter to be arranged. Pre-req.: instructor consent.

Computer Science

General Computer Science

CSCI 1200-4. Introduction to Programming I. Presents an introduction to various uses of computers, including text processing, communication, spreadsheets, and database systems as well as an introduction to computer programming.

CSCI 2120-4. Introduction to Programming II. Emphasizes problem encountered in building larger, more complex programs. Provides students with the opportunity to gain experience in using existing software modules as building blocks for larger programs. Pre-req.: CSCI 1200.

CSCI 1300-4. Introduction to Computing. Instructs students in analyzing problems and synthesizing programs for the solution, emphasizing good engineering practices for program construction, documentation, testing, and debugging. Uses C for programming projects.

CSCI 2270-4. Data Structures. Studies data abstractions (e.g., stacks, queues, lists, trees) and their representation techniques (e.g., linking, arrays). Introduces concepts used in algorithm design and analysis including criteria for selecting data structures to fit their applications. Uses Unix systems. Pre-req.: CSCI 1300, APPM 1350 or MATH 1300. CSCI 1210 can be substituted for CSCI 1300.

CSCI 2830-3. Special Topics in Computer Science. Covers topics of interest in computer science at the undergraduate level. Content varies from semester to semester. Pre-req.: instructor consent.

CSCI 2900 (1-3). Independent Study. Offers selected topics at the elementary level for students with little or no previous computing experience.

CSCI 3000-3. Entrepreneurship in Computing. Explores student's career opportunities in entrepreneurship in the computer field. Topics include opportunity recognition and screening, business plans and financing, and management of growth.

CSCI 4830-3. Special Topics in Computer Science. Covers topics of interest in computer science at the undergraduate level. Content varies from semester to semester. Pre-req.: instructor consent.

CSCI 4900 (1-6). Independent Study. Provides opportunities for independent study at the upper-division undergraduate level. Students work on a small research problem or tutor lower-division computer science students. Pre-req.: CSCI 1200 or 1300.

CSCI 5900 (1-6). Independent Study. Provides opportunities for independent study at the master's level.

CSCI 6800-3. Master of Engineering Project. Students seeking the master of engineering degree must complete a creative investigation project, including a written report, supervised by a member of the graduate faculty. Pre-req.: completion of 21 hours towards the M.E. degree.

CSCI 6940-3. Master’s Degree Candidacy. For students who need to be registered for the purpose of taking the master’s comprehensive exam and who are not otherwise registered. Credit does not count toward degree requirements. Graded on a pass/fail basis.

CSCI 6950 (4-6). Master’s Thesis.

CSCI 7000-3. Current Topics in Computer Science. Covers current topics of current interest in computer science that do not fall into a standard subarea. Pre-req.: instructor consent.

CSCI 7900 (1-6). Independent Study. For doctoral students.

CSCI 8990 (1-10). Doctoral Dissertation. Investigates some specialized field of computer science. Approved and supervised by faculty members.

Parallel Processing

CSCI 5551-3. Parallel Processing. Same as ECEN 5553.

CSCI 7111-3. Topics in Parallel Processing. Content varies, but subjects include parallel machine architectures, parallel algorithms, languages for parallel computation, and applications. Takes subject matter from current research. Pre-req.: instructor consent.

Artificial Intelligence

CSCI 3202-3. Introduction to Artificial Intelligence. Surveys artificial intelligence techniques of knowledge representation, search, learning, and natural language processing. Introduces artificial intelligence programming in Lisp. Pre-req.: CSCI 3104 and 3155, or instructor consent.


CSCI 4202-3. Artificial Intelligence 2. A second course in artificial intelligence. Topics may vary, but typically cover neural networks, natural language processing, and artificial life. Pre-req.: CSCI 3202 or instructor consent.

CSCI 5582-3. Artificial Intelligence. Surveys artificial intelligence methods, theories, and applications. Studies the relationship between artificial intelligence and psychology, linguistics, and philosophy. Introduces artificial intelligence
programming. Prereq., CSI 3155 or equivalent. Same as ECEN 5583.

CSI 5592-3. Advanced Artificial Intelligence Programming. Discusses the role of programs in artificial intelligence and cognitive science as well as social implications. Further topics are theory and practice of languages (including Lisp, object-oriented extensions, production systems, higher-level languages built on Lisp, logic programming, and Prolog) and algorithms (control strategies, graph search, theorem-proving, planning, and rule-based systems). Prereq., CSI 5582.

CSI 5622-3. The Connectionist Approach to Artificial Intelligence. Studies the connectionist (or "neural network") approach to artificial intelligence as it explores computation in massively interconnected networks of simple autonomous processing elements. Introduces the principles underlying the connectionist approach, as well as its limitations and weaknesses. Prereq., graduate standing or instructor consent.

CSI 5782-1. Survey of Cognitive Science. Class led by a different faculty member of the Institute of Cognitive Science each week. Introduces graduate students to research in cognitive science currently underway within the institute. Prereq., graduate standing or instructor consent.

CSI 5832-3. Natural Language Processing. Explores the field of natural language processing as it is concerned with the theoretical and practical issues that arise in getting computers to perform useful and interesting tasks with natural language. Covers the problems of understanding complex language phenomena and building practical programs. Prereq., graduate standing or instructor consent.

CSI 6402-3. Issues and Methods in Cognitive Science. Introduces cognitive science. Examines ideas from cognitive psychology, philosophy, education, and linguistics via computational modeling and psychological experimentation. Includes philosophy of mind, learning, categorization, vision and mental imagery, consciousness, problem solving, decision making, game theory, language processing, and connectionism. Prereq., graduate standing or one course at the 3000-level or higher in computer science, linguistics, philosophy, or psychology. No background in computer science is presumed.


CSI 6622-3. Advanced Connectionist Modeling. Evaluates papers from the current research literature, experiments with simulations of connectionist networks, and engages students in a semester-long research project. Connectionist approach to selected problems in machine learning, artificial intelligence, psychology, neurobiology, or linguistics. Prereq., CSI 5622.

CSI 7212-3. Topics in Symbolic Artificial Intelligence. Topics vary from year to year. Possible topics include search, knowledge representation and natural language understanding, deduction, planning, problem solving and automatic programming, inference and cognitive models, vision and speech, and learning, induction, and concept formation. Prereq., CSI 5582 or instructor consent. Highly recommended prereq., CSI 5592.

CSI 7222-3. Topics in Non-symbolic Artificial Intelligence. Topics vary from year to year. Possible topics include human and machine vision, signal and speech processing, artificial life, mathematical foundations of connectionism, and computational learning theory. Prereq., CSI 5622 or instructor consent.

CSI 7762-1. Readings and Research in Cognitive Science. Acquaints students with interdisciplinary reading of innovative theories and methodologies of cognitive science. Participants share interdisciplinary perspectives through in-class and on-line discussion and analysis of selected books, articles, and their own research in cognitive science. Required for joint Ph.D. in cognitive science.

CSI 7782-3. Topics in Cognitive Science. Addresses a different set of one to three topics each year. For each topic, one or two faculty members of the Institute of Cognitive Science present background material and current research. Prereq., graduate standing or instructor consent.

Operating Systems and Hardware

CSI 3753-4. Operating Systems. For computer science majors. Examines software comprising computing systems as it builds upon hardware to provide a programming environment. Looks at structure and function of editors, compilers/asmblers, linkers, etc. Basic operating systems concepts and systems programming in high-level languages. Prereqs., CSI 2270, 3308, and ECEN 2120.

CSI 4113-3. Unix System Administration Workshop. Introduces the internals of UNIX, trouble shooting system and network problems, hardware and software configuration and installation, and security aspects of hosts on the Inter-net. Offers students hands-on experience on dedicated laboratory workstations. Prereq., CSI 2270 or instructor consent. Recommended, CSI 3308.

CSI 4273-3. Network Systems. Focuses on design and implementation of network programs and systems, including topics in network protocols, file transfer, client-server computing, remote procedure call, and other contemporary network system design and programming techniques. Prereq., CSI 3753 and familiarity with C and UNIX.


CSI 4753-3. Computer Performance Modeling. Presents a broad range of system measurement and modeling techniques, emphasizing applications to computer systems. Topics include system measurement, work load characterization, and analysis of data; design of experiments; simulation; and queuing theory and queuing network models. Prereqs., CSI 3753 or equivalent, and second-semester calculus. Recommended prereq., a course in statistics. Same as CSI 5753 and ECEN 4753 and 5753.


CSI 5573-3. Operating Systems. Studies supervisory programs within a computer system that interact most closely with hardware, and that allow efficient and shared access to the computer. Topics include processes (communication implementation and synchronization), memory management (storage allocation and virtual memory), and processor management (multiprogramming, timesharing, and scheduling). Same as ECEN 5573.


CSI 5673-3. Distributed Systems. Examines systems that span multiple autonomous computers. Topics include system structuring techniques, scalability, heterogeneity, fault tolerance, load sharing, distributed file and information systems, naming, directory services, resource discovery, resource and network management, security, privacy, ethics, and social issues. Recommended prereq., CSI 5573 or a course in computer networks. Same as ECEN 5573.


CSI 7123-3. Topics in Operating Systems. Topics selected by instructor. Possible topics are system design, measurement and evaluation, simulation, mathematical modeling, and parallelism. Prereq., CSI 5573.

CSI 7143-3. Topics in Computer Systems. Topics selected by instructor. Possible topics are on-line systems, multiprocessors, microprogramming, architecture, data communications, and computing networks.

Theory of Computation


CSI 3434-3. Computer Science Theory. Introduces the foundational material for automata theory, computability, and complexity. Shows relationships between automata and various classes of languages. Addresses the issue of which problems can be solved by computational means, and studies complexity of solutions. Prereq., CSI 2270 and 3104.

CSI 3444-3. Introduction to Theory of Computation. Reviews regular expressions and finite automata. Studies Turing machines and equivalent models of computation, the Chomsky hierarchy, context-free grammars, push-down automata, and computability. Prereq., CSI 3434 or equivalent.

CSI 3544-3. Design and Analysis of Algorithms. Looks at techniques for algorithm
design and analyzes correctness and efficiency, divide and conquer, dynamic programming, greedy method, balancing, amortization, and scaling. Also involves advanced data structures, algorithms in graph theory, computational geometry, parallel computation, VLSI, linear algebra, etc. Prereq., CSCI 2270 or equivalent.


CSCI 5714-3. Formal Languages. Explores context-free languages; pumping lemma and variants, closure properties, and decision properties. Involves parsing algorithms, including general and special languages, e.g., LR. Additional topics chosen by instructor. Prereq., CSCI 5444 or instructor consent.

CSCI 6454-3. Advanced Algorithms. Topics include matching and network flows, matroids, computational geometry, parallel computation (PRAM, hypercube, mesh). Also includes VLSI database theory, distributed computation, cryptography, robotics, scheduling, probabilistic algorithms, approximation algorithms, average case, and amortized analysis, time permitting. Prereq., CSCI 5454.


Programming Languages

CSCI 3155-4. Principles of Programming Languages. Studies the fundamental principles of programming language design and implementation. Draws examples from common programming languages such as Fortran, Algol, Pascal, C, Ada, Module 2, Lisp, and Prolog. Provides practical experience with a small number of new languages. Prereq., CSCI 2270 and ECEEN 2120.

CSCI 4555-3. Introduction to Compiler Construction. Same as ECEEN 4553.


CSCI 5535-3. Fundamental Concepts of Programming Languages. Same as ECEEN 5533.

CSCI 5665-3. Translation of Programming Languages. Same as ECEEN 5663.

CSCI 7135-3. Topics in Programming Languages. Topics selected by instructor. Possible topics are syntax, semantics, metacompilers, compiler design, and translator writing systems. Prereq., instructor consent.

Numerical Computation

CSCI 3656-3. Numerical Computation. Covers development, computer implementation, and analysis of numerical methods for applied mathematical problems. Topics include floating point arithmetic, numerical solution of linear systems of equations, root finding, numerical interpolation, differentiation, and integration. Prereq., two semesters of calculus, linear algebra, and one of the following: CSCI 1200 or 1300.

CSCI 4446-3. Chaotic Dynamics. Explores chaotic dynamics theoretically and through computer simulations. Covers standard computational and analytical tools used in nonlinear dynamics and concludes with an overview of leading-edge chaos research. Topics include time and phase-space dynamics, surfaces of section, bifurcation diagrams, fractal dimension, and Lyapunov exponents. Prereq., two semesters of calculus, CSCI 1200 or equivalent; and PHYS 1110. Recommended, PHYS 1120; CSCI 3656; MATH 3130.


CSCI 7176-3. Topics in Numerical Computation. Topics selected by instructor. Possible topics are numerical linear algebra, solution of differential equations, nonlinear algebra and optimization, data fitting, linear and nonlinear programming, and solution of large problems. Prereq., instructor consent.

Database Systems

CSCI 3287-3. Database and Information Systems. Surveys data management, including file systems, database management systems design, physical data organizations, data models, query languages, concurrency, and database protection. Prereq., CSCI 3104.

CSCI 5817-3. Database Systems. Provides an advanced treatment of basic database concepts. Prereq., CSCI 2270 and admission as a graduate student in computer science or electrical engineering. Recommended prereq., CSCI 3287 and 3753.

CSCI 5917-3. Database Practicum. Addresses practical issues in implementation, modeling, and measurement of database systems. Centers around a significant software project. Prereq., CSCI 5817 and significant software experience, or instructor consent.


CSCI 7717-3. Topics in Database Systems. Studies topics such as distributed databases, database interfaces, data models, database theory, and performance measurement in depth. Prereq., CSCI 5817 or instructor consent.

Software Engineering

CSCI 3308-3. Software Engineering Methods and Tools. Focuses on software engineering methods and tools for application development, including design and system organization; using and creating reusable libraries; building, testing, and debugging; and performance evaluation. Two hours of lecture, three hours of lab per week. Prereq., CSCI 2270.

CSCI 4308-4, 4318-4. Software Engineering Project 1 and 2. Provides an advanced practicum in computer science for computer science majors. Students design, implement, document, and test software systems for use in local industry, in university departments, or government laboratories. Offers practical experience by working closely with project sponsors from these organizations and reviewing ongoing projects. Also offers extensive experience in oral and written communication through presentations throughout the software life cycle. Students must take CSCI 4308-4318 continuously, as the project spans entire academic year. Prereq., CSCI 3155 and 3753, and UWRP 3030. Open only to seniors.
CSCI 4448-3. Object-Oriented Programming and Design. Offers an applied programming and design course addressing object-oriented technology. Covers programming topics such as data abstraction, classes and objects, polymorphism, inheritance, contemporary object-oriented design and analysis models and methodology, and case studies of object-oriented systems. Prereq., CSCI 5135 or permission in a high-level programming language similar to C. Same as CSCI 6448.


CSCI 5828-3. Foundations of Software Engineering. Explores techniques, languages, and tools for development and maintenance of software systems. Topics include specification languages, configuration modeling, testing techniques, process modeling, program annotations, and program proofs.

CSCI 6448-3. Object-Oriented Programming and Design. Same as CSCI 4448.

CSCI 6898-3. User Interface Design. Covers techniques for creating and evaluating effective user interfaces for computing systems. Introduces relevant findings and theory from psychology and human factors, as well as implementation methods. Prereq., graduate status or instructor consent.


Graphics
CSCI 4229-3. Computer Graphics. Studies design, analysis, and implementation of computer graphics techniques. Topics include interactive techniques, 2D and 3D viewing, clipping, segmentation, translation, rotation, and projection. Also involves removal of hidden edges, shading, and color. Prereq., knowledge of basic linear algebra and CSCI 2270. Same as CSCI 5229.


Electrical and Computer Engineering

General
ECEN 1200-3. Telecommunications 1. Covers the Internet and World Wide Web. Also introduces the main concepts of telecommunications, electronic publishing, audio, video, coding information theory, cryptography, data storage, and data compression.

ECEN 1400-3. Methods and Problems in ECE. Introduces types of problems that electrical and computer engineers are expected to solve and advanced topics such as vector graphics and computer arithmetic. Develops theory of complex numbers, phasors, and linear algebra and facility with computing tools such as MATLAB and mathematicians. Prereq., APWM 1330, and CSCI 1200 or 1300.

ECEN 1840 through 1849 (1-3). Independent Study. Provides an opportunity for freshmen to do independent, creative work. Prereq., instructor consent.

ECEN 2120-5. Computers as Components. Covers computer usage in system implementation, central processor capabilities, and managing concurrency. Includes computer architecture, instruction sets, programming, input/output, interrupts, block transfers, semaphores, shared procedures, multiple processors, and memory management. Prereq., CSCI 1300 or equivalent.

ECEN 2250-5. Circuits/Electronics 1. Introduces linear circuit analysis and design, including extensive use of OP amps. Presents DC networks, including node and mesh analysis with controlled sources. Studies transient analysis of RL and RC circuits using phasors. As we analysis of circuits is sinusoidal steady-state. Integrates laboratory into course. Prereq., APWM 1360; coreq., APWM 2360.


ECEN 2840 through 2849 (1-6). Independent Study. Offers an opportunity for sophomores to do independent, creative work. Prereq., instructor consent.


ECEN 3100-5. Digital Logic. Studies the design and applications of digital logic, including combinational and sequential logic circuits. Laboratory component introduces simulation and synthesis software and hands-on hardware design. Prereq., ECEN 2120.


ECEN 3170-3. Energy Conversion 1. Studies the use of magnetic fields as the transfer medium for electric energy in transformers and for conversion of electrical energy to mechanical energy via rotating machines. Applies basic magnetism theory to inductors, transformers, relays, stepper motors, AC and DC motors, and generators. Prereqs., ECEN 2260 and 3400.

ECEN 3250-5. Circuits/Electronics 3. Develops a basic understanding of active semiconductor devices. Focuses on building an understanding of a transistor and CMOS devices in both digital and analog application. Prereq., ECEN 2260.

ECEN 3300-5. Linear Systems. Looks at characterization of signals and linear systems in time and frequency domains. Continuous and discrete time systems are considered. Lab exercises consider linear filters and applications using computer simulations. Draws examples from communication systems, control systems, and digital signal processing. Prereqs., ECEN 2260 and APWM 2360.

ECEN 3320-3. Semiconductor Devices. Highlights the fundamentals of semiconductor materials and devices. Topics include the electrical and optical properties of semiconductors, the theory of pn junctions, bipolar and field-effect transistors, and optoelectronic devices. Prereq., ECEN 3250.

ECEN 3400-5. Electromagnetic Fields and Waves. Introduces electromagnetic fields, from electrostatics through DC currents, magnetostatics, time-varying magnetic fields, waves on transmission lines, Maxwell's equations, plane waves, and basics of guided waves and antennas. Labs cover EM effects in circuits, four-point probe, antennae, motors, inductive and capacitive coupling on a PC-board, time-domain reflectometry, and antennas. Prereqs. ECEN 2250 and APWM 2350.


ECEN 3430-1. Electronics/Circuits Laboratory for Nonmajors. Intended for students not majoring in electrical engineering. Covers basic electrical instruments including oscilloscopes, electrical circuits, power measurements, transformers, and integrated circuit operational amplifiers. Coreq., ECEN 3030.

ECEN 3810-3. Introduction to Probability Theory. Covers the fundamentals of probability theory and random variables. Provides a foundation for study of communication theory, control theory, and reliability theory. Prereqs., APWM 2350 and 2360, or equivalent.

ECEN 3840 through 3849 (1-6). Independent Study. Offers an opportunity for juniors to do independent, creative work. Prereq., instructor consent.

ECEN 4001 through 4009 (0-3). Special Topics. Credit and subject matter to be arranged. Prerequisites vary.

ECEN 4200-1. Effective Presentation. Prepares students to make polished and professional oral presentations. Stresses effective use of visual aids. Student presentations are critiqued by class and videotaped.

ECEN 4410-2. Careers in Electrical and Computer Engineering. Prepares students for the workplace. Includes how to perform key EE/ECE industrial assignments, engineering management tools and techniques, the job search (tuned to EE/ECE graduates), and lectures by industry practicing engineers.

ECEN 4840 through 4849 (1-6). Independent Study. Offers an opportunity for seniors to do independent, creative work. Prereq., instructor consent.
ECEN 5000 through 5099 (0-3). Special Topics. Intermediate graduate-level courses of variable title and variable credit, usually offered once by guest lecturers. See current departmental notices for details.

ECEN 5840 through 5849 (1-6). Independent Study. Offers an opportunity for students to do independent, creative work at the master's level. Prereq., advisor consent.

ECEN 6000 through 6099 (0-3). Special Topics. Graduate courses of variable title and variable credit, usually offered on a one-time basis by guest lecturers. See current departmental notices for details.


ECEN 6880 (0-8). Master of Engineering Report.

ECEN 7840 through 7849 (1-6). Independent Study. Offers an opportunity for students to do independent, creative work at the doctoral level. Prereq., advisor consent.

ECEN 8990 (0-10). Doctoral Thesis.

Bioengineering

ECEN 4811-3. Neural Signals. Analyzes information processing in the brain and peripheral nervous system in terms of fundamental signaling processes that occur at the neuronal level. Explores biological bases for these processes, including neural impulse generation, synaptic communication, and sensory reception in terms of molecular and membrane mechanisms. Approaches abstraction of biological neurons into computational neural elements, mainly from the viewpoint of neural networks and other forms of synthetic intelligence. Prereq., ECEN 2260 or 3030, or instructor consent. Same as ECEN 5811, ASEN 4216, and ASEN 5216.

ECEN 4821-3. Neural Systems. Explores the extension of cellular neuroelectric concepts into the arena of integrative neurophysiology and neuroethology. Topics include synaptic modulation of neuronal firing patterns, interactions in dendritic trees, computer simulation of interactive neural nets, the command neuron concept, sensory information processing, and the generation of simple behaviors directly correlated with neural network organization. Prereq., ECEN 2260 or 3030, or instructor consent. Same as ECEN 5821, ASEN 4426, and ASEN 5426.

ECEN 4831-3. Brains, Minds, and Computers. Provides background for the design of artifically intelligent systems based upon our present knowledge of the human brain. Includes similarities and differences between the brain and computers, robots, and common computer models of "brain" and "mind." Emphasizes the neuron as an information processor and organization of natural as well as synthetic neural networks. Prereq., ECEN 2260 or 3030, or instructor consent. Same as ECEN 5831, ASEN 4436, and ASEN 5436.

ECEN 5811-3. Neural Signals. Same as ECEN 4811, ASEN 4216 and ASEN 5216.


medium-sized systems based upon microprocessors. Students develop hardware and software. Requires design reviews and extensive documentation. Prereq., ECEN 4300.

ECEN 4583-3. Software Systems Development. Explores techniques for product requirements definition, project planning, coding, verification, validation, and maintenance of medium-scale software systems. Primarily emphasizes practical application of these techniques to a specified software project. Students work in teams to produce appropriate documents for each phase of development and complete a project at the end of the course. Prereq., CSCI 2270 or permission of instructor. Cross-listed with CSCI 4583.

ECEN 4584-3. Software Engineering. Focuses on development of large-scale software systems. Emphasizes the processes for software development, including project planning, requirements specification, design, implementation, testing, and documentation. Prereq., ECEN 4583 or CSCI 4060 or permission of instructor. Cross-listed with CSCI 4584.


ECEN 4553-3. Fundamental Concepts of Programming Languages. Considers concepts common to a variety of programming languages—how they are described (both formally and informally) and how they are implemented. Provides a firm basis for considering new languages and gives insight into the relationship between languages and machines. Prereq., ECEN 3100, CSCI 3155, or instructor consent. Same as CSCI 4553.

ECEN 4554-3. Software System Engineering. Applies engineering principles to phases of software product development, project planning, requirements definition, design, implementation, validation, and maintenance. Emphasizes practical methods for communicating and verifying the design. Includes programming standards, inspections, and testing. Prereq., ECEN 4553, CSCI 4318, or equivalent industrial experience.


ECEN 4755-3. Computer Systems Design and Architecture. Covers digital logic circuits, assembly language programming, and gate-level computer design and architecture. Also discusses computer arithmetic, I/O, peripheral device performance, networking, and the Internet. Limited to graduate students. For ECE/CS majors with nontraditional backgrounds. Prereq., CSCI 3553 or equivalent. Same as CSCI 4755.

ECEN 5045-3. Real-Time Hardware/Software System Design. Centers on the design and use of real-time computer systems. Gives special attention to the design, implementation, and testing of concurrent high-level language software in real-time applications. Treats the design of computer/processor interfacing systems in the context of representative real-time applications. Reinforces concepts developed during the lecture portion of the class with practical experience in the real-time computing laboratory. Prereq., ECEN 4593 and experience in programming sequential C or PASCAL. Same as CSCI 5513.


ECEN 5552-3. Fundamental Concepts of Programming Languages. Considers concepts common to a variety of programming languages—how they are described (both formally and informally) and how they are implemented. Provides a firm basis for considering new languages and gives insight into the relationship between languages and machines. Prereq., ECEN 3100, CSCI 3155, or instructor consent. Same as CSCI 5552.

ECEN 5554-3. Software System Engineering. Applies engineering principles to phases of software product development, project planning, requirements definition, design, implementation, validation, and maintenance. Emphasizes practical methods for communicating and verifying the design. Includes programming standards, inspections, and testing. Prereq., ECEN 4553, CSCI 4318, or equivalent industrial experience.


ECEN 5553-3. Artificial Intelligence. Same as CSCI 5552. Prereq., CSCI 3555 or equivalent. Same as CSCI 5554.

ECEN 5593-3. Advanced Computer Architecture. Provides a broad scope of computer architecture topics, including computer design, implementation, and application of high-performance computer systems. Discusses important issues in the pipelining of a machine and the design of cache memory systems. Also studies current and historically important computer architectures. Prereq., ECEN 4593 or instructor consent. Same as CSCI 5593.

ECEN 5603-3. Software Project Management. Presents topics and techniques critical to the management of software product development, including estimating, planning, quality tracking, reporting, team organization, people management, and legal issues. Gives special attention to problems unique to software projects. Prereq., ECEN 4583, 5543, and CSCI 4318, or equivalent industrial experience.

ECEN 5673-3. Distributed Systems. Examines systems that span multiple autonomous computers. Topics include system structuring techniques, scalability, heterogeneity, fault tolerance, load sharing, distributed file and information systems, naming, directory services, resource discovery, resource and network management, security, privacy, ethics, and social issues. Recommended prereq., CSCI 5573 or a course in computer networks. Same as CSCI 5673.


Electromagnetics

ECEN 4614-3. Microwaves and Millimeter Waves. Provides an overview of devices, circuits, and systems operating in microwave and millimeter wave frequency ranges. Discusses semiconductor devices and vacuum tube sources available at these frequencies, transmission structures and circuit concepts, and system applications. Prereq., ECEN 3410.

ECEN 4634-2. Transmission Laboratory. Performs experiments to verify and understand concepts learned in ECEN 3410, including study of UHF and SHF sources and power measurement, coaxial and waveguide slotless-line impedance measurements and matching, transmission line modeling using the artificial line, time-domain reflectometer applications, s-parameter measurement using a network analyzer, microwave heterodyne receiver characteristics, and antenna pattern measurements. Prereq., ECEN 3410 or equivalent.

ECEN 5106-3. Computer-Aided Microwave Circuit Design. Emphasizes the design of microstrip circuits, microstrip circuits using a CAD package. Discusses design of impedance transformers, amplifiers, switches, phase shifters, etc. Assignments include design of typical circuits and their analysis using a microwave circuit analysis program. Laboratory includes measurements using a network analyzer facility on a typical circuit designed and fabricated by students. Prereq., ECEN 3410.

ECEN 5114-3. Waveguides and Transmission Lines. Offers an intermediate-level fields course dealing with guided-wave systems at HF, microwave, and optical frequencies. Considers modern waveguiding structures, including circular metallic wave guides, microstrip transmission lines, and optical waveguides. Additional material may include waveguide loss, excitation of waveguides, microwave network theory, coupled-mode theory, resonators, and pulse propagation in waveguides. Prereq., ECEN 3410.

ECEN 5124-3. Microstrip Antenna Design Design. Studies modeling, analysis, and computer-aided design of microstrip patch antennas and arrays, including circular polarized and active antennas. Emphasizes use of design software developed at CU for practical microstrip antennas and their feed networks. Prereq., ECEN 3410 or equivalent.
Offers experience in monolithic silicon integrated circuit fabrication techniques, including IC layout, pattern compiling and generation, mask making, oxidation, photolithography, diffusion, implantation, metallization, bonding, process analysis, and testing. Includes design project. Prereq., ECEC 3320.


ECEC 5345-3. Introduction to Solid State. Covers basic crystallography; lattice vibrations; free electron theory; energy band theory; semiconductor, dielectric, and optical and superconducting materials and devices, emphasizing properties relevant to solid state electronics and optoelectronics. Prereq., ECEC 3400.


ECEC 5356-3. Semiconductor Materials and Devices 1. Includes an introduction to time-independent quantum mechanics and perturbation theory, tunneling, application to quantum well electronic and optical devices, electrons in a crystalline Bloch's theorem, energy bands and energy gaps, the effective mass approximation, a survey of energy bands for real crystals: Si, Ge, GaAs, InP, AlGaAs, etc., band structure engineering, and the electrical and optical properties of compound semiconductors. Prereqs., ECEC 3120, and ECEC 4345 or 5345.

ECEC 5375-3. Microstructures Laboratory. Offers experience in monolithic silicon integrated circuit fabrication techniques, including IC layout, pattern compiling and generation, mask making, oxidation, photolithography, diffusion, implantation, metallization, bonding, process analysis, and testing. Includes design project. Prereq., ECEC 3320.

ECEC 5385-3. Optical Properties of Materials. Surveys optical properties of materials important in optoelectronic and optical devices. Covers the relationships between optical constants, optical properties of semiconductors, dielectrics, ferroelectrics, liquid crystals, and metals. Prereq., ECEC 4345, 5345, or PHYS 4340, or equivalent.


ECEC 6355-3. Principles of Electronic Devices 2. Studies advanced topics related to electronic devices, including semiconductor device aspects of heterojunction and optoelectronic devices. Includes abrupt and graded hetero-interfaces, photodiodes, LEDs, semiconductor laser diodes, HBT's, and hetero field-effect transistors. For both advanced circuit and device engineers. Prereq., ECEC 5355 or instructor consent.

ECEC 6365-3. Semiconductor Materials and Devices 2. Includes principles of heterojunctions and superlattices, lattice vibrations and phonons, time-dependent quantum mechanics and perturbation theory, the dynamics of electrons in a crystal, the Boltzmann transport equation, current, electron scattering with impurities and phonons, mobility, low- and high-field effects, and applications to conventional and submicron devices. Prereq., ECEC 5365 or instructor consent.

Optics


ECEC 4606-3. Optics Laboratory. Uses the optics laboratory's experiments in imaging, holography, fiber: optics, sources and detectors of optical radiation, polarization, optical components, and Fourier optics. Provides students with an experiential understanding of modern optics. Prereq., ECEC 3400.

ECEC 4616-3. Optoelectronic System Design. Treats optics, optical systems, and electro-optical devices with the goal of integrating optical and electro-optical devices into optoelectronic systems. Covers system design and emphasizes resolution, field of view, signal-to-noise ratio, speed of operation, and other system constraints. Prereq., ECEC 3410 and 4242. Same as ECEC 5616.

ECEC 5156-3. Physical Optics, Core course for the optics program. Covers the application of Maxwell's equations to optical waves and media. Topics include polarization, dispersion, geometrical optics, interference, partial coherence, and diffraction. Prereq., ECEC 3410.

ECEC 5166-3. Guided Wave Optics. Builds up the concepts necessary to understand guided wave optical systems. Topics include slab waveguides, semiconductor lasers, fiber optics, and integrated optics. Prereqs., ECEC 4645 or 5645, and ECEC 5156.

ECEC 5606-3. Optics Laboratory. Consists of 13 optics experiments that introduce the techniques and devices essential to modern optics, including characterization of sources, photodetectors, modulators, use of interferometers, spectrometers, and holograms, and experimentation with fiber optics and Fourier optics. Prereq., undergraduate optics course such as PHYS 4510.


ECEC 5686-3. Optical Communication Systems. Studies the design of optical communication systems. Examines free-space, fiber-optic, and infrared atmospheric channels and modal representation of random fields. Includes coherent and incoherent sources and modulation methods. Also includes modeling and statistical analysis of photodetectors, poison and related processes, thermal and shot noise, fiber and heterodyne detection, analog and digital transmission, signal-to-noise ratios, error probabilities, and system optimization. Prereq., ECEC 3410 and 4242, or instructor consent.

ECEC 5696-3. Fourier Optics and Holography. Topics include holography, Fourier trans-
form properties of masses, two-dimensional convection and convection correlations, spatial filtering, and optical computing techniques. Also covers coherent and incoherent imaging techniques, tomography, and synthetic aperture radar. Pre-

reqs., ECEN 3300, 3410, and 4106, or instructor consent.

Power
ECEN 4167-3. Energy Conversion 2. Studies the derivation of the dynamic equations of motion of electromechanical systems, e.g., relays, transducers, loudspeakers and microphones, linear and rotary motion machines based on variational principles and basic force laws (e.g., Newton’s law, Kirchoff’s law, etc.). Looks at equivalent circuits in abc and dφ coordinates for AC and DC machines. Discusses conditions under which an electromagnetic torque can be produced. Applies theory to the most important modes of steady-state and transi-
sion operation of electrical energy converters. Pre-

reqs., ECEN 3170.

ECEN 4517-2. Power Laboratory 1. Explores basic concepts concerning electromagnetic energy conversion principles as related to practical devices. Provides an overview of magnetics, transformers, and rotating machinery. Emphasizes measurement techniques in power circuits. Pre-

reqs., ECEN 3170.

ECEN 5737-3. Adjustable-Speed AC Drives. Presents unified treatment of complete electrical drive system analysis, electrical machine, power converter, and control equipment. Emphasis
izes induction, synchronous, and permanent-magnet drives. Uses simulation programs (e.g., SPICE, Finite Element/Finite Difference Program) available on VAX computers to simulate drive system components (e.g., gate, inverter, electric machine). Pre-

reqs., ECEN 3170.

ECEN 5747-3. Synchronous Machines. Reviews equivalent circuit of synchronous machines in abc and dφ coordinates; phasor diagram; transient-state, transient and subtransient operating conditions; calculation and physical interpretation of reactances; and application of theory to various short circuits, synchronizing out-of-phase, damping torques, hunting, governor action, starting, etc. Discusses standard test procedures. Pre-

reqs., ECEN 3170.

ECEN 5787-3. Power Quality Phenomena in Power Systems. Covers single-time and periodic disturbances of power systems and their causes and effects on sensitive (electronic) end-use devices. Studies problems associated with power system components. Addresses measurement techniques of the impact of such disturbances (power quality phenomena) on devices, as well as prevention and mitigating techniques. Pre-

reqs., ECEN 3170.

ECEN 5797-3. Power Electronics 1. Introduces use of repetitively switched electronic circuits for conversion and regulation of electrical power. Analy-

izes basic converters and steady-state. Provides dynamic modeling and analysis using state-space averaging method. Also involves fundamentals of inductor, transformer, and semiconductor switch design. Pre-

reqs., ECEN 3170 and 3250, or instructor consent.

ECEN 5807-3. Power Electronics 2. Studies advanced topics of current interest in the power electronics field including control of power con-

verters, current-programmed mode, series and parallel resonant converters, and resonant switch converters. Pre-

reqs., ECEN 5797.

Systems and Electronics

reqs., senior standing with background of Laplace transforms, linear algebra, and ordinary differential equations; ECEN 3300.

ECEN 4228-3. Electronics 4. Includes D/A and A/D converters. Studies filter theory and design including analog, ladder, synthesized ladders, switched capacitors, and introduction to digital filters. Pre-

reqs., ECEN 3250 and 3300.

ECEN 4618-2. Advanced Electronics Laboratory. Includes experimental work with logic gates, oscillators, operational amplifiers, phase-locked loops, A/D and D/A converters, and radio-frequency circuits. Includes several design projects. Pre-

reqs., ECEN 3250.

ECEN 5418-3. Automatic Control Systems 1. Studies multivariable feedback systems using frequency-domain techniques. Covers transfer func-
tions, matrices, poles and zeros, stability analysis, performance and robustness, LQG design theory, Nyquist array methods, and Youla parameteriza-

tion. Pre-

reqs., ECEN 3300 and 4138.

ECEN 5438-3. Robotics Control. Provides a comprehensive treatment of the mathematical modeling of robot mechanisms and the analysis methods used to design control laws for these mechanisms. Pre-

reqs., ECEN 4138 and PHYS 1110.

ECEN 5448-3. Advanced Linear Systems. Offers a state space approach to analysis and synthesis of linear systems, state transition matrix, controllability and observability, system transformation, minimal realization, state feedback and pole assignment, design of state observer, and analysis and synthesis of multi-

input and multi-output systems. Pre-

reqs., ECEN 3300 and 4138.

ECEN 5458-3. Sampled-Data and Digital Control Systems 1. Provides an analysis and synthesis of discrete-time systems. Studies sampling theorems and sampling process characterization, a-

transform theory and z-transfer function, and sta-

bility theory. Involves data converters (A/D and D/A), dead-beat design, and digital controller design. Pre-

reqs., ECEN 3300 and 4138.

ECEN 7438-3. Theory of Nonlinear Systems. Similar to ECEN 5438 except at a more advanced level and with more topics covered: limit cycles, functional analysis approach to input-output stability, analysis and synthesis of time-varying systems, feedback linearization and its applications, and bang-bang control. Pre-

reqs., ECEN 5418 and 5438.

VLSI CAD Methods
ECEN 5129-3. Simulation Tools for VLSI Systems. Develops foundations of VLSI simula-
tion—numerical analysis, linear algebra, data structures, language theory, and digital and analog circuits. Student teams write simulation packages. Covers simulation from the switch level to the behavioral level, including fault simulation. Pre-

reqs., instructor consent.

ECEN 5139-3. Synthesis of VLSI Systems. Covers level and multilevel minimization, optimization via expert systems, algebraic and Boolean decomposition, layout methodologies, state assignment, encoding and minimization, silicon compilation. Pre-

reqs., general proficiency in discrete mathematics and programming and ECEN 4703.

ECEN 6139-3. Synthesis of VLSI Systems 2. Studies synthesis and optimization of sequential circuits, including retiming transformations and "don’t care" sequences. Gives attention to hard-

ware description languages and their application to finite state systems. Also includes synthesis for testability and performance, algorithms for test generation, formal verification of sequential sys-
tems, and synthesis of asynchronous circuits. Pre-

reqs., ECEN 5129, 5139, and CSC 5454.

Engineering Management
EMEN 4030-3. Project Management Systems. Acquires the student with multidisciplinary aspects of project management, including the relationship between schedule, project cost, and performance. Uses qualitative and quantitative tools to facilitate project management skills.

EMEN 4040-3. Quality Improvement and Value Creation. Addresses quality improvement and value creation as a result from an improvement for a system, understanding existing and emerging customer needs and wants, designing products or services that meet those needs/wants, and developing processes that produce that produc-
ted/serviced. Provides an overview of philosophies, principles, strategies, economic foundations, and methodologies for quality improvement.

EMEN 4100-3. Business Methods and Economics for Engineering. Covers cost concepts, financial statements, and the company eco-

nomic environment. Includes concepts and methods of analysis of the time value of money, comparison of project alternatives before and after taxes, cash flows, replacement analysis, risk management, and inflation.

EMEN 4820-3. Engineering Entrepreneurship. Analyzes organizational elements of the entrepreneur corporation and gives some under-
standing of how such an organization functions, including the relationship between products of the corporation and the corporation itself, interaction between the engineering functions and other organizational elements of the corporation, how the product development activity is impacted by various functions of the corporation, and an introduction to various financial statements used in business. A multi-phase student team project illustrates the concepts covered.

EMEN 4825-3. Entrepreneurial Business Plan Preparation. Instructs students in the necessary elements of a business plan and how to prepare a complete well-written plan for an entrepreneurial business venture. Students work in interdisci-

plinary business-engineering five-person teams.

EMEN 4830-3. Special Topics.

EMEN 5020-3. Finance and Accounting for Engineering Managers. Provides the concepts and skills necessary to financially analyze projects and assess financial performance and status of an organization. Includes the time value of money, comparison of alternatives, depreciation, taxes, risk management, inflation, cash flows, replacement analysis, and the analysis of financial statements.

EMEN 5030-3. Project Management. Presents the basic skills required to manage a wide range of technical projects. Topics include selecting project alternatives, managing project teams, developing project plan elements, risk management, monitoring and controlling projects, and financial analysis of projects. Students apply skills learned to a representative project.

EMEN 5040-3. Quality, Strategy, and Value Creation. The fourth required EMEN course. Rooted in the teachings of W. Edwards Deming, it establishes the foundations to understand the urgency for quality improvement as an executive priority. Covers the systems approach, theory of variation, theory of knowledge, and psychology relating to quality improvement within the global setting. Provides links to continuing discovery in the knowledge age and within the learning organization.

EMEN 5042-3. Methods for Quality Improvement. Addresses today's global economic environment in that product, service, and process improvement are the platforms for innovation and value creation. Examines methods for linking customer needs and wants with products and services, as well as process development, control, and improvement. Methods covered include quality function deployment, statistical process control, and design of experiments.

EMEN 5050-3. Leadership and Management. The fifth core EMEN course. Gives working engineers background in leadership and management theory and enables them to develop practical skills in leading and managing. Topics include managerial styles, organizational factors, ethics, management of change, and conflict resolution.

EMEN 5300-3. Management of Research and Development. Explores how research and development contribute to technological innovation and how they are conducted and managed in American universities, government laboratories, and industry. Topics include research and development strategies, innovation and creativity concepts, the research and development process, and management of research and development organizations and personnel.


EMEN 6800-3. Master of Engineering Project. Students seeking the M.E. degree must complete an individual capstone project covering an original, creative investigation that may be related to the student's professional work. A member of the graduate faculty supervises the student.

Engineering Physics

See Physics in the College of Arts and Sciences for a listing of courses.

General Engineering

GEEN 1300-3. Introduction to Engineering Computing. Introduces use of computers in engineering problem solving, processing of data, and presentation of information. Emphasizes algorithm and data structure using a modern version of the Fortran programming language. Students also learn how to use packaged software such as spreadsheets to solve typical engineering problems.

GEEN 1350-1. Calculus 1 Work Group. Provides problem-solving assistance to students enrolled in APPM 1350. Student groups work in collaborative learning environment. Student participation is essential. Grading under pass/fail option only; this course cannot be used to meet engineering degree requirements. Coreq., APPM 1350 or MATH 1300.

GEEN 1360-1. Calculus 2 Work Group. Provides problem-solving assistance for students enrolled in APPM 1360. This course is conducted in a collaborative learning environment. Student work groups solve calculus problems with assistance of facilitator. Grading under the pass/fail option only; course cannot be used to meet engineering degree requirements. Coreq., APPM 1360 or MATH 2300.

GEEN 1400-3. Engineering Projects. Provides undergraduate engineering students with opportunity to apply mathematical and scientific skills in interdisciplinary engineering projects. Students work in teams on engineering projects under guidance of engineering faculty.

GEEN 1510-2. Self Management and Leadership Principles 1. Develops group cohesiveness, mutual support, multicultural awareness, and leadership skills. Topics include self esteem, motivation, time management, and study skills, personal assertiveness, and career awareness. Open only to new freshmen. Controlled enrollment through the MEP office.


GEEN 2850 (1-3). Independent Study.

GEEN 3500-0. Cooperative Education. Assists students in maintaining enrollment at the university when participating in a previously arranged college-sponsored cooperative education program.

GEEN 4850 (1-3). Independent Study.

Humanities in Engineering

HUEN 1100-3. History of Technology. Places engineering and technology in a cultural, social, and historical context. Examines development of technology as a key to history of civilization in a comparative perspective. Technical innovation is made intelligible in terms of intellectual traditions, as a response to economic and political demands, and as a determinant of social change.

HUEN 1125-3. Exploring the Humanities. Offers coherent introduction to modes of thought found within humanities and social sciences. Course instructors come from academic disciplines in the College of Arts and Sciences and challenge engineering students to think from a variety of frames of reference.

HUEN 3100-3. Humanities for Engineers 1. First course in four-semester sequence of Herbta Humanities Program for engineering students. Discusses culturally and historically significant readings in small group seminars. Prereq., junior standing and program approval.

HUEN 3200-3. Humanities for Engineers 2. Continuation of HUEN 3100. Discusses culturally and historically significant readings in small-group seminars. Prereq., HUEN 3100.

HUEN 4100-3. Humanities for Engineers 3. Continuation of HUEN 3100 and 3200. Focuses on humanities themes or texts of increased complexity, often in comparative perspective, including nonliterary works. Prereq., HUEN 3100 and 3200.

HUEN 4200-3. Humanities for Engineers 4. Continuation of HUEN 4100. Provides opportunity to pursue a variety of humanistic themes related to Herbst Humanities Program. Prereq., HUEN 4100.

HUEN 4600-3. Engineering Ethics. Highlights three elements: moral and sociological foundations of professional ethics, exercises in moral reasoning, and case studies from engineering practice to prepare future practitioners for real-life dilemmas.

HUEN 4800-1. Leadership Seminar. Offers a series of invited lectures by leaders from engineering practice and allows for group and individual discussion. Prereq., senior standing in the College of Engineering and Applied Science.

Mechanical Engineering

Math

MCCN 1000-1. Introduction to Mechanical Engineering. Introduces facets of mechanical engineering including history of the profession, mechanical engineering curriculum, industries in which mechanical engineers practice, and expectations and tools for academic success. Students participate in hand-on experiences, visit industry, make oral presentations, meet faculty and practicing professionals, and develop goals statement.

numerical integrations and optimization. Also involves extensive computer use. Preq., GEEN 1300 and APPM 2360.

MCEN 4120-3. Engineering Statistics. Focuses on probability and statistics, emphasizing engineering applications. Studies frequency distributions, statistical hypotheses and estimation, non-parametric, linear regression, and correlation; nonlinear and multiple regression; analysis of variance; and quality control. Preq., APPM 2360.


Fluids

MCEN 3021-3. Fluid Mechanics. Examines fundamentals of fluid flow with application to engineering problems. Explores fluid statics and kinematics; conservation equations for mass, momentum, and energy; Bernoulli and Euler equations; potential flow; laminar and turbulent viscous boundary layers. Preq., APPM 2360 and MCEN 3012.

MCEN 4131-3. Air Pollution Control Engineering. Introduces air-quality regulations, meteorology, and modeling methods for controlling major classes of air pollutants, including particulate matter and oxides of sulfur and nitrogen; and control technology for industrial sources and motor vehicles. Requires interdisciplinary design projects. Preq., MCEN 3021 or equivalent. Same as MCE 5131.

MCEN 5021-3. Introduction to Fluid Dynamics. Focuses on physical properties of gases and liquids, and kinematics of flow fields. Analyzes stress; viscous, heat-conducting Navier-Stokes fluids; and capillary effects and surface-tension-driven flow. Other topics include vorticity and circulation, ideal fluid flow theory in two and three dimensions, Schwartz-Christoffel transformation, free streamline theory, and internal and free-surface waves. Coreq., MCEN 5020 or equivalent.

MCEN 5041-3. Viscous Flow. Highlights exact solution of Navier-Stokes equations and fundamentals of rotational fluids. Considers Low Reynolds number flow; similarity solutions; viscous boundary layers; jets, and wakes; and unsteady viscous flow. Preq., MCEN 5021 or equivalent.

MCEN 5121-3. Compressible Flow. Applies energy, continuity, and momentum principles to compressible flow. Topics include normal and oblique shock waves; Prandtl-Meyer expansion; methods of characteristics; and one-, two-, and three-dimensional supersonic, transonic, and hypersonic flows. Preq., MCEN 5021 or equivalent.

MCEN 5311-3. Air Pollution Control Engineering. Same as MCEN 4131.

Thermal


MCEN 4122-3. Engineering Thermodynamics 2. Offers advanced topics and applications, including thermodynamics of state, entropy and probability, thermodynamic cycles, and reacting and nonequilibrium processes. Provides application to engines and power generation by conventional and alternative energy technologies. Most assignments are design oriented. Preq., MCEN 3012.

MCEN 4162-3. Energy Conversion. Examines common energy-conversion methods and devices. Topics include power-cycle thermodynamics, turbocompressor and expander processes, combustion systems, and applications and limitations of direct energy-conversion systems. Preq., MCEN 3012.

MCEN 5022-3. Thermodynamics. Offers a comprehensive presentation of macroscopic and statistical thermodynamics and representative applications, from an axiomatic formulation designed to develop and clarify thermodynamic property relationships. Includes thermodynamic functions and derivatives, quantum mechanics, kinetic theory of gases, black body radiation, chemical equilibrium, and molecular spectroscopy.


Also involves radiation properties of solids, liquids, and gases and transport of heat by radiation.


Solids

MCEN 2023-3. Statics and Structures. Covers vector algebra; equilibrium of particle systems and rigid bodies; free-body diagrams and equilibrium of rigid bodies; distributed forces; analysis of structures; friction; tension, compression and shear; statically loaded members—deformation and stress; and virtual work. Introduces matrix analysis of truss structures. Lectures and homework assignments involve computer work and hands-on laboratory work in the Integrated Teaching and Learning Laboratory (ITLL), documented by written reports. Preq., APPM 1360.


MCEN 3043-3. Dynamics. Covers dynamic behavior of particle systems and rigid bodies; 2-D and 3-D kinematics and kinetics; impulse, momentum, potential and kinetic energy; and work, collision, and vibration. Lectures and homework assignments involve computer work and hands-on laboratory work in the ITLL, documented by written reports. Preq., MCEN 2023.


MCEN 4163-3. Introduction to Continuum Mechanics. Considers kinematics of deformable media, including mass, momentum and energy conservation principles, constitutive equations.
for linear elastic solids and Newtonian viscous fluids, and elements of tensor notation. Prereq., MCEN 3043 and APPM 2360.

MCEN 5023-3. Solid Mechanics 1. Introduces stress, strain, and motion of a continuous system. Discusses material derivative, fundamental laws of mass, momentum, energy, and entropy; constitutive equations and applications to elastic and plastic materials. Prereq., MCEN 2063 or equivalent; coreq., MCEN 5020 or equivalent.


MCEN 5143-3. Dynamics. Explores elements of vector analysis, particle motion, kinematics of a rigid body, rotating axes, rigid body motion, and Euler’s equations. Introduces analytical mechanics. Hamilton’s principle, and Lagrange’s equations for holonomic and nonholonomic systems. Prereq., MCEN 3043 or equivalent; coreq., MCEN 5020 or equivalent.

MCEN 7123-3. Dynamics of Continuous Media. Reflects upon derivation of wave equations from the basic equations of dynamic elasticity. Topics include propagation of elastic waves in infinite and partially bounded media, Rayleigh waves and Love waves, Pochhammer solution for a rod, and waves in plates and in layered and anisotropic media. Prereq., MCEN 5020, 5040, and 5043, or equivalents. Same as JPHS 6680 and GEOI 6680.

MCEN 7143-3. Advanced Theory of Elasticity. Studies variational principles and three-dimensional solutions. Examines concentrated and line loads in complete and half spaces including problems of Kelvin, Boussinesq, and Mindlin. Involves transform techniques, contact stresses, anisotropic and nonlinear elasticity, and thermoelastic problems. Prereq., MCEN 5043 or equivalent.

MCEN 7163-3. Theoretical Dynamics. Studies at tractable problems of particle and rigid body dynamics. Studies dissipative and nonholonomic systems, the principle of least action, the Hamilton-Jacobi equation, geometric theory, and Liapunov’s method. Prereq., MCEN 5020, 5040, and 5143, or equivalents.

Materials


MCEN 4124-3. Mechanical Behavior of Materials. Addresses the relationship between material structure and the fundamental processes of deformation, yield, and fracture. Emphasizes elements of elasticity theory, introduction to plasticity, and formulation of failure criteria. Studies basic deformation processes in terms of dislocation mechanics and macroscopic mechanical behavior. Takes into consideration the influence of compositional and processing strengthening mechanisms on mechanical properties. Prereq., MCEN 2063 and 3024.

MCEN 5024-3. Materials Science 1: Principles. Provides an unified presentation of scientific principles applicable to all materials systems. Topics include concepts of material structure from localized interatomic bonding to short- and long-range order in crystalline and noncrystalline solids; the nature and consequences of imperfections in solids; phase equilibria; and transformation kinetics. Considers metallic, polymeric, and ceramic materials. Prereq., MCEN 3024 or equivalent.

MCEN 5044-3. Materials Science 2: Behavior. Applies principles of materials science developed in MCEN 5024 to the study of physical and mechanical behavior of metals, polymers, ceramics, and their composites. Emphasizes structure-property relationships, use of primary and secondary processing steps to control material behavior, and influence of environment on in-service performance. Prereq., MCEN 5024 or equivalent.

MCEN 5124-3. Plasticity and Creep. Highlights inelastic deformation of materials such as metals, alloys, glasses, composites, polymers, etc., from the phenomenological and structural point of view. Involves yield surface and associated flow laws, isotropic and kinematic hardening. Also includes case studies of plastic and creep deformations in engineering materials. Prereq., MCEN 4124, 5044, or equivalent.


MCEN 5164-3. Fracture. Focuses on basic mechanisms controlling fracture in brittle materials, reduction of capacity for plastic deformation in engineering materials used at high-strength levels, and selection of materials in terms of toughness as well as strength. Prereq., MCEN 4124, 5044, or equivalent.

MCEN 6184-3. Structure and Properties of Polymers. Emphasizes the relationship between molecular structure and macroscopic properties. Structural aspects include chain conformation, configuration, and the crystalline and amorphous states. Discusses physical and mechanical properties with a focus on solution and phase behavior, transitions of bulk polymers, and rubber and viscoelastic behavior. Prereq., graduate standing and MCEN 5024, 5044, or equivalent.

Design

MCEN 1025-3. Computer-Aided Drawing and Fabrication. Discusses basic techniques in mechanical drawing and subsequent transformation into a product. Looks at pictorial representation (orthographic projection, isometric views, dimensioning, work drawings), computer-aided drafting, and computer-aided manufacturing. Uses CAD software and a CNC machine for a design/manufacturing project.


MCEN 4045-3. Mechanical Engineering Design Project 1. First part of a two-course capstone design experience in mechanical engineering. Covers problem definition, determining design requirements, alternative design concepts, engineering analysis, proof-of-concept prototype, and CAD drawings. Students make several oral design reviews, a final design presentation, and prepare a written report. Prereq., MCEN 3025, Coreq., MCEN 4026.

MCEN 4085-4. Mechanical Engineering Design Project 2. Second part of a two-course capstone design experience in mechanical engineering. Includes refinement of prototype, design optimization, fabrication, testing, and evaluation. Students orally present the final design and prepare a written report and operational manual for the product. Prereq., MCEN 4045.

MCEN 4125-3. Introduction to Computer-Aided Design. Reviews computer languages, programming, and special requirements. Covers linear and nonlinear programming, matrix methods and numerical techniques, constraints, simulation, graphical displays, and optimization methods. Applies knowledge to design of mechanical systems. Prereq., GEEN 1300 or CSCI 1300, and APPM 2360.


MCEN 5045-3. Design for Manufacturability. Topics include general design guidelines for manufacturability; aspects of manufacturing pro-
cesses that affect design decisions; design rules to maximize manufacturability, economical considerations; value engineering and design for assembly (manual, robotic, and automatic). Presents case studies of successful products exhibiting DFM. Prereq., MCEN 4026 or equivalent.

MCEN 5125-3. Optimal Design of Mechanical Components. Applies linear and nonlinear optimization methods to the design of mechanical components and systems. Examines unconstrained and constrained optimization as well as formulation of objective functions, including cost, weight, response time, and deflection. Applies knowledge to gears, springs, cams, and linkages. Prereqs.: MCEN 3025 and 4030 or equivalent.

Manufacturing and Systems

MCEN 4026-3. Manufacturing Processes and Systems. Studies manufacturing processes for metals, polymers, ceramics, and composites, as well as manufacturing systems that integrate these processes. Highlights forming and cutting, joining and assembling, process integration, inventory control, information handling, system management, system simulation, and optimization. Prereq., MCEN 3024.

MCEN 4146-3. Computers in Manufacturing. Reflects upon design, creation, retooling, and operation of computer models for manufacturing, production, and management. Topics include renewal processes, statistical validation and simulation, policy comparison and manufacturing, optimization, and decision making. Prereq., GEEN 1300, CSCE 1200, or CSCE 1300.

MCEN 4166-3. Robotics. Explores design principles of robot manipulators, including grippers, control systems, sensing techniques, and robot applications. Prereq., MCEN 3043.

MCEN 5066-3. Principles and Practices of World Class Manufacturing. Introduces manufacturing principles and practices that are essential to competing successfully in a global environment. Topics include manufacturing as a competitive tool, total quality management, process control, just-in-time, total productive maintenance, just in time, design of experiments, flexible manufacturing, and case studies. Prereq., MCEN 5126-3.


MCEN 5656-3. Microelectromechanical Systems. Addresses issues of microelectromechanical systems (MEMS) modeling, design, and fabrication. Emphasizes the design and fabrication of sensors and actuators due to significance of these devices in optics, medical instruments, navigation components, communications, and robotics.

Miscellaneous

MCEN 3027-3. Measurements Laboratory. One lecture and six hours of lab per week. Discusses principles of engineering measurements. Emphasizes methods and transducers for measuring various physical quantities such as temperature, pressure, flow rate, strain, and vibration. Analyzes experimental data and accuracy, error, and uncertainty. Prereqs.: MCEN 3012, APPM 2360, PHYS 1120, and ECEN 3000.

MCEN 4027-3. Mechanical Engineering Laboratory. One lecture and six hours of lab per week. Gives students the opportunity to participate in laboratory projects that extend over several weeks. Takes experiments from solid mechanics, fluid mechanics, thermal science, and materials science. Emphasizes planning an experiment; applying sound experimental procedures, keeping proper records, and communicating results orally and in lab reports. Includes a library research project that is presented orally to the class. Prereqs., MCEN 2063, 3021, 3024, and 3027.

MCEN 4197-1. Senior Seminar. Presents a broad range of professional opportunities available to graduating seniors through discussions with practicing engineers. Prereq., senior standing.

MCEN 5027-0. Graduate Seminar. Offers weekly presentations by visiting speakers, faculty, and students.

Special Topics

MCEN 1208 through 1298 (1-3). Special Topics in Mechanical Engineering. Subject matter to be selected from topics of current interest. Credit to be arranged. Prereq., instructor consent.

MCEN 2208 through 2298 (1-3). Special Topics in Mechanical Engineering. Subject matter to be selected from topics of current interest. Credit to be arranged. Prereq., instructor consent.

MCEN 3208 through 3298 (1-3). Special Topics in Mechanical Engineering. Subject matter to be selected from topics of current interest. Credit to be arranged. Prereq., instructor consent.

MCEN 4848 through 4898 (1-6). Independent Study. Subjects arranged in consultation with undergraduate advisor to fit the needs of the particular student. Prereq., senior standing.

MCEN 5208 through 5298 (1-4). Selected Topics. Credit hours and subject matter to be arranged.

MCEN 5848 through 5898 (1-6). Independent Study. Available only through approval of graduate advisor. Subjects arranged to fit the needs of the particular student. Prereq., graduate standing.

MCEN 6208 through 6298 (1-4). Selected Topics. Credit hours and subject matter to be arranged.

MCEN 6848 through 6898 (1-6). Independent Study. Available only through approval of graduate advisor. Subjects arranged to fit the needs of the particular student. Prereq., graduate standing.

MCEN 7208 through 7298 (1-4). Selected Topics. Credit and subject matter to be arranged.

MCEN 7848 through 7898 (1-6). Independent Study. Available only through approval of graduate advisor. Subjects arranged to fit needs of the particular student. Prereq., graduate standing.

Thesis

MCEN 6949-variables credit. Master's Degree Candidacy.

MCEN 6959-variables credit. Master's Thesis.

MCEN 8999-variables credit. (16-24 max.) Doctoral Thesis.

Telecommunications

TLEN 5106-3. International Telecommunications Policy. Discusses the ultimate use of technology as dependent upon a number of variables, other than the purely technical. Considers political factors and investigates the institutions that affect the use of telecommunications. Devotes some time to the various plans of the federal government such as the Department of Commerce, the FCC, and the Department of State. The major thrust of the seminar, however, is toward the role of international institutions, including the ITU, UNESCO, and various satellite organizations such as INTELSAT. Crosslisted with TSCI 5106.

TLEN 5110-3. Contemporary Issues in Telecommunications Policy. Lectures, selected readings, and class discussions of major issues in telecommunications policy. Stresses a multidisciplinary approach and explores basic values and goals for telecommunications policy making. Reviews existing policy structure and critiques. Draws topics from all areas of telecommunications policy—mass communications, common carrier, and spectrum management.

TLEN 5130-3. Strategic Planning in Telecommunications. Provides a clear understanding of basic trends, dynamic forces of change, and key planning and management techniques for coping with the field of telecommunications. Considers technological innovations, market and regulatory shifts, especially those related to privatization, competition, and liberalization. Also focuses on tools and methodologies for strategic planning and management, forecasting and modeling, and heuristic and analytic techniques used in strategic planning for telecommunications products and services. Case studies emphasize practical aspects of planning and management while case projects allow practice of these techniques.

TLEN 5300-3. Telecommunications Theory and Applications. Examines mathematical and physical theory of telecommunications. Deals with the fundamentals related to a wide range of topics including physical units, trigonometric functions, signal waves, logarithms, indices, decibels, complex numbers, elementary calculus, elementary probability, and power and circuit analysis. Provides technical overview and scope of telecommunications technology.

TLEN 5310-3. Telecommunications Systems. Core class required of all telecommunications degree students. Examines current, future, and basic technical concepts and related telecommunications operations; provides an in-depth look at basic telecommunications technology and terminology; and introduces voice and data networks, signaling and modulation/multiplexing. Topics include spectral analysis of signals, signaling, modulation (AM, FM, PM, and PCM),
digital coding/modulation, line coding, multiplexing, transmission and switching systems. OSI model and its implementation. Prereq., TLEN 5300 or instructor consent.

TLEN 5303-3. Data Communications 1. Introduces data communications. Defines large segments of terminology, standards, design considerations and processes, models, and systems. Subdivided into four basic segments that support the interconnection and transmission of digital information, including analog, digital, networks, and protocols. Prereq., TLEN 5310 or instructor consent.

TLEN 5340-3. Digital Telecommunication Networks. Reviews digital networks providing voice and data communications over a wide area. Topics include digital transmission, digital switching, signaling, and digital loops. Reviews ISDN in detail. Concludes with signaling systems No. 7, SONET, asynchronous transfer mode (ATM), and Broadband ISDN. Prereq., TLEN 5310 or instructor consent.

TLEN 5350-3. Trends in Satellite Communication Systems. Discusses fundamental concepts and parametric design parameters of communication systems. Emphasizes system throughput, sensitivity and selection of satellite orbits, orbital mechanics, frequency bands, modulation, coding, multiple-access schemes, on-board switching and processing, link budgets, and user terminal characteristics. Examines current and planned commercial satellite communication systems and makes comparisons to future needs and technologies. Aimed at fundamental understanding of the design drivers of satellite communication system performance. Prereq., TLEN 5310 or instructor consent.

TLEN 5360-3. Telephone Systems. Gives students an understanding of the technological manifestations, marketplace, and regulatory arenas surrounding today's telephone industry. Presents switching and transmission system technologies in moderate depth. Explains and applies principles in traffic theory along with telephone system design and evaluation techniques. Presents key systems, PBXs, and modern inside wire systems. Prereq., TLEN 5310.

TLEN 5400-3. Optical Communications. Provides a survey of some of the most important aspects of the field of optical communication systems. Prereq., TLEN 5310 or instructor consent.

TLEN 5420-3. Optical Communications. Addresses the engineering and cost benefits of optical fiber systems. Discusses and defines important engineering parameters and applies parameters to typical systems. Gives attention to certain matters affecting trade and commerce. Covers limitations and capabilities of certain components. Analyzes typical loss budgets and dispersion budgets, discusses cost-benefit analysis, and makes some comparison to other communication systems. Prereq., TLEN 5310.

TLEN 5430-3. Data Communications 2. LANs, MANs, WANs, and FDDI. Topics include local area networks (e.g., LANs, MANs, WANs, and FDDI), Internet, and other topics of importance such as cryptography and communication protection. For more technically inclined students. Normally follows TLEN 5330. Prereq., TLEN 5330 or instructor consent.

TLEN 5460-3. Telecommunication Systems Engineering. A hands-on experience in the telecommunication systems and networks. Includes topics such as telecommunication systems, digital transmission, digital communication, and network switching and transmission. Prereq., TLEN 5310 or instructor consent.
including text editing, shell programming, document preparation, data manipulation, system calls, and C/C++ programming. Studies techniques for system control and modification of large problems written by others, as it is often encountered in telecommunications environments. Teaches paradigms applicable in other environments.

TLEN 5835-3. Economics/Policy/Management Aspects of Telecommunications. Core curriculum course addresses key non-technical aspects of telecommunications. Includes aspects of deregulation, common carriers, tariffs, basic standards, and management.

TLEN 5836-3. Special Topics: Law and Regulation. Addresses the issue that while technology is a necessary ingredient to mass communication, society's laws ultimately determine how the technology will be developed and how wide its reach will be. Examines past and current experiments by state and federal legislatures, regulations, and the judiciary in directing the development and range of communications technology.

TLEN 5837-3. Special Topics: Management and Information Technology. Discusses trends in organizational management and information technology as they relate to new business tactics and emerging/developing communications, computing, and knowledge technologies. Focuses on business issues and how technology influences markets, economics, and business development worldwide.

TLEN 5838-3. Special Topics: Telecommunications Economics (Pricing). Addresses the foundation of economics as applied to the telecommunications industry. Examines pricing and costing methods and practices and their impact on specific telecommunication policies. Integrates concepts with a discussion of the economic history of the industry.

TLEN 5839-3. Special Topics: Advanced Topics in Telecommunications Economics (Regulatory). Addresses regulatory means of regulating the telecommunications industry including rate base, rate of return regulation, and a variety of incentive regulations, from both the theoretical and applied aspect. The privatization section addresses when telecommunications entities should remain under government ownership or be privatized and if privatized, how regulated. Examines the UK and Japan cases in detail.

Cross-Listed

FACULTY

Aerospace Engineering Sciences

A. RICHARD SEEBAK, III, Department Chair; Professor, B.S.E., M.S.E., Princeton University; Ph.D., Cornell University.

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LEONARD G. TULIN, Professor Emeritus.

WALTER A. WEERS, Associate Professor Emeritus.

KASPAR J. WILLAM, Professor, Dipl.-Ing., Technical University, Vienna; M.S., California State University; Ph.D., University of California, Berkeley.

YUNPING XI, Assistant Professor, B.S., Beijing Institute; Beijing; M.S., Central Research Institute of Building and Construction, Beijing; Ph.D., Northwestern University.

DOBROSLAV ZNIĐARCIĆ, Associate Professor, B.S., M.S., University of Zagreb; Ph.D., University of Colorado.

Computer Science

KARL WINKLMAIN, Department Chair; Associate Professor, B.S., Technical University, Munich; Ph.D., Purdue University.

KENNETH M. ANDERSON, Assistant Professor, B.S., M.S., Ph.D., University of California, Irvine.

ELIZABETH BRADLEY, Assistant Professor, B.S., M.S., Ph.D., Massachusetts Institute of Technology.

RICHARD H. BYRD, Professor, B.A., M.A., Ph.D., Rice University.

XIAO CHUAN CAI, Assistant Professor, B.S., University of Beijing; M.S., Ph.D., New York University.

ANDRZEJ EHRENFEUCHT, Professor, M.A., University of Warsaw, Poland; Ph.D., Mathematical Institute of Warsaw.

MICHAEL EISENBERG, Assistant Professor, B.A., Columbia College; S.M., Ph.D., Massachusetts Institute of Technology.

CLARENCE ELLIS, Professor, B.A., Beloit College; M.A., Ph.D., University of Illinois, Urbana-Champaign.

GERHARD FISCHER, Professor, M.S., Ph.D., Heidelberg; Ph.D., University of Hamburg.

LLOYD D. FOSDICK, Professor Emeritus.

HAROLD N. GABOW, Professor, A.B., Harvard College; Ph.D., Stanford University.

JOHN GARY, Professor Adjunct; B.S., Ph.D., University of Michigan.

DIRK GRUNWALD, Associate Professor, B.S., M.S., Ph.D., University of Illinois, Urbana-Champaign.

DENNIS HEIMBIGNER, Assistant Professor, B.S., California Institute of Technology; M.S., Ph.D., University of Southern California.
ELIZABETH R. JESSUP, Assistant Professor. B.A., Williams College; M.S., Ph.D., Yale University.

HARRY F. JORDAN, Professor. B.A., Rice University; M.S., Ph.D., University of Illinois.

ROGER A. KING, Professor. A.B., Occidental College; M.S., Ph.D., University of Southern California.

CLAYTON H. LEWIS, Professor. A.B., Princeton University; M.S., Massachusetts Institute of Technology; Ph.D., University of Michigan.

MICHAEL MAIN, Associate Professor. B.S., M.S., Ph.D., Washington State University.

JAMES MARTIN, Associate Professor. B.S., Columbia University; Ph.D., University of California, Berkeley.

OLIVER McBRYAN, Professor. B.S., M.S., National University of Ireland; Ph.D., Harvard University.

MICHAEL MOZER, Associate Professor. B.S., Brown University; M.A., Ph.D., University of California, San Diego.

EVI NEMETH, Associate Professor Attendant Rank. B.S., Pennsylvania State University; M.S., Ph.D., University of Waterloo.

GARY J. NUTT, Professor. B.A., Boise State University; M.S., Ph.D., University of Washington.

LEYSIA A. PALEN, Assistant Research Professor. B.S., University of California, San Diego; M.S., Ph.D., University of California, Irvine.

ALEX REPENNING, Assistant Research Professor. B.S., Engineering College, Brugg-Windish, Switzerland; M.S., Ph.D., University of Colorado at Boulder.

GRZEGORZ ROZENBERG, Professor Adjunct. M.S., Technical University of Warsaw, Poland; Ph.D., Polish Academy of Sciences.

ROBERT B. SCHNABEL, Professor. B.A., Dartmouth College; M.S., Ph.D., Cornell University.

SATINDER SINGH (BAVEJA), Assistant Professor. B.Tech., IIT, New Delhi; M.S., Ph.D., University of Massachusetts.

TAMARA SUMNER, Assistant Professor. B.A., B.S., University of California, Santa Cruz; M.S., Ph.D., University of Colorado at Boulder.

PAUL SWARZTRAUBER, Professor Adjunct. B.S., University of Illinois; M.S., Ph.D., University of Colorado.

WILLIAM McCASLINE WAITE, Professor. A.B., Oberlin College; M.S., Ph.D., Columbia University.

CATHLEEN WHARTON, Adjunct Assistant Professor. B.S., University of Denver; M.S., Ph.D., University of Colorado at Boulder.

ALEXANDER WOLF, Assistant Professor. B.A., Queens College, City University of New York; M.S., Ph.D., University of Massachusetts.

BEN ZORN, Associate Professor. B.S., Rensselaer Polytechnic Institute; M.S., Ph.D., University of California, Berkeley.

Electrical and Computer Engineering

RENJENG SU, Department Chair; Associate Professor. B.S., Chen-Kung University; M.S., D.Sc. (Systems Science and Math), Washington University.

RICHARD K. AHRENKIEL, Professor Adjunct. B.S., M.S., Ph.D. (Solid State Physics), University of Illinois.

SVEIN G. ANDRESEN, Professor Emeritus.

JAMES P. AVERY, Associate Professor. B.S., Michigan State University; Ph.D. (Analytical Chemistry), University of Illinois.

BEN B. BALSLEY, Research Professor. B.S., California Polytechnic College; M.S., Ph.D., University of Colorado.

SUSAN K. AVERY, Professor. B.S., Michigan State University; M.S., Ph.D. (Atmos. Sci.), University of Illinois.

FRANK S. BARNES, Professor. B.S., Princeton University; M.S., Engineer's Degree, Ph.D. (E.E.), Stanford University.

DAVID E. BEEMAN, Professor Adjunct. B.S., Stanford University; Ph.D. (Physics), University of California, Los Angeles.

ELIZABETH BRADLEY, Assistant Professor. B.S., M.S., Ph.D., Massachusetts Institute of Technology.

THOMPSON R. BROWN, Lecturer. B.S., Wichita State University.

TIMOTHY X BROWN, Assistant Professor. B.S., Pennsylvania State University; M.S., Ph.D. (E.E.), California Institute of Technology.

PALMER W. CARLIN, Professor Emeritus.

W. THOMAS CATHEY, Graduate Director; Professor. B.S., M.S., University of South Carolina; Ph.D. (E.E.), Yale University.


KENNETH DAVIES, Professor Adjunct. B.S., University of Wales.

GORDON W. DAY, Professor Adjunct. B.S., M.S., Ph.D. (E.E.), University of Illinois.

SAYDRA K. DEB, Professor Adjunct. B.S., Dacca University; Ph.D., Cambridge University.

VERNON E. DERR, Professor Adjunct. A.B., St. John's College; Ph.D., Johns Hopkins University.

JOHN M. DUNN, Associate Professor. B.A., Carleton College; A.M., Ph.D. (Applied Physics), Harvard University.

ROBERT W. ERICKSON, Associate Professor. B.S., M.S., Ph.D. (E.E.), California Institute of Technology.

DELORES M. EITTER, Professor. B.S., M.S., Wright State University; Ph.D. (E.E.), University of New Mexico.

ROBERT FEUERSTEIN, Assistant Research Professor. B.S., SUNY, Buffalo; M.S., West Virginia University; Ph.D., Polytechnic University, Brooklyn.

WARREN L. FLOCK, Professor Emeritus.

EWALD F. FUCHS, Professor. Dipl. Dipl. Ing., Technical University of Stuttgart; Ph.D. (E.E.), University of Colorado.

JACKSON F. FULLER, Professor Emeritus.

SEYMOUR GELLER, Professor Emeritus.

GEORGE E. GLEESS, Professor Emeritus.

KULDIP C. GUPTA, Professor. B.Sc., Punjab University; B.E., M.E., Indian Institute of Science; Ph.D. (E.E.), Birla Institute of Technology and Science.

GARY D. HACHTTEL, Professor. B.S., California Institute of Technology; Ph.D. (E.E.), University of California, Berkeley.

WILLIAM J. HANNA, Professor Emeritus.

JOHN E. HAUSER, Associate Professor. B.S., United States Air Force Academy; M.S., Ph.D., University of California, Berkeley.

RUSSELL E. HAYES, Associate Chair; Professor. B.S., M.S., University of Kansas; Ph.D. (E.E.), Stanford University.

VINCENT P. HEURING, Associate Professor. B.S., University of Cincinnati; Ph.D., University of Florida.

DAVID A. HILL, Professor Adjunct. B.S., M.S., Ohio University; Ph.D., Ohio State University.

H. SCOTT HINTON, Hudson Moore Jr. Professor. B.S., Brigham Young University; M.S., Purdue University.

DAVID C. HOGG, Lecturer. B.Sc., University of Western Ontario; M.Sc., Ph.D. (Radio Physics), McGill University, Canada.

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CARL T.A. JOHNK, Professor Emeritus.

KRISTINA M. JOHNSON, Professor. B.S., M.S., Ph.D. (E.E.), Stanford University.

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LEONARD LEWIN, Professor Emeritus.

MICHAEL R. LIGHTNER, Professor. B.S., M.S., University of Florida; Ph.D. (E.E.), Carnegie-Mellon University.

MARK T. MA, Professor Adjunct. B.S., National Taiwan University; M.S., University of Illinois; Ph.D. (E.E.), Syracuse University.

ARNOLDO MAJERFIELD, Professor. School of Physics and Electronic Engineering, University of Buenos Aires (Argentina); Ph.D. (E.E.), Stanford University.
CHUNG-HA SUH, Professor. B.S., Seoul National University; M.S., Ph.D. (M.E.), University of California, Berkeley.

WILLIAM L. WAINWRIGHT, Associate Professor Emeritus.

PATRICK D. WRIEDT, Associate Professor. B.S., California State Polytechnic College; M.S., California Institute of Technology; Dipl.-Ing., Von Karman Institute, Belgium; Engineer (Aerospacc), California Institute of Technology; Ph.D. (Aero E.), University of Southern California.

JACK ZABLE, Senior Instructor and Professor, Attendant. B.S., City College of New York; M.S., Ph.D., Purdue University.

ROBERT J. WILLIAMS, Professor Emeritus.

PAUL ZOLLER, Professor. Dipl., Swiss Federal Institute of Technology; M.S., Ph.D. (Phys.), University of Southern California.

Telecommunications

GEORGE A. CODDING, JR., Professor. B.S., M.A., University of Washington; Doctor des Sciences Politesiques, University of Geneva.

MARK R. CORRELL, Assistant Professor. Adjunct. B.A., University of Colorado; M.A., Ph.D., University of Wisconsin.

THOMAS B. CROSS, Lecturer. B.S., M.S. (Telecommunications), University of Colorado at Boulder.

DELORES M. ETTER, Professor. B.S., M.S., Wright State University; Ph.D. (E.E.), University of New Mexico.

Steph'en M. GATES, Professor Adjunct. B.S., University of New Mexico; M.S., Ph.D. (E.E.), University of Denver.

DALE N. HAFIELD, Professor Adjunct. B.S., Case Institute of Technology; M.S., Purdue University.

MICHELE JACKSON, Assistant Professor. B.A., Macalester College; M.A., Ph.D., University of Minnesota.

RICHARD B. JOHNSON, Lecturer. B.A., J.D., M.S., University of Colorado.

STEPHEN B. JONES, Assistant Dean, School of Engineering. B.A., M.A., West Virginia University; Ph.D., University of Utah.

DANIEL KELLEY, Associate Professor. Adjunct. B.A., M.A., University of Oregon; Ph.D., University of Colorado.

KENNETH J. KLEINGENSTADT, Director. B.S., Brandeis University; M.A., Ph.D., University of California, Berkeley.

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LEONARD LEWIN, Professor Emeritus. D.Sc. (Honorary), University of Colorado.

S. W. MALEY, Professor Emeritus.

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JOSEPH N. PELTON, Professor. B.S., University of Tulsa, M.A., New York University; Ph.D. (Pol. Sci.), Georgetown University.

ALEXANDER J. ROBERTSON, Lecturer. B.A., University of Colorado; M.S., Colorado State University.

JON SAAUER, Professor. B.S., Stanford University; Ph.D. (Physics), Tufts University.

JOHN THOMPSON, Professor Adjunct. B.S., Lehigh University; M.S., Ph.D. (E.E.), University of Rochester.

MIN YEN WU, Associate Professor. B.S., National Taiwan University; M.S., University of California at Berkeley.

Engineering (General)

JAMES C. SHERMAN, Director, Student Services. B.S., University of Northern Arizona; M.A., University of Arizona; M.A., Ph.D., University of Denver.

SHERRY SNYDER, Director, Student Programs. B.A., Ashland University; M.S., Nazareth College; Ed.D., University of Colorado; Ph.D., Colorado State University.

JILL S. TIEFEN, P.E., Director, Women in Engineering Program. B.S., University of Virginia; M.B.A., University of North Carolina—Charlotte.

MANINDER S. UBEROI, Professor of Engineering. B.S., Punjab University, India; M.S., California Institute of Technology; Dr.Eng., Johns Hopkins University.
Beyond the mountain
I watched a rainbow painting
the sage's vision.

—Meisetsu

A Ph.D. student in astrophysics uses astronomy to encourage scientific curiosity in elementary school students.
Graduate School

Carol B. Lynch, Dean

Graduate work at the University of Colorado began on a small scale in 1892. Following years of development, the Graduate School was organized in 1909 with a separate faculty. Each of the four campuses of the University of Colorado system now offers graduate degree programs, and a dean is in residence on each campus. The universitywide Graduate School is administered by the vice president for academic affairs, in conjunction with the executive committee appointed by the president of the university and governed by the rules of the Graduate School.

Degrees

The Graduate School of the University of Colorado at Boulder offers instruction leading to the following advanced degrees:

- Master of Arts (M.A.)
- Master of Science (M.S.)
- Master of Engineering (M.E.)
- Master of Fine Arts (M.F.A.)
- Master of Music (M.Mus.)
- Master of Music Education (M.Mus.Ed.)
- Master of Science (M.S.)
- Doctor of Musical Arts (D.Mus.A.)
- Doctor of Philosophy (Ph.D.)

M.A. degree programs:
- Anthropology
- Classics
- Communication
- Comparative Literature
- East Asian Languages and Literatures
- Economics
- Education
- English
- Environmental, Population, and Organismic Biology
- Fine Arts
- Art History
- French
- Geography
- German
- History
- Journalism
- Linguistics
- Mathematics
- Molecular, Cellular, and Developmental Biology
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish

Speech, Language, and Hearing Sciences
- Theatre

M.E. degree programs:
- Aerospace Engineering Sciences
- Chemical Engineering
- Civil Engineering
- Computer Science
- Electrical Engineering
- Mechanical Engineering
- Telecommunications

M.F.A. degree programs in Dance and Fine Arts
- M.Mus.
- M.Mus.Ed.

M.S. degree programs:
- Aerospace Engineering Sciences
- Applied Mathematics
- Astrophysical and Planetary Sciences
- Atmospheric and Oceanic Sciences
- Business Administration
- Chemical Engineering
- Chemistry
- Civil Engineering
- Computer Science
- Electrical Engineering
- Geological Sciences
- Kinesiology
- Mechanical Engineering
- Museum and Field Studies
- Physics
- Telecommunications

D.Mus.A. degree program in Music

Ph.D. degree programs:
- Aerospace Engineering Sciences
- Anthropology
- Applied Mathematics
- Astrophysical and Planetary Sciences
- Atmospheric and Oceanic Sciences
- Business Administration
- Chemical Engineering
- Chemical Physics
- Chemistry
- Civil Engineering
- Classics
- Communication
- Comparative Literature
- Computer Science
- Economics
- Education
- Electrical Engineering
- English
- Environmental, Population, and Organismic Biology
- French
- Geography
- Geological Sciences
- Geophysics
- History
- Journalism (through Communication track)
- Kinesiology
- Linguistics
- Mathematical Physics
- Mathematics
- Mechanical Engineering
- Molecular, Cellular, and Developmental Biology
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Speech, Language, and Hearing Sciences
- Theatre

Inquiries regarding admission to graduate programs should be addressed to the graduate department in which the applicant wishes to study (see the University of Colorado at Boulder Directory for campus addresses).

Concurrent Bachelor’s/Master’s Degree Programs

Concurrent B.S./M.S. and B.A./M.A. degree programs are offered in several departments at CU-Boulder. These programs allow a student to receive both a bachelor’s and master’s degree in five years of study without compromising the academic integrity of either degree.

These concurrent degree programs are open only to highly qualified CU-Boulder undergraduates. Students are formally admitted at the end of their sophomore year or the beginning of their junior year. They are admitted through the admission procedure of their department and do not go through the normal process of admission to Graduate School. When students have completed the program requirements, they receive both a bachelor’s and a master’s degree simultaneously. Students wishing to continue studying toward a doctorate must formally apply for admission to the Graduate School.

Students interested in a concurrent bachelor’s/master’s program should inquire in the department.
ACADEMIC EXCELLENCE

Scholarships and Fellowships
The University of Colorado administers various forms of financial assistance for graduate students: fellowships, traineeships, scholarships, research and teaching assistantships, and awards from outside agencies.

The Graduate School offers University of Colorado fellowships, diversity fellowships, chancellor's graduate fellowships, enrollment enhancement fellowships, and Colorado graduate need and work-study grants.

University of Colorado fellowships are awarded to entering and continuing regular degree graduate students on the basis of academic promise or academic success. Students holding these fellowships must reapply each year to their department for renewal.

Diversity fellowships are awarded in the same manner as university fellowships; however, eligibility is limited to students who are U.S. citizens and bring diversity to their department.

The Chancellor’s Graduate Fellowship Program, instituted in 1984-85, attracts outstanding students for graduate study at the University of Colorado. Selected students receive a stipend of $16,500 for two academic years and a full waiver of all tuition and fees. Recipients must be entering master’s or doctoral degree students and be nominated by their department.

Enrollment enhancement fellowships provide resident or nonresident students with a fellowship of $7,000 to cover in part tuition, fees, and insurance. These awards are offered to encourage enrollment in selected departments. Students are nominated by their departments.

Additional fellowships are available from private sources. Fellowships, traineeships, and scholarships are also offered by some departments. Applications for financial support are due in the departments by the announced deadlines; most departments must receive applications by January 15.

For information about assistantships, see Financial Aid for Graduate Study.

For further details, contact the fellowship coordinator in the Graduate School.

ACADEMIC STANDARDS

Quality of Graduate Work
Although the work for advanced degrees is specified partly in terms of credit hours, an advanced degree will not be conferred merely because a student completes a specified period of residence and passes a given number of courses. A student should not expect to gain from formal courses all the training, knowledge, and understanding of ideas necessary to meet the requirements for an advanced degree.

A student is required to maintain at least a B (3.00) average in all work attempted while enrolled in the Graduate School.

For the Ph.D. or D.M.A., a course mark below B- is unsatisfactory and does not count toward fulfilling the minimum requirements for the degree. For a master’s degree, a course mark below C is unsatisfactory and does not count toward fulfilling the minimum requirements for the degree.

A student who fails to maintain a 3.00 grade point average or to make adequate progress toward completing a degree will be subject to suspension from the Graduate School upon recommendation of the graduate program director of the student’s department.

Ethics
Students are expected to adhere to the highest codes of personal and professional ethics. Students who do not meet these standards may be dismissed by the dean upon recommendation of the graduate program director of the student’s department.

ADMISSION AND ENROLLMENT POLICIES

Admission Requirements
A student may be admitted to the Graduate School as either a regular degree student or a provisional degree student.

Regular Degree Students
Qualified students are recommended for admission to regular degree status by the appropriate department. In addition to departmental recommendation, an applicant for admission as a regular degree student must:

1. Hold a baccalaureate degree from a college of university of recognized standing, or demonstrate completion of work equivalent to that required for such a degree given at this university.

2. Show promise of ability to pursue advanced study and research, as judged by the student’s scholastic record.

3. Have had adequate preparation to enter graduate study in the chosen field.

4. Have at least a 2.75 (2.00 = C) undergraduate grade point average (for engineering, 3.00).

5. Meet additional requirements for admission established by major departments.

Pass/Fail Grades
No more than 10 percent of the credit hours relevant to the intended field of graduate study shall have been earned with pass/fail grades, or no more than 20 percent overall. Applicants whose academic record contains a larger percentage of pass/fail credits must submit suitable additional evidence that they possess the required scholastic ability. An applicant who does not submit additional evidence may be admitted only as a provisional student.

Provisional Degree Students
Students who do not meet the requirements for admission as regular degree students may be recommended for provisional degree status by their major department. With the concurrence of the dean of the Graduate School, these students are admitted for a probationary term of either one or two semesters of full-time study or the equivalent for part-time students. At the end of the specified probationary period, provisional degree students must be either admitted to regular degree status or dismissed from the graduate program to which they were provisionally admitted.

Credit earned by persons in provisional degree status may count toward a degree at this university.

According to the terms of their admission, provisional degree students are required to maintain a 3.25 grade point average or higher during each semester or summer session for all work, whether or not it is to be applied toward the advanced degree sought. Students who fail to maintain such a standard of performance will be subject to suspension from the Graduate School.

To be changed to regular degree status from provisional status, a student must maintain a 3.25 grade point average in 12 hours of graduate course work in two semesters.

Admission to Candidacy
Admission to the Graduate School is not admission to candidacy for an advanced degree. A student who wishes to become a candidate for a degree must make special application at the time and in the manner required for the degree sought. Generally, an application for admission to candidacy is made after the majority of course work for the degree is completed.

Seniors at the University of Colorado
A University of Colorado senior who has satisfied the undergraduate residence...
requirement and does not need more than 6 semester hours of advanced subjects to meet the requirements for a bachelor's degree may be admitted to the Graduate School.

A University of Colorado senior enrolled in the College of Engineering and Applied Science who needs no more than 18 semester hours to meet the requirements for a bachelor's degree may be admitted to the Graduate School, but is not eligible for financial aid, scholarships, or fellowships as a graduate student until the equivalent of the minimum requirements for the bachelor's degree has been satisfied.

Reappearance of Former and Suspended Students

Students who were previously admitted to a graduate degree program but who did not complete that degree and who have not been continuously registered at the university must:

1. Clarify their status with the department to determine their eligibility to return and pursue the same degree.

2. After receiving departmental approval, submit an application to the Office of Admissions before enrollment levels are met or deadlines passed for the term in which they expect to return to the university.

In some instances, students who have left the degree program to which they were formally admitted must submit a new graduate application form and be reconsidered for admission by the department.

Former students who wish to transfer from undergraduate to graduate status or from one major to another must complete the appropriate forms at the time they apply for reappearance.

Students transferring from one campus to another must apply and be accepted to the new campus.

A student admitted to the Graduate School for the master's program must apply for admission to the doctoral program.

A regular degree student who is suspended for failure to maintain a 3.00 grade point average is eligible to apply for readmission after one year. Approval or rejection of this application rests jointly with the student's major department and the dean of the Graduate School. The final decision will be made by the dean.

Faculty Members

No member of the faculty above the rank of instructor may be working toward an advanced degree from this university.

Graduate Record Examinations

Graduate Record Examination (GRE) scores are normally requested of applicants for fellowships and scholarships and applicants for admission as provision graduate students. At the option of any department, the Graduate Record Examination may be required of applicants for assistantships or of any student before the student's status is determined.

Students who are applying for admission should take the GRE (including all subject exams) no later than the previous December testing date so that their scores will be available to the graduate awards selection committee. Students should allow two months after taking the test for scores to reach applicable departments at the university.

Career Services administers the paper-based GRE (including all subject exams) and other paper-based and professional qualifying examinations. The general GRE is also offered in a computer-based format at Sylvan Technology Centers, ETS Field Services, or colleges and universities. However, the departments set examination admissions requirements. Students should consult the specific department before taking any graduate test.

Students containing applications, instructions, test dates and deadlines, and fee information may be dropped at the west entrance of Willard Administrative Center. Problems or special requests must be handled by Educational Testing Service, Box 995, Princeton, NJ 08541; telephone (609) 771-7670. GRE also has a website at www.gre.org.

Information on waiving the GRE fee is available through the Office of Financial Aid.

Other Graduate Qualifying Examinations

Students entering professional schools and special programs may obtain materials for law school (LSAT), business school (GMAT), medical school (MCAT), and dental school (DAT) examinations, as well as for National Teacher Examinations (NTA) and Miller Analogies Test (MAT) at the west entrance of Willard Administrative Center.

Application Procedures

An applicant for admission must present complete application materials that include:

1. Part A and part II of the graduate application, available from academic departments.

2. Two official transcripts of all academic work completed to date.

3. A $40 nonrefundable application fee (check or money order). No application will be processed unless this fee is paid.

4. Four letters of recommendation.

5. Test scores and other materials as required by specific departments.

All credentials presented for admission become the property of the University of Colorado.

When a prospective student applies for admission, the chair of that department or a committee named for the purpose shall decide whether an applicant shall be recommended for admission. That recommendation is further reviewed, and the student is informed of the decision by the Office of Admissions. Applicants not recommended for admission will be informed of the decision by the department. Persons who do not wish to work toward an advanced degree should seek the section titled Nondegree Students in the front of this catalog.

A completed application must be in the office of the major department at least 120 days prior to the term for which the admission is sought. Most departments require a much earlier application deadline.

Foreign students coming from abroad should have completed applications on file in the Office of Admissions before March 1 for the fall semester and October 1 for the spring semester. Foreign students currently studying in the United States should follow deadlines set for United States citizens.

Qualified applicants may find that their application cannot be processed for a specific term if enrollment levels have been reached.

Graduate Notification and Confirmation

After the Office of Admissions has received the department recommendation and all required credentials, the applicant will be notified regarding eligibility for admission. If eligible, the applicant will receive a statement of eligibility and confirmation form, which must be returned with the designated enrollment deposit before enrollment levels are reached or the deadline has passed. If the confirmation is accepted, the student will be sent information regarding registration. Should enrollment levels be reached, the deposit will be returned.

Applicants not accepted for admission will be notified by the appropriate graduate department.
Registration
Specific registration procedures are sent to new graduate students when they have confirmed their intent to enroll. Please refer to Registration in the General Information chapter of this catalog for further information.

Late Registration
Late registration will be held only if enrollment levels have not been reached. Therefore, there is no guarantee that late registration will take place. Graduate students who fail to complete registration and pay fees during the regular registration period may be charged a late registration fee if late registration is held. Students registering as candidates for degree or for thesis hours must register during the regular registration period or be subject to the late registration fee if late registration is held (see Registration in the General Information chapter of this catalog).

Limitations on Registration
A graduate student is considered to be carrying a full load if registered for not fewer than 5 semester hours in course work numbered 5000 or above, or at least 8 semester hours in a combination of undergraduate, graduate, and professional course work acceptable for graduate credit, or any number of thesis hours in a regular semester.
A maximum of two-thirds of a semester of residence credit may be earned during the summer if a student registers for 3 semester hours in courses numbered 5000 or above, 5 semester hours of other graduate work, or any number of thesis hours.
No graduate student may receive graduate credit toward a degree for more than 15 hours in a regular semester.
The maximum number of graduate credits that may be applied toward a degree during a summer session is 6 semester hours per 5-week term and 10 semester hours per 10-week summer session.

University Employees
Full-time employees of the university may take up to 6 semester hours of course work per semester. Part-time employees, including assistants, may take such work as approved by the major department.

Credit Policies

Change of Department or Major
A graduate student wishing to change department or major must submit a complete graduate application to the new department or school and request the former department to forward recommendations and credentials.

Continuing Education Course Work
Students may use the resources of the Division of Continuing Education for graduate studies only if they obtain proper academic approval in advance from the major department and the graduate dean. Continuing education credits taken before a student is admitted into a graduate program are considered transfer hours. All transfer of credit limitations apply.

Grading System
Students should refer to the uniform grading system described under Academic Records in the General Information chapter of this catalog and note the following:
1. Work receiving a grade below C may not be counted toward a master's degree, nor may it be accepted for the removal of deficiencies. Marks below B- are not accepted for the Ph.D.
2. Graduate students have a maximum of one academic year to complete a course for which a grade of FW or IP has been given.
3. Should a student enter the armed forces before completing a course and an FW is reported, this grade may be carried on the records for the duration of the student's service provided arrangements have been made in advance with the dean of the Graduate School.
4. An in-progression (IP) grade given for thesis or dissertation hours will be valid until the thesis or dissertation has been completed. Once a grade has been received, it will be calculated into the student's cumulative grade point average.

No Credit
Course work to be applied toward an advanced degree may not be taken for no credit.
Courses taken for no credit cannot be used toward the minimum credit load requirement for full-time or half-time status.

Pass/Fail
No course work to be applied toward an advanced degree may be taken pass/fail.

Probation
Any graduate student whose cumulative GPA falls below 3.00 will be placed on probation. Failure to raise the cumulative GPA within two semesters will result in the student's immediate suspension.

Repeating a Course
A graduate student who receives a grade of C, D, or F in a course may repeat that course once, upon written recommendation to the dean by the chair of the student's advisory committee and major department, provided the course has not previously been applied toward a degree.
In calculating a student's grade point average for Graduate School purposes, the grade received when a course is repeated will substitute for the previous grade. Grades earned in courses taken as an undergraduate or as a nondegree student, as well as grades earned in first- and second-year foreign language courses, will not be used in calculating the Graduate School grade point average. However, all grades received will appear on the student's transcript.

Transfer Credit—Master's Program
Work already applied toward a degree received from the University of Colorado or from another institution cannot be accepted for transfer toward the master's degree at the University of Colorado; extension work completed at another institution cannot be transferred; and correspondence work, except to make up deficiencies, is not recognized.
All courses accepted for transfer must be at the graduate level and be completed within five years of the final degree requirement or be validated by special examination. A course in which a grade of C or lower was received will not be accepted for transfer.
Credit will not be transferred until the student has established, in the Graduate School of this university, a satisfactory record of at least one semester in residence; such transfer will not reduce the residence requirement at this university, but it may reduce the amount of work to be done in formal courses.
Undergraduate credits from another institution may not be transferred to the Graduate School. Seniors in this university may, however, transfer a limited amount of advanced resident work (up to 9 semester hours) provided such work:
1. Is completed with a grade of B- or above in the senior year at this university;
2. Comes within the five-year time limit;
3. Has not been applied toward another degree; and
4. Is recommended for transfer by the department concerned and is approved by the dean of the Graduate School.
The maximum amount of work that may be transferred to this university depends upon the master's degree sought, as noted below:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A., M.E., or M.S.</td>
<td>9</td>
</tr>
<tr>
<td>M.Mus.</td>
<td>9</td>
</tr>
</tbody>
</table>
Dropping and Adding Courses

A student who wishes to add or drop a course must follow the standard procedures and adhere to the drop/add deadlines found in that term’s Registration Handbook and Schedule of Courses (the student should pay particular attention to refund policies). After the sixth week of classes a graduate student may not drop, add, or change a course to noncredit status without presenting a letter to the dean of the Graduate School, 308 Regent Administrative Center. The letter must state the exceptional circumstances justifying the change. This letter, endorsed by the instructor of the course, must accompany the properly signed and completed special action form or a change-of-record form for a past semester.

Reciprocal Exchange Agreement Program

Reciprocal registration enables University of Colorado graduate students to attend classes at other northern Colorado institutions, including Colorado School of Mines, Colorado State University, and the University of Northern Colorado. The following conditions must be met for registration in the program:
1. The graduate student must be registered for and assessed full tuition and fees during the semester the request is made.
2. The course requested must be part of the student’s regular load.
3. The student must be pursuing a program leading to an advanced degree.
4. The course must not be offered on the student’s home campus at a time the student can take it.
5. The request is presented prior to the home campus drop/add deadline.
6. The request is presented for any term except the graduation semester.
7. A separate request form is completed for each course taken.
8. Space is available.

For further information, contact the Office of the Registrar, Regent 125, 303-492-6581.

Use of English

A student who is noticeably deficient in the use and spelling of the English language may not obtain an advanced degree from the University of Colorado. Satisfaction of this requirement depends not so much upon the ability to pass formal tests, although these may be required, as upon the habitual use of good English in all oral and written work. Ability to use the language with precision and distinction is an attainment of major importance.

Each department judges the qualifications of its advanced students in the use of English. Reports, examinations, and speech may be used in estimating the candidate’s proficiency.

Withdrawal

A graduate student who desires to withdraw from the university should go to Regent Administrative Center 125 for a withdrawal interview. A student who discontinues attendance in a course without officially withdrawing will be marked as having failed the course. Except under extreme circumstances, graduate students are not permitted to withdraw after the last day of classes.

Animal and Human Research

Research involving the observation of human subjects or the use of animals must have the approval of the Human Research Committee or the Animal Care and Use Committee. Forms are available in the Graduate School.

FINANCIAL AID FOR GRADUATE STUDY

The University of Colorado offers several types of financial assistance for graduate students who demonstrate financial need. Students apply for assistance by submitting a financial aid application (the FAFSA) as soon as possible after January 1.

The Colorado Graduate Grant Program is open to graduate students who are Colorado residents. Nonresidents are eligible for student fee grants. To receive assistance, students must be nominated by their departments.

Graduate students may apply for long-term loans through the Stafford Loan (formerly GSL) program or the Perkins Loan program (formerly the National Direct Student Loan) and for part-time jobs through the College Work-Study program. Work-study eligibility also requires nomination by a department.

Graduate Part-Time Instructors and Teaching Assistants

Many departments employ graduate students as graduate part-time instructors (GPTIs) or as teaching assistants (TAs).

GPTIs are full-time, regular degree graduate students who have a master’s degree or the equivalent and who have demonstrated competence in classroom teaching. Teaching assistants are also full-time regular degree graduate students, but they are not required to have previous experience.

GPTIs and TAs must have a cumulative GPA of at least 3.00. Students are compen-
stated for teaching on the basis of the percentage of time worked. Tuition credits are also based on the student's percentage of time worked. Nonresident students employed as assistants are eligible for the nonresident tuition differential waiver only for their first-year appointment, with the exception of foreign students. Exceptions beyond the first year must be approved in advance by the dean.

Research Assistants
In many departments, research activities provide opportunities for graduate students to work part-time as research assistants. All research assistants must maintain a cumulative GPA of at least 3.00. Students are compensated and receive tuition credits based on the percentage of time they work. General fund research assistants are eligible to receive the nonresident tuition differential for only one year. Research assistants must be full-time regularly enrolled graduate students.

Graduate Teacher Program
The Graduate Teacher Program (GTP) offers teacher training to all graduate students who teach courses, labs, and recitations, or who assist with office hours and grading. The GTP conducts intensives and workshops before the beginning of fall and spring semesters and follow-up workshops throughout the year. Topics covered include effective teaching and grading strategies, communication skills, ethics, and professional development. A special cultural intensive is conducted for foreign teaching assistants that focuses on issues involved in teaching American students. The GTP also offers a graduate teaching certificate for students who complete training requirements including workshop attendance, videotape consultation, and evaluation.

The GTP provides discipline-specific teacher training through the Lead Graduate Teacher Program. Lead graduate teachers design and implement TA training activities for their home departments.

REQUIREMENTS FOR ADVANCED DEGREES

Master of Arts and Master of Science
A graduate student is responsible for becoming informed about and observing all regulations and procedures required by the program pursued. Each student must be familiar with the graduate sections of the catalog that outline general regulations and requirements, specific degree program requirements, and major department requirements. Ignorance of a rule does not constitute a basis for waiving that rule. Any exceptions to the policies stated in this catalog must be approved by the dean of the Graduate School.

After being admitted to the Graduate School, but before registering, students should consult the graduate advisor in the major department concerning courses and degree requirements, deficiencies, and special departmental regulations.

A student regularly admitted to the Graduate School and later accepted as a candidate for the master of arts or master of science degree will be recommended for the degree only after the following requirements have been met.

In general, only students who have a thorough preparation for their proposed field of study and whose graduate work is of high quality attain the degree with the minimum amount of work. All courses used to meet the minimum requirements for the degree must be of graduate rank. Courses have graduate rank only if they are taught by members of the graduate faculty and are within the major department at the 5000 level or above, or are outside the major department at the 3000 level or 4000 level (provided they are approved for graduate rank for a specific degree plan by the faculty of the degree-granting program and the dean of the Graduate School).

Work required to make up deficiencies or prerequisites may consist partly or entirely of undergraduate courses.

The requirements stated below are minimum requirements; additional conditions will be found in separate department announcements. Any department may make further regulations consistent with the general rules.

Students planning to graduate should obtain current deadline dates in the Graduate School. The graduate student and the department are responsible for seeing that all requirements and deadlines are met (e.g., changing of TW grades, submission of diploma cards, and notification of final examinations).

Departments or program committees may have additional deadlines for graduate students. The student is responsible for ascertaining and meeting these requirements.

Minimum Requirements
The minimum requirements for the master of arts or master of science degree may be fulfilled by following either plan I or plan II below.

Plan I. Students must present 24 semester hours of graduate work, including a thesis. At least 12 semester hours of this work must be at the 5000 level or above.

Plan II. Students must present 30 semester hours of graduate work, without a thesis. At least 16 semester hours of work must be at the 5000 level or above. A candidate for the master's degree may select plan II only on the recommendation of the department concerned.

For either plan I or plan II, courses below the 5000 level may be used only if they are in departments other than the student's major department.

Independent study courses cannot exceed 25 percent of the course work required by the department.

Master's Thesis
A thesis, which may be a research or expository, critical, or creative work, is required of every master's degree candidate under plan I. Every thesis presented in partial fulfillment of the requirements for an advanced degree must:

1. Focus on a definite topic related to the major field.
2. Be based upon independent study and investigation.
3. Represent the equivalent of 4 to 6 semester hours of work.
4. Receive the approval of the major department at least 30 days (in some departments, 50 days) before the commencement at which the degree is to be conferred.
5. Be essentially complete at the time the comprehensive-final examination is given.

Two typed copies of the thesis, including abstract and signatures, must be filed in the Graduate School by the posted due date for that semester.

The thesis must be signed by two professors in the student's major field. All approved theses are kept on file in the library. The binding fee must be paid when the thesis is deposited in the Graduate School.

Graduate students who write a thesis under plan I must register for 4, 5, or 6 semester thesis hours during one semester or over a number of semesters. Students may not register for zero thesis hours.

The final grade will be withheld until the thesis is completed; if the thesis is not finished at the end of the term in which the student is registered, an in-progress grade (IP) will be reported.
**Master’s Degree Candidate**

After a student has registered for the total number of thesis hours (plan I) or has completed all course work (plan II), he or she should, if registration is required, register as a master’s candidate for degree. Students receive 3 credit hours when taking this course. However, this course does not apply toward the Graduate School’s minimum credit-hour requirements for a master’s degree. The student will receive a grade of pass or fail for this course, not a letter grade.

**Language Requirement**

Foreign language requirements for master’s degrees are specified by individual departments.

**Time Limit**

All work, including the comprehensive-final examination and the filing of the thesis with the Graduate School (if plan I is followed), must be completed within four years from the date course work is started in the program. Students who attend exclusively during summer sessions must complete all degree requirements within 72 months. Participation in the Time Out Program does not extend the student’s time limit. Students who fail to complete all requirements within this time period must submit a petition filed by the department program director stating the reasons why the program faculty believe the student should be allowed to continue in the program. Course work taken more than five years prior to the completion of final requirements (comprehensive exam and/or filing of thesis) will not be accepted for the degree unless validated by a special examination. A candidate for the master’s degree is expected to complete the work with reasonable continuity.

Students whose residence in this university is interrupted by military service may apply to the dean of the Graduate School for an extension of time.

**Residence**

In general, the residence requirement can be met only by residence at this university for at least two semesters or at least three summer sessions. For full residence, a student must be registered within the time designated at the beginning of a semester and must carry the equivalent of at least 5 semester hours of work in courses numbered 5000 or above, or at least a combination of 8 semester hours of other course work acceptable for graduate credit (see Limitations on Registration in this chapter for requirements for full residence credit during the summer). Students deficient in general training or in the specific preparation required by the department cannot expect to obtain a degree in the minimum time specified.

Assistants and other employees of the university may fulfill the residence requirements of one year in two semesters, provided their duties do not require more than half time. Full-time employees may not satisfy the residence requirement of one year in fewer than four semesters.

**Candidacy**

A student who wishes to become a candidate for a master’s degree must file an application in the dean’s office no later than 10 weeks prior to the completion of the comprehensive-final examination.

Applications must be made on forms available in the dean’s office and appropriate departments and must be signed by the major department. Certifying that a student’s work is satisfactory and that the program outlined in the application meets the requirements set for the student.

**Comprehensive-Final Examination**

Each candidate for a master’s degree is required to take a comprehensive-final examination after the other requirements for the degree have been substantially completed. This examination may be given near the end of the last semester of residence while the candidate is still taking required courses for the degree; provided satisfactory progress is being made in those courses.

The following rules apply to the comprehensive-final examination:

1. A student must be registered on the Boulder campus as a regular degree-seeking student when the examination is taken.
2. Notice of the examination must be filed by the major department in the dean’s office at least two weeks prior to the examination.
3. The examination is given by a committee of three graduate faculty members appointed by the department with approval of the dean of the Graduate School. The chair of the committee must have a regular or tenured graduate faculty appointment.
4. The examination, which may be oral, written, or both, must cover the thesis, which should be essentially complete, and other work done in the university in formal courses and seminars in the major field.
5. The examination must include all work presented for the degree. The examination on transferred work will be given by representatives of the fields of study in this university.

6. A student must have an affirmative vote from the majority of the committee members to pass. A student who fails the comprehensive-final examination may not attempt the examination again for at least three months and until any work prescribed by the examining committee has been completed. The student may retake the examination only once.

**Supplemental Examination**

A supplemental examination should be simply an extension of the original examination and given immediately. If the student fails the supplemental examination, three months must elapse before he or she may attempt the comprehensive examination again.

**Doctor of Philosophy and Doctor of Musical Arts**

The doctor of philosophy (Ph.D.) and the doctor of musical arts (D.M.A.) are the highest academic degrees conferred by the university. Students who receive these degrees must demonstrate that they are proficient in a broad subject of learning and that they can critically evaluate work in their field; further, they must show the ability to work independently in their field and must make an original, significant contribution to the advancement of knowledge. The requirements stated below are minimal requirements for all candidates for the Ph.D. degree; additional conditions may be found in department announcements. Additional requirements for the doctor of musical arts are available from the College of Music.

Studies leading to the Ph.D. degree must contribute to special competence and a high order of scholarship in a broad field of knowledge. A student must develop an organized program of study and research within one department or in two or more closely related departments.

Students planning to graduate should obtain current deadline dates from the Graduate School. The graduate student and the department are responsible for seeing that all requirements and deadlines are met (e.g., changing of JW grades, submission of diploma cards, and notification of final examinations).

Departments or program committees may have additional deadlines that must be met by graduate students. Students are responsible for ascertaining and meeting such deadlines.
Minimum Course Requirement
A minimum of 30 semester hours of courses numbered 5000 or above is required for the doctoral degree, but the number of course hours ordinarily exceeds this minimum. Unless otherwise specified by departmental requirements, all courses at the 5000 level or above taken for the master’s degree at the University of Colorado may be applied toward the doctoral degree. Students admitted to the Graduate School with deficiencies may expect to receive little or no residence credit until the deficiencies have been removed.

Dissertation Credit-Hour Requirement
To satisfy the requirements for the doctoral degree, a student must complete a total of at least 30 hours of doctoral dissertation credit, with not more than 10 of these credit hours in any one semester. Not more than 10 dissertation hours may be applied to the degree from seminars preceding the semester in which the comprehensive examinations are taken. In addition, up to 10 hours may be taken in the semester in which the student passes comprehensive exams. Dissertation credit does not apply toward the minimum 30 hours of required course work specified above, and will not be included in calculation of the student’s grade point average. Only grades of A, B, C, and IP shall be used.

Course work and work on the dissertation may proceed concurrently throughout the doctoral program. However, at no time shall a doctoral student register for more than 15 hours of course work at or above the 5000-level or dissertation hours. Normally a student must have earned at least three and not more than six semesters of residency before admission to candidacy.

Quality of Work
Students are expected to complete with distinction all work in the formal courses in which they enroll. A course mark below B- is unsatisfactory and will not be counted toward fulfilling the minimum requirements for the degree. Upon recommendation of the advisory committee and the executive officer of the department and with the approval of the dean of the Graduate School, a student may be required to withdraw at any time for failure to maintain satisfactory progress toward the degree.

Advisory Committee
When the field of specialization has been chosen, the candidate will ask a faculty member to act as chair of the advisory committee. The chair, with the advice and approval of the executive officer of the department, may select two or more additional members to serve on the committee, so that several fields related to the student’s special interest will be represented. The advisory committee, beyond guiding the student throughout graduate study, ensures against too narrow specialization. The student shall obtain the signature of the chair of the committee (hereby signifying the chair’s willingness to serve) on the application for admission to candidacy form. Any change in the membership of the advisory committee must be reported to the Graduate School.

Residence
Residence may be earned for course work completed with distinction, for participation in seminars, or for scholarly research performed here or elsewhere under the auspices of the University of Colorado. Students must be properly registered to earn full-time residence credit. The minimal residence requirement shall be six semesters of scholarly work beyond the attainment of an acceptable bachelor’s degree. Mere attendance shall not constitute residence. Two semesters of residence credit may be allowed for a master’s degree from another institution of approved standing, but not more than four semesters. residence credit, two of which must be consecutive in one academic year, must be earned for course work and/or dissertation work taken at this university.

Preliminary Examination
Each department will satisfy itself (by examination or other means) that students who wish to study for the doctoral degree are qualified. The means by which each department makes this evaluation shall be specified in departmental requirements. Students who are thus evaluated will be notified immediately of the result. The results of this preliminary examination shall be reported to the Graduate School and the student at least two weeks before the comprehensive examination is attempted.

Language Requirement
Foreign language requirements for the doctoral degree are specified by individual departments.

Communication Requirement. Students whose native language is not English and who are not United States citizens will, by passing their courses and completing their graduate work at the university, demonstrate sufficient ability in English to meet the communication requirement.

Comprehensive Examination
Before admission to candidacy for the Ph.D. degree, students must pass a comprehensive examination in the field of concentration and related fields. This examination may be oral, written, or both, and tests mastery of a broad field of knowledge, not merely formal course work. The oral part is open to members of the faculty. Students must be registered on the Boulder campus as regular degree-seeking students when they attempt the comprehensive examination.

The examination shall be conducted by an examining board appointed by the chair of the department concerned and approved by the dean. The board shall consist of the advisory committee and additional members as necessary to a minimum of five. The chair must have a regular or tenured graduate faculty appointment. Successful candidates must receive affirmative votes from a majority of the members of their examination board. A candidate who fails the examination may attempt it once more after a period of time determined by the examining board.

Application for Admission to Candidacy
A student must formally apply for admission to candidacy for the doctoral degree on forms supplied by the Graduate School at least two weeks before attempting the comprehensive examination.

Before being admitted to candidacy, a student shall have earned at least four semesters of residence, shall have passed the language requirements specified by the department, and shall have passed the comprehensive examination.

Continuous Registration Requirement
Following successful completion of the comprehensive examination, students must register continuously as regular degree-seeking students on the Boulder campus. Students will register for and be charged for 7 or 10 dissertation hours of credit for each full-time term of doctoral work. To be exempted from this requirement, students not using campus facilities may petition the Graduate School for 3 credit hours of off-campus status; off-campus status is considered part-time enrollment. Continuous registration for dissertation hours during the academic year will be required until completion of the dissertation defense. The student and advisor are expected to consult
Each semester as to the number of hours for which the student will register.

Dissertation Requirements
A doctoral student shall write a dissertation based upon original investigation and showcasing mature scholarship and critical judgment as well as familiarity with tools and methods of research. The subject must be approved by the student's major department. This dissertation should be a worthwhile contribution to knowledge in the student's special field. It must be submitted in an acceptable form at least 30 days (in some departments, 90 days) before the day of the final examination and must be formally approved and made available for inspection by the examining committee before the student takes the final examination.

All dissertations must comply with the specifications of the Graduate School.

The student is responsible for notifying the Graduate School of the exact title of the dissertation at least six weeks before the commencement at which the student will graduate. The title will be printed in the commencement program and on the student's transcript.

One formally approved copy of the dissertation, including abstract, plus one additional copy of the title page and abstract, must be filed in the Graduate School office by the posted deadline for the semester in which the degree is to be conferred.

The abstract, not to exceed 350 words, will be published in Dissertation Abstracts International. The department shall determine what constitutes an adequate abstract.

All dissertations must be signed by no fewer than two members of the major department staff regularly engaged in graduate instruction.

All approved dissertations are kept on file in the library.

When the dissertation is deposited in the Graduate School, the candidate must pay the dissertation binding fee and sign an agreement with University Microfilms International to allow publication in Dissertation Abstracts International and to grant University Microfilms International the right to reproduce and sell (a) copies of the manuscript in microform and/or (b) copies of the manuscript made from microform. The author retains all rights to publish and/or sell the dissertation by any means at any time except by reproduction from negative microform.

Final Examination
After the dissertation has been accepted by the student's major department, a final examination on the dissertation and related topics will be conducted. This examination will be wholly or partly oral, the oral part being open to anyone. The examination will be conducted by a committee appointed by the dean of the Graduate School, which will consist of at least five persons, one of whom must be from outside the student's department. Three of the members must be Boulder campus resident faculty. The chair and outside member of the committee must have regular or tenured graduate faculty appointments. The other committee members must have either regular or special graduate faculty status. More than one dissenting vote will disqualify the candidate in the final examination.

Students must notify the Graduate School of their final oral examination at least two weeks before their scheduled examination date. Students should obtain a leaflet announcement form from the Graduate School office for this purpose. The examination must be scheduled not later than the posted deadline for the semester in which the degree is to be conferred. A student must be registered for 7 or 10 dissertation hours as a regular degree-seeking student on the Boulder campus at the time of the final examination.

A student who fails the final exam may attempt it once more after a period of time determined by the examining committee.

Time Limit
Doctoral students are expected to complete all degree requirements within six years from the date they start course work in the program. A student who fails to complete the degree within the six-year time limit must file a petition for an extension with the dean. The petition must give evidence of adequate progress and request that the student be allowed to continue in the program, and it must be endorsed by the student's faculty advisor. If the petition is approved, the student may continue in the program for one additional year. If the dean does not approve the petition, the student may be dropped from the program with the concurrence of the department. If the dean and the program director cannot come to an agreement, the final decision will be made by the executive committee of the Graduate School.

Sequestration of Dissertations
Dissertations approved by the departments and the Graduate School are released to University Microfilms Inc. and placed in Norlin Library, where they are kept on file.

Occasionally, the primary academic advisor, after consultation with the student, may find it necessary to sequester the student's dissertation to protect university rights to intellectual property. The university accepts the obligation to protect potentially patentable subject matter from premature public disclosure so as to preserve entitlement to patent protection while the technology is being evaluated. This sequestration should take place only when it is absolutely required and only for the minimum time necessary.

With just cause, the primary academic advisor may request that the Graduate School sequester his or her student's dissertation for one month. Any longer period will be only the minimum time necessary to protect university intellectual property rights under patent policy or to comply with the terms of grants and contracts. Normally this period will not exceed six months. The Graduate School shall provide an explanation to the student for the decision to sequester consistent with other university policies.

INTERDISCIPLINARY PROGRAMS

Atmospheric and Oceanic Sciences
The graduate Program in Atmospheric and Oceanic Sciences (PAOS) provides an educational and research environment in which to study the dynamical, physical, and chemical structures of the atmosphere and the ocean and their interactions. A major theme is the establishment of a physical basis for climate and global change. Graduate students, research staff, and faculty work together on such research topics as large-scale dynamics of ocean and atmosphere; ocean-atmosphere interaction; remote sensing of ocean and atmosphere; geophysical fluid dynamics from theoretical, numerical, and laboratory modeling perspectives; meteorology and physical structure of polar regions; sea-ice and arctic cloudiness; chemical structure of the troposphere, stratosphere, and mesosphere; and extended weather prediction and boundary-layer measurement and modeling.

PAOS offers a graduate certificate in atmospheric and oceanic sciences for students obtaining master's or doctoral degrees in the program or in the departments of aerospace engineering sciences, chemistry and biochemistry, electrical and computer engineering, and geography.

To take part in the certificate program in atmospheric and oceanic sciences, a student must be admitted as a graduate stu-
dent to PAOS or one of the four affiliated departments. The student's course background must include mathematics through differential equations and four semesters of undergraduate physics (two semesters of which can include physical chemistry and/or courses in atmospheric and oceanic sciences). After successfully completing one core course, a student should notify the program office of the intention to obtain a PAOS certificate.

All students in the certificate program must take at least three of the eight core courses and one elective. The approved graduate core courses include:

- ATOC 5050 Physical Processes in Atmospheres and Oceans
- ATOC 5060 Dynamics of the Atmosphere
- ATOC 5061 Dynamics of Oceans
- ATOC/CHM 5151 Atmospheric Chemistry
- ATOC 5400 Introduction to Fluid Dynamics
- ATOC/ASMN 5225 Thermodynamics of Atmospheres and Oceans
- ATOC/ASMN 5235 Remote Sensing of the Atmosphere and Ocean
- ATOC/ASMN 5560 Radiative Processes in Planetary Atmospheres

The approved electives include 18 courses from the affiliated departments. The certificate in atmospheric and oceanic sciences is awarded upon recommendation of the PAOS graduate committee and successful completion of the following requirements:

- Master's degree level: completion with a grade of B or better of a total of three core courses and one approved elective course.

- Doctoral degree level: completion with a B or better of a total of three core courses and one approved elective course and completion of a Ph.D. thesis on a topic related to atmospheric and oceanic sciences, including the successful defense of the thesis before a Ph.D. committee including at least two PAOS fellows.

For additional information about the certificate, contact the University of Colorado at Boulder, Program in Atmospheric and Oceanic Sciences, Campus Box 311, Boulder, CO 80309-0311, 303-492-7167.

Behavioral Genetics

The Institute for Behavioral Genetics (IBG) offers a training program in behavioral genetics. The goal of the program is to train scientists capable of working both within their academic disciplines and in the broad interdisciplinary field of behavioral genetics.

The program features a core set of courses and continuous research apprentice training with one or more IBG faculty members and furnishes valuable opportunities for interaction among scholars with widely varying academic backgrounds. A student wishing to specialize in behavioral genetics must be regularly enrolled as a graduate student in an academic department at the university.

The training program requires completion of six of the following nine courses (at least three of the courses must be from the first four listed): behavioral genetics, genetics, quantitative genetics, molecular genetics and behavior, biometrical methods in behavioral genetics, a graduate-level statistics course, concepts in behavioral genetics, research in behavioral genetics, and a seminar in behavioral genetics.

Each trainee works as a teaching assistant for one semester in a course relevant to his or her professional specialty. An IBG trainee's doctoral dissertation research must be conducted on a topic directly relevant to animal or human behavioral genetics.

A student in the interdisciplinary certificate program must have an IBG faculty member as an advisor and an advisory committee composed of faculty from both IBG and the academic department. The advisory committee evaluates the student's progress and may impose additional requirements.

Further information about the IBG interdisciplinary certificate program may be obtained by contacting the University of Colorado, Institute of Behavioral Genetics, Campus Box 447, Boulder, CO 80309-0447, 303-492-7362, fax 303-492-8063.

Biotechnology

The graduate certificate program in biotechnology provides integrated, interdisciplinary training that encompasses both modern biological sciences and biochemical engineering. The goal of the program is to help students acquire the skills and credentials to undertake cross-disciplinary research in modern industrial, academic, and government biotechnology research laboratories and the perspective to serve as leaders in the advancement of beneficial applications of modern biotechnology.

The graduate biotechnology program is offered cooperatively by the Departments of Chemical Engineering, Chemistry and Biochemistry, and Molecular, Cellular, and Developmental Biology. The program awards a certificate, not a separate degree, each student enrolls in a participating department and meets the degree requirements for that department.

The biotechnology program coordinating committee selects participants from those already admitted into the graduate program in one of the participating departments.

A student must take 6 semester credit hours of graduate biotechnology courses outside the home department. For students entering the program in fall 1993 and after, the required biotechnology core curriculum includes two courses: CHEN 5830 Introduction to Modern Biotechnology and CHEN 5831 Biotechnology Case Studies.

For the remaining credits, bioscience graduate students pick from the bioengineering (CHEN) courses, and bioengineering students pick from bioscience (CHEM and MCDB) courses.

During their first year, students take three laboratory rotations of 15 to 20 hours per week for 10 weeks in each of three participating faculty laboratories. At least one laboratory rotation must be outside the student's home department. Students receive up to 7 semester credit hours of independent study or laboratory-methods credit for these rotations.

All students are expected to undertake internships with local biotechnology companies. These internships usually take place during the summer after the first year of graduate study.

For further information on the biotechnology certificate program, contact University of Colorado at Boulder, Professor Robert Davis, Department of Chemical Engineering, Campus Box 424, Boulder, CO 80309-0424, or call 303-492-7314.

Chemical Physics

The interdisciplinary doctoral program in chemical physics prepares students for research in such interdisciplinary fields as atomic and molecular radiative processes, spectroscopy, laser chemistry and physics, atmospheric chemistry, molecular quantum mechanics, statistical mechanics, kinetics, chemistry and physics of the surface and condensed phase, semiconductors, and nanoscale processes.

Students wishing to pursue the doctoral degree in chemical physics should apply for admission to either the Department of Chemistry and Biochemistry or the Department of Physics.

Entering students take a qualifying examination in the area of their undergraduate major. The comprehensive examination tests their knowledge of both chemistry and physics. Certain requirements associated with the regular doctoral programs in the participating departments will be replaced by requirements in the complementary field; each student's program of course work and research will be individually planned according to the student's special needs.
The program is administered by an interdepartmental committee. For further information, contact the graduate secretary in either the Department of Chemistry and Biochemistry or the Department of Physics.

Cognitive Science
The graduate certificate program in cognitive science provides broad, in-depth training in the cognitive sciences. The program is administered by the Curriculum Committee of the Institute of Cognitive Science (ICS) of the University of Colorado at Boulder. Graduate students in cognitive science are admitted to graduate programs in participating departments that have cognitive science faculty and must meet the requirements for admission and degree completion in their home department.

Students wishing to attain a certificate in cognitive science must formally apply to the curriculum committee of ICS. To be admitted they must be a student affiliate of ICS, which requires being a graduate student in good standing in a member department, and they must be sponsored by an ICS faculty member. Students who enter the Graduate School without a master's degree may be admitted to the program upon completion of their first year of study; students with a master's degree may be admitted during their first year.

To qualify for the certificate in cognitive science, students must demonstrate acceptable performance in four courses: one interdisciplinary course; one survey course in each of two different departments; and one advanced course in a third department. The courses must be offered by the departments of computer science, education, linguistics, philosophy, or another department in which there is an ICS faculty member. The three departments for the survey and advanced courses may not include the student's home department. The interdisciplinary course may be taken in any department. Courses for less than 2 credit hours do not count toward the certificate.

There are no additional research requirements for the certificate beyond the departmental Ph.D. requirements.

For further information, contact the University of Colorado at Boulder, Institute of Cognitive Science, Campus Box 344, Boulder, CO 80309-0344; 303-492-5063.

Environmental Policy
The graduate certificate program in environmental policy provides an interdisciplinary specialization for students in regular master's and doctoral programs. Environmental issues—water policy, wilderness preservation, air quality, energy development, and global change—transcend ordinary academic boundaries. Policy analysis that deals with these problems must integrate insights and information from many disciplines.

The program draws on courses in anthropology, economics, geography, philosophy, political science, psychology, sociology, the College of Architecture and Planning, the College of Engineering and Applied Science, the School of Journalism and Mass Communication, and the School of Law. Two team-taught capstone seminars are offered each year—Environmental and Natural Resource Policy, and Policy Responses to Global Change. Each focuses on a policy research problem, emphasizing the contribution of different disciplines to the understanding of that problem and the integration of disciplinary perspectives in the analysis of alternative policy recommendations.

Admission to the certificate program is open to students in any regular degree program. A limited number of students already holding master's or doctoral degrees from other institutions may be admitted, provided they are admitted as nondegree students by one of the participating departments and meet the normal admission requirements of that department.

To qualify for the certificate, students must complete at least 18 hours of approved course work, including the two required capstone seminars. At least 12 of the 18 hours must be in courses outside the department in which the student is currently enrolled. The certificate is awarded to recognize the additional course work beyond that required for the student's regular degree program.

Questions about the certificate program in environmental policy should be directed to the Department of Political Science, University of Colorado at Boulder, Campus Box 333, Boulder, CO 80309-0333; 303-492-8586; FAX 303-492-0978.

Geophysics
The interdisciplinary doctoral program in geophysics encourages students with a variety of undergraduate backgrounds to pursue graduate study in the physics of the Earth, with special emphasis on the interior of the planet. Students specialize in one of the subfields of geophysics while gaining a broad, general background in the discipline and in-depth education in the relevant aspects of the parent fields of geology, physics, and engineering. Beginning in 1993, the geophysics interdisciplinary program offers a Ph.D. track in hydrology.

Students enter the program by applying for admission to one of the following departments: geological sciences; physics; atmospheric and oceanic sciences; aerospace engineering sciences; civil, environmental, and architectural engineering; electrical and computer engineering; or mechanical engineering. Upon satisfactory performance on the doctoral preliminary examination given by the home department, the student may formally apply for admission to the geophysics doctoral program.

The program is administered by the geophysics graduate program committee, which includes representatives from each of the participating departments. The comprehensive examination and the dissertation defense are directed by this committee, with a faculty member of the home department normally chairing these procedures.

Exceptional research opportunities are available through the university research institutes, especially the Cooperative Institute for Research in Environmental Sciences (CIRES) and JILA, as well as within the special laboratories of the participating departments.

For further information, call or write the University of Colorado at Boulder, CIRES, Campus Box 409, Boulder, CO 80309-0449; 303-492-1143.

Master of Science: Museum and Field Studies Program
The interdisciplinary museum and field studies program leading to a master of science degree is administered by the University Museum, in conjunction with the Departments of Anthropology, Environmental, Population, and Organismic Biology, and Geological Sciences, as well as other departments. The program provides a strong background in a chosen field as well as theoretical and practical grounding in museology.

Internships are offered at a variety of museums in the region, including natural history, history, and art museums. Students completing the M.S. are trained as collection managers, curatorial assistants, registrars, museum educators, exhibit technicians, and administrators.

Program Tracks
Two tracks are available: a collection/field track and an administrative/public track.

1. The collection/field track offers training for students interested in the curatorial and research aspects of museum work, such as floristic or faunistic studies of the past and present, material culture of the past and present, biological inventory, and his-
The curriculum gives students academic training as well as experience in all areas of museum work. Field experience is offered through the curatorial and field practices.

2. The administrative/public track offers education for students interested in the public aspects of the museum such as program development and evaluation, exhibition planning and design, and the organization and management of museums. The curriculum offers both academic training in a discipline and hands-on experience with all aspects of the public museum.

**Admission**

Students must meet all university requirements for admission to graduate school and have a baccalaureate degree and at least a B (3.00) grade-point average in previous academic work. The baccalaureate degree should be in anthropology, biology, geology, geography, history (including archival studies), classics, fine arts, or education, although other majors will be considered. Acceptance to the program is decided by the admissions committee of the University Museum in consultation with the student’s department. The student must be accepted by an advisor in his or her discipline.

**Requirements**

The degree in museum and field studies is a two-year program requiring a total of 30 credit hours. Students may choose either the thesis or nonthesis plan. Depending on the track and plan, students complete from 9 to 15 credit hours in a department and from 13 to 22 credit hours in museum core courses. One hundred fifty hours of internship are required. The thesis plan requires the completion and successful defense of a thesis; the nonthesis plan requires the completion of a paper or a project.

For current course information, consult the Museum section under the College of Arts and Sciences chapter in this catalog. For new course or admissions information, please write the University of Colorado at Boulder, Museum and Field Studies Program, University Museum, Campus Box 218, Boulder, CO 80309-0218, or call 303-492-5437.

**Master of Engineering Program**

The master of engineering (M.E.) degree program is administered by the Graduate School through the engineering departments and the Interdisciplinary Telecommunications Program. The requirements for admission and for academic work are the same as those for the master of science degree awarded in the College of Engineering and Applied Science.

The master of engineering degree permits flexibility in course selection. It meets the needs of practicing engineers working full time outside the university. It allows participants to specialize in one engineering discipline and select courses from other engineering fields and business subjects related to the student’s professional work.

The program is offered both on campus and through the Center for Advanced Training in Engineering and Computer Science (CATECS), which delivers graduate courses taught on the Boulder campus to business, industry, and government agencies by live television with two-way audio communication. Courses are also available by videotape to sites outside the signal range. Each year, CATECS offers over 100 graduate courses to approximately 1400 students at 250 industrial sites.

A prospective student is required to present a well-defined objective to be admitted to the program.

**Requirements**

The requirements for the M.E. degree are 30 credit hours plus a written report on a creative investigation, which may be related to the student’s professional work. The report must be defended orally. Although the report does not in itself carry credit, it may be based upon work done for credit under independent study. A student must be registered during the semester of the oral defense. At least 15 credit hours must be taken in a particular engineering discipline at the 5000 level or above. The additional 15 credit hours may be selected from the same discipline, other engineering fields, or business. Credit in courses below the 4000 level does not apply toward degree requirements.

Requirements relating to the following are the same as those for the master of science degree awarded in the College of Engineering and Applied Science: admission to the Graduate School, application procedures, registration, quality of graduate work, status, credit by transfer, and admission to candidacy. Applicants may petition for credit for up to an additional 3 hours of transfer credit. The time limit to complete this program is six years.

The admission of each student to graduate study, approval of the degree program, admission to candidacy for the degree, and approval of the awarding of a degree originate through a specific department of the College of Engineering and Applied Science, or the appropriate degree program steering committee, in the same manner as for the master of science program. An advisor will be appointed for each student by the major department promptly upon the student’s acceptance into the graduate program. At that time, a plan of study is completed and a copy placed on record with the department office. Changes in the plan must be approved by the advisor and reported to the department’s graduate office.

An advisory committee consisting of the advisor and two other faculty members is responsible for approving the individual’s degree program and admission to candidacy; it approves the student’s written report and the awarding of the degree.

The student should also see the requirements of the departments involved.

**Media and Communication**

The certificate program in media and communication offers graduate students an interdisciplinary perspective on telecommunications. Departments participating in the program include business, communication, economics, electrical engineering, journalism, sociology, and philosophy. The certificate is awarded on completion of three courses:

- TLEN 6305: Telecommunication Technology
- TELS 6001: Telecommunication Policy or TELS 6003: Telecommunication and Society
- A third course selected by the student from an approved list.

A student must formally apply to the telecommunication studies curriculum committee for admission to the certificate program. The student must be in good standing in a member department and be sponsored by a faculty member on the steering committee. Students without a master’s degree may be admitted to the program after their first year of study. Students who have a master’s degree may be admitted during their first year.

**Molecular Biophysics**

The goal of the molecular biophysics certificate program is to introduce graduate students to the field of molecular physics, its methodologies, and the state-of-the-art biophysical research efforts being carried out in diverse laboratories and departments on the CU-Boulder campus. The program creates interdepartmental connections that provide the breadth of training needed to develop biophysical scholars.

Students must be admitted through the regular admissions process to a Ph.D. program in one of the following departments: chemical engineering, EPO biology, MCD
biology, physics, or chemistry and biochemistry. They must satisfy all their home department's requirements to receive a Ph.D.

The first requirement of the molecular biophysics certificate is participation in one or three laboratory rotations, which provide experience with a range of biophysical methods. Each student is required to take part in at least one ten-week rotation outside of the thesis laboratory.

The second component of the program is the completion of two courses chosen from a list of approved courses. This list currently includes Methods of Molecular Biophysics (CHEM 5561), Advances in Molecular Biophysics (CHEM 5661), and Analysis of Biological Sequences (MCDB 5540).

Students are expected to take part in a seminar series, which introduces internationally renowned speakers and their research. They also are required to participate in subgroup meetings and symposia, which provide forums for them to present their own research in front of their colleagues and advisory committee.

Museology

The professional certificate in museology provides professional museum training for CU-Boulder graduate students and museum professionals who seek to upgrade their skills and credentials. The museology certificate serves as a range of disciplines in the arts and sciences, education, and engineering, as well as the Colorado museum community.

The curriculum for the professional certificate consists of the core museology sequence for the Museum and Field Studies degree program: Introduction to Museum Studies, Museums and the Public or Museum Administration; Museum Education or Collections Management; and Seminar in Museum Issues. This 12-credit curriculum is supplemented by a 75-hour internship (which may be waived for comparable professional experience).

Neuroscience and Behavior

The graduate certificate program in neuroscience and behavior focuses on understanding the nervous system and its relationship to disease and behavior. This understanding encompasses the molecular, cellular, and behavioral aspects of neuroscience.

Students come from such graduate programs as environmental, population, and organismic biology; behavioral genetics; molecular, cellular, and developmental biology; psychology; and kinesiology. They receive a Ph.D. in their department and a certificate in neuroscience.

The neuroscience core curriculum includes courses in the following areas: neuroscience methods laboratory, neuroanatomy (PSYC 5263), neurochemistry or neuropharmacology (e.g., PSYC 5062, PSYC 5132), neurophysiology or systems neuroscience (e.g., PSYC 5042, EPOB 5190), behavioral neuroscience or animal behavior (e.g., EPOB 5240, KINE 5610, PSYC—ro be developed), molecular neuroscience or molecular genetics or developmental neuroscience (e.g., PSYC 5232, EPOB 5200, MCDB—to be developed).

Students are required to attend a weekly journal club or discussion group and neuroscience colloquia.

Optical Sciences and Engineering

The graduate certificate program in optical science and engineering offers training in the interdisciplinary area of optics, including knowledge, methods, and applications of the field. The participating academic and research units include the departments of physics, chemistry and biochemistry, and electrical and computer science, along with JILA (formerly the Joint Institute for Laboratory Astrophysics). The program provides valuable course work and research training to help students gain employment in the high technology sector.

Course work for the certificate comprises the following full-semester courses:
- Introduction to Optics
- Optical Measurement and Components
- Laser-material Interaction
- Non-linear Optics
- Advanced Optics Laboratory
- Seminar in Optics
- Business Basics for Science and Engineering
- Graduate Students (optional)

Optics students also are required to take the following minicourses: technical communication, machine design, and electronics design.

Population Studies

The graduate certificate program in population studies, offered through the population program of the Institute of Behavioral Science, recognizes master’s and doctoral degree students for interdisciplinary work in demography. The population program, which is international in scope and has an applied and policy-oriented focus, fosters research on population trends and patterns and provides training in population analysis.

Students who are earning graduate degrees through the departments of anthropology, economics, geography, or sociology and are majoring in demography are eligible to petition for admission to the program.

The population program emphasizes research training through direct faculty-student interaction and involvement in research projects. In addition, students develop competence in a field of specialization such as family, gerontological, or spatial demography. They are required to take three core courses: Economic Demography, Formal Population Geography, and Population Issues, Problems, and Policies. Students are granted a certificate on the basis of the three core courses, their applied research, and their thesis or dissertation.

Questions about the certificate program in population studies should be directed to the University of Colorado at Boulder, Population Program, Institute of Behavioral Science, Campus Box 484, Boulder, CO 80309-0484; 303-492-7986.

Remote Sensing

The graduate certificate program in remote sensing provides students with a multidisciplinary education to complement their regular degree programs. The program is administered by the Program in Atmospheric and Oceanic Sciences (PAOS). Students come from aerospace engineering, atmospheric and planetary sciences, electrical engineering, geography, and geological sciences, as well as PAOS.

For the certificate program, students take three remote sensing core courses and the remote sensing seminar. Doctoral students are required to complete their thesis on a topic that uses remote sensing.

Telecommunications

The graduate interdisciplinary program in telecommunications provides the opportunity for study in the field of technology, planning, and management of telecommunications systems. Students may pursue studies toward the master of science (M.S.) in telecommunications or the master of engineering (M.E.). The program also offers a graduate certificate in media and communication.

The program involves a number of university units or programs, including journalism and mass communication, computer science, electrical and computer engineering, business, and political science. The program offers courses on technology of existing and future telecommunications systems, their cost effectiveness, their capacity for expansion, and trends in telecommunications traffic. The curriculum includes detailed study of the political aspects of telecommunications. Also
included is a study of the financing and sociocultural impact of telecommunications.

Students entering the M.S. program are expected to be adept in mathematics through trigonometry. Students without a year of calculus and a semester of computer science will be expected to attain proficiencies as part of their curriculum.

**Master's Degree Programs**

Students selecting to receive an M.E. with an emphasis in telecommunications must have a 3.00 undergraduate GPA in electrical engineering, computer science, or engineering physics with proficiency in linear systems, probability, linear algebra, computer systems, and communications theory. In addition to course work in telecommunications technology, policy, management, and business, M.E. students must take at least 9 credit hours of graduate-level electrical engineering courses. The M.E. degree has no residency requirement; course work may be completed via CATECS or the National Technological University satellite delivery system. Students must complete 30 credit hours of course work, submit a report on a creative investigation, and make an oral defense.

The minimum duration for either the M.S. or M.E. program is 12 months. Most students are expected to pursue a 16-24 month curriculum. For the M.S. degree, a minimum of 32 hours, including 6 hours of thesis, is needed to graduate, but students are encouraged to take at least 40 hours. For the M.E. degree, a minimum of 33 hours, including 3 hours for a project, is required. M.E. degree students work with their advisor to integrate three electrical and computer engineering graduate courses into their course work.

**Women's Studies**

The graduate certificate in women's studies offers a graduate-level education in the systematic approach to the study of gender from an interdisciplinary perspective. It provides a coherent and intellectual context in which students study feminist theory and methodology at an advanced level. At the same time, the certificate program bridges the gap between discipline-centered studies and the interdisciplinary foundations of women's studies, thereby enhancing the student's ability to conduct gender-based research.

Students wishing to take part in the women’s studies certificate program must be enrolled in a master’s or doctoral degree program at CU-Boulder and have completed at least 6 hours of graduate study.

The certificate program has two components: course work based in the interdisciplinary women's studies curriculum, and course work drawing upon gender studies in other disciplines. The program's curriculum consists of two required courses—Feminist Theories and Feminist Methodologies—and two elective courses on gender-related issues from two different departments outside the student's discipline.

Students in the program work with an advisor to develop an elective course plan and research emphasis that reflects a coherent and interdisciplinary plan. Departments in which electives may be taken include anthropology, economics, English, fine arts, history, journalism, law, music, philosophy, and sociology.

**RESEARCH SUPPORT**

The University of Colorado at Boulder takes an active part in research in a wide variety of fields.

More than $182 million in sponsored research and programs was generated in 1997-98. Research and training grants and contracts awarded by various agencies of the federal government are the principal sources of these funds. The University of Colorado's research activity is also supported by appropriations from the state of Colorado, private foundations, and private donors.

**Research Institutes**

The Cooperative Institute for Research in Environmental Sciences (CIRES) is jointly sponsored by the University of Colorado and the National Oceanic and Atmospheric Administration (NOAA). CIRES employs almost 500 faculty, students, and staff from a variety of disciplines. Academic departments represented in CIRES are astrophysical and planetary sciences, atmospheric and oceanic sciences; chemistry and biochemistry; environmental, population, and organismic biology; geography; geological sciences; electrical and computer engineering; mechanical engineering; and physics. The institute serves as a center for multidisciplinary collaboration among environmental scientists from Boulder and throughout the world. A visiting fellowship program enables scientists from other institutions to spend time at CIRES.

CIRES research programs involve field investigations conducted in the mountains of Colorado, the Aleutian Islands, the Arctic and Antarctic regions, Hawaii and various Pacific atolls, and elsewhere. Results of this research bear on such practical societal problems as destruction of the Earth's ozone shield by pollutants, acid deposition in rain and snow, degradation of air and water quality, toxic waste treatment, understanding climate change, and earthquake prediction.

Current CIRES research programs, in which approximately 45 graduate students participate, can be grouped into four areas. In environmental chemistry and biology, ongoing research involves measurements of constituents and reactions in the atmosphere, kinetics of reactions in the stratosphere and troposphere, aerosol chemistry, and leaching of toxic wastes from mining. Studies of atmospheric and climate dynamics include air-sea interactions, dynamics of the atmospheric boundary layer, ocean dynamics, ice nucleation physics, cryosphere-climate interactions, ice sheet dynamics, and contemporary and paleoclimatology.

Research in solid earth geophysics includes earthquake prediction and earthquake physics, plate tectonics, seismic wave propagation, nuclear test discrimination, rock deformation and fracture, stress and tides associated with Earth tides and secular deformation, and normal modes of vibrations of the Earth.

The Cryospheric and Polar Processes division is a national leader in the study of polar processes. Its research emphasizes studies in high latitude regions, using numerical techniques and satellite remote sensing. Research activities are supported by the World Center-A for Glaciology, the National Snow and Ice Data Center, and the Snow and Ice Distributed Active Archive Center.

The Institute of Arctic and Alpine Research (INSTAAR) is an interdisciplinary research institute with ongoing programs in the Rockies, Arctic Canada, Alaska, Spitsbergen, the southern Andes, and other locations. It operates the Mountain Research Station and publishes the quarterly journal, Arctic and Alpine Research. Faculty from environmental, population, and organismic biology, geological sciences, geography, anthropology, and other departments are associated with the institute, as are about 50 graduate students.

Disciplines within INSTAAR include plant and animal ecology, paleoecology, palynology, geochronology, climatology, glaciology, and glacial geology. The Center for Geochronological Research is involved in amino acid, fission-track, thermoluminescence and potassium/argon dating, stable isotope geochemistry, dendrochronology, and dendroclimatology. The Joint Facility
for Regional Ecosystem Analysis includes a major geographic information system facility. INSTAAR also administers the National Ice Core Laboratory, housed in Denver.

The Mountain Research Station, located at 2,900 m (9,500 feet) in the Front Range of the Rocky Mountains, is operated for the university by INSTAAR. The station, a national center for field studies in the biological and physical sciences, is especially well known for long-term ecological, climatological, and atmospheric research.

The station offers researchers easy access to a variety of terrestrial and aquatic habitats at altitudes from 1,500 m to 3,800 m. A wide variety of courses is offered in areas such as plant and animal ecology, climatology, geomorphology, and hydrology. The station maintains the mountain climate program in support of the environmental field research conducted in the area.

Weather observing stations have been operated since 1952 at four altitudes between 2,200 m and 3,750 m, and additional stations are established for new projects.

The Institute for Behavioral Genetics (IBG) is an organized research unit whose personnel conduct research on the genetic bases of individual differences in behavior and provide research training in this interdisciplinary area. This rapidly developing field brings to bear upon behavioral research the perspectives of biochemical genetics, cytoenergetics, developmental genetics, evolutionary genetics, molecular genetics, pharmacogenetics, and quantitative genetics. Facilities are available for research on a variety of organisms, including humans, laboratory mice, and nematodes. Institute faculty currently are applying the concepts and tools of behavioral genetics to such diverse areas as aging, alcoholism, cognitive development, drug addiction, learning disabilities, neurological diseases, personality, and psychopathology.

The Institute of Behavioral Science (IBS) is an interdisciplinary research organization serving faculty and graduate students in the behavioral sciences. Its principal functions are to conduct and sponsor research programs involving two or more of the behavioral sciences and related fields; to provide research facilities, equipment, and administrative services for participating faculty; to facilitate graduate research training; and to disseminate information about its activities and findings to scientific groups and institutions.

The institute's principal administrative units conduct research in the areas of problem behavior, population processes, environment and behavior, and political and economic change. Included in IBS is the Social Science Data Analysis Center, which provides general user assistance in social science research and statistical computing. In addition, IBS now includes a Center for the Study and Prevention of Violence and a Center for Research and Information on Natural Hazards.

The Institute of Cognitive Science (ICS) was established to promote interdisciplinary research in the fields of psychology, computer science, linguistics, philosophy, and other cognitive sciences. Its major research programs fall into five areas: natural language processing; human-computer interaction and knowledge-based systems; connectionist modeling; human information processing and skilled performance; and judgment and decision making. These programs include the use of artificial intelligence techniques and cognitive simulations in gaining an understanding of basic cognitive processes as well as educational and industrial applications.

Since its founding in 1962, JILA (formerly the Joint Institute for Laboratory Astrophysics) has played an international role in research and education in the physical sciences and technology. The institute offers training for academic researchers and industry scientists, facilitates research in the physical sciences, and fosters the invention of applications for other research laboratories as well as commercial companies. Academic disciplines span theoretical and experimental physics, chemical physics, stellar and galactic astronomy, atomic physics, geophysics, and measurement science. Specific strengths include laser technology, optoelectronics, precision metrology, state-of-the-art electronic and optical feedback control of dynamical systems, chemistry and physics of materials and processes, ultra-high precision spectroscopy and optics, and high-performance computing and image processing.

Applied technical contributions include laser interferometers, uniquely precise mirror mounts, laser intensity stabilization technology, high-precision gravimeters, and vibration isolation techniques, as well as software that delivers international time standards over Internet. Scientists trained at JILA have joined such firms as Boeing, DuPont, Ford, General Electric; numerous entrepreneurial companies; Massachusetts Institute of Technology's Lincoln Laboratory, Oak Ridge National Laboratory, and other major laboratories; and universities throughout the country, including the University of California, Georgia Institute of Technology, University of Wisconsin, and Yale University.

The senior technical staff comprises scientists from the National Institute of Standards and Technology (NIST) and the University of Colorado. The Department of Physics, Chemistry and Biochemistry, and Astrophysical and Planetary Sciences are affiliated with JILA. The institute offers a rich mix of research and educational experience that makes graduate study at JILA a distinctly interdisciplinary endeavor. Each year, the institute attracts numerous scientific visitors and seminar speakers. In addition, graduate students attend in-house seminars to enhance their skills in laboratory electronics, instrument making, computing, and technical writing.

The JILA building centers around a 10-story tower containing offices for scientific and administrative support staff, a 128-seat auditorium, and a laboratory wing with an isolated, underground research bay. A new four-story south wing contains some of JILA's computing systems, laboratories for advanced laser studies and experiments, a reading room, meeting rooms, and private offices. Research and education are supported by expert, professionally staffed electronics and instrument shops; computing, networking, and administrative services; and by a Scientific Reports Office.

A brochure describing JILA is available by writing the University of Colorado at Boulder, JILA Chairman, Campus Box 440, Boulder, CO 80309-0440, or by calling 303-492-6787. Information about JILA is also available on the World Wide Web (www.boulder.nist.gov/jila/jila-home.html).

The Laboratory for Atmospheric and Space Physics (LASP) is a center for basic theoretical and experimental research in planetary, atmospheric, solar, and space physics. LASP scientists also explore the potential uses and development of space operations and information systems, as well as develop scientific instrumentation.

Students and faculty from the Department of Astrophysical and Planetary Sciences; Physics; Geological Sciences; the College of Engineering and Applied Sciences; and the Space Grant College pursue their research interests under the auspices of the laboratory. LASP has experiments on several NASA spacecraft including the Voyager mission to Jupiter, Saturn, Uranus, and Neptune; and the Pioneer mission to Venus. LASP scientists are using the Hubble Space Telescope to study the surface and atmospheric changes on Mars, and are taking part in the SOLSTICE mission to
study the Sun’s influence on the Earth’s atmosphere. LASP has developed a data handling system for use with its space experiments.

Data analysis is proceeding on the ultraviolet spectrometer and extreme ultraviolet spectrometer for the Galileo mission that reached Jupiter in 1995. Analysis continues on data from the Solar, Anomalous, and Magnetospheric Particle Explorer (SAMPEX) launched in July 1992 and on data from the Clementine spacecraft launched in 1994. Flight software has been developed and final calibration analysis undertaken for the CEPPAD and CAMMICE instruments launched on NASA’s POLAR spacecraft in November 1995.

New study missions include the Venus composition probe and the Hummer global orbiter, both Discovery-class missions; the Pluto Far Flyby, and the TONE ultraviolet spectrometer. Launch of the Cassini UVIS experiment to Saturn was scheduled for October 1997.

LASP scientists are studying the application of spacecraft operations and data management concepts to several NASA missions, including the space station. Laboratory experiments, such as developing sensitive photovoltaic array detectors for ground-based and space astronomical observations, are also being pursued. Active sounding rocket programs complement the research in planetary atmospheres, atmospheric processes, and solar physics.

Research Centers

The Business Research Division performs contract research and provides the Colorado business community with information and special studies on the state’s economy and business problems. The division is also responsible for the organized research activities of the College of Business and Administration, which are conducted through four organizations. The Center for Recreation and Tourism Development supports research in recreation and tourism and conducts tourism and recreation programs in Colorado and adjoining states. The CU Business Advancement Center and the Rocky Mountain Trade Adjustment Assistance Center provide management assistance, business information, and consulting services to small- and medium-sized businesses in the region. The Technology and Innovation Management Research Center conducts research on issues related to managing high technology organizations and collaborates on projects with high tech firms.

The College of Engineering oversees 16 interdisciplinary research centers whose programs augment discipline-based research in traditional academic fields. These research centers have a wide variety of research focuses such as the commercial development of space (BioServe); decision support for water and environmental systems (CADSWES); manufacturing and packaging microwave, optical, and digital electronics (CAMMODE); applied parallel processing (CAPP); telecommunication technologies and applications (CART); computer simulations in aerospace structures (CAS); astrodynamics research (CCAR); combustion research (CGR); life-long learning and design (LD); low gravity fluid mechanics and transport phenomena (CLGFT); space construction (CSC); complex software systems (CSSS); separations using thin films (CSTF); energy management (JCEM); space environmental health (NSCORT); and optoelectronics in computing systems (OSC).

A number of research centers are affiliated with other academic departments, schools or colleges, or other programs, such as the museum.

The Center for Astrophysics and Space Astronomy (CASAS) is a research center within the Department of Astrophysical and Planetary Sciences. CASAS provides a focus for campus-wide expertise in experimental, observational, and theoretical astrophysics, including solar and stellar physics, interstellar medium studies, galactic and extragalactic astrophysics, and cosmology. Staff members carry out research involving x-ray, far-UV, optical, infrared, radio satellites and ground-based facilities with national and international collaboration. CASA scientists play leading roles in data analysis for NASA astronomy missions such as the Hubble Space Telescope, and CASA instrumentists manage an active sounding rocket research program and will build the primary spectograph for the upcoming Far Ultraviolet Spectroscopic Explorer (FUSE) mission. Other CASA programs include laboratory experimentation on molecules of astrophysical interest, space-based and ground-based observational astronomy in all wavelength bands from x-ray to radio, participation in the NASA-sponsored astrophysical theory program, and development of instrumentation for and participation in the Center for Astronomical Research in Antarctica, which placed CASA personnel and instruments at the South Pole.

The Center for International Studies promotes research in all aspects of British culture, history, and contemporary life. Its resources include the outstanding research collections of the University of Colorado Libraries, including a wide range of microfilmed copies of original materials from Britain. The center is the leading research facility in British studies in the Rocky Mountain and high plains area.

The center sponsors visiting lecturers, colloquia, series, and conferences, and serves as a gathering point for scholars and students in the region. It welcomes outside users of the research collections and continues to develop the research base. The center also cooperates with community groups in sponsoring activities dealing with British politics, business, and the arts.

The Center for Comparative Politics promotes and provides institutional support for cross-national research on the political institutions, processes, and policy issues of contemporary nations. A major focus of research is the politics of ethnicity and intergroup conflict in plural societies. Other focuses are the development and testing of data-based models of violent conflict and political crises, and the comparative study of public policy in advanced industrial societies.

The Center for Economic Analysis formulates and conducts research projects in economics and related fields to further knowledge about the nature and behavior of economic variables, to develop and refine research methodology, and to provide decision makers in public and private sectors with data and techniques to improve the quality of their decision making. The center conducts research under contract and grant arrangements with governmental and private agencies. Economics graduate students participate as research assistants to gain professional research experience and to supplement their formal education.

The Center for International Relations serves as a base for international studies and research at the university. Its purpose is to encourage individual and cooperative research in the field of international relations. The center also promotes the teaching of international relations at the graduate and undergraduate levels within the Department of Political Science and the College of Arts and Sciences. Support has been received from the National Science Foundation, the National Endowment for the Humanities, the International Institute for Communications, and UNESCO, as well as the College of Arts and Sciences and the Institute of Behavioral Science at the University of Colorado at Boulder.

The Center for Labor Education and Research (CLEAR) conducts labor education programs and research in various
aspects of labor relations. Noncredit courses are offered for members of organized labor as the university's service to the labor community of Colorado. Graduate students may attend conferences with staff members and use available library facilities. CLEAR staff members also teach credit courses in other schools and colleges.

The Center for Public Policy Research stresses the integration of knowledge and practice to improve public policy. The research program includes policy analysis in such areas as energy, natural resources, poverty, growth management, and economic development, as well as the development of theory and methods for the policy sciences. The center also supervises the public policy curriculum for the M.A. in political science (public policy option).

The Center of Atmospheric Theory and Analysis (CATA) involves collaboration among researchers in the Department of Astrophysical and Planetary Sciences (APS); the National Center for Atmospheric Research (NCAR); and the National Oceanic and Atmospheric Administration (NOAA). Research activities focus on theoretical and observational aspects of the Earth’s atmosphere, encompassing a broad spectrum of phenomena, such as planetary wave propagation, tropical circulations and convection, gravity waves, cyclogenesis, photochemistry and transport in the upper atmosphere, climate dynamics, equatorial waves, and satellite remote sensing.

The center also operates a Unidata satellite receiver, through which a variety of atmospheric data, including both real-time transmissions and archived products, are available. CATA supports several visiting research appointments, enabling short- and long-term interactions with atmospheric scientists from around the world.

The McGuire Center for International Studies, organized within the Department of Economics, is dedicated to research and graduate training in a broad range of international topics. Specialties of faculty associated with the center include international trade and finance, monetary theory and policy, monetary history and reform, and economic development and macroeconomics. Research on questions concerning international debt and trade relations in the Pacific region is given particular emphasis and support. The center offers opportunities for students and faculty interested in interdisciplinary work between international economics and areas such as international politics, conflict and peace studies, and international business.

Laboratories and Special Equipment

Laboratories, special classrooms, and specialized equipment are essential to graduate training and research. Some of the facilities at the University of Colorado are described in the following paragraphs.

Aerospace engineering sciences laboratories have the following facilities for instruction and research: two low-turbulence wind tunnels and several hot-wire anemometers, including laser Doppler anemometers for turbulence, acoustic, and steady aerodynamic research; a laboratory for the study of the hydrodynamics of superfluid helium and geophysical fluid dynamical modeling; laboratories in structural dynamics and controls; a guidance and control laboratory; an orbital systems and global positioning system; and bioengineering laboratories for studies in cardiac physiology, neurophysiology, neurochemistry, closed ecological life support systems, and microgravity bioprocessing. Computer laboratories are equipped for use in upper-division and graduate courses and for graduate research, with special capabilities for computer-aided design, neural network modeling, satellite image processing, and space structures dynamics and controls. A NOAA satellite receiving station is available to the department for use in teaching and research.

The Department of Astrophysical and Planetary Sciences emphasizes studies of theoretical and observational astrophysics (including the sun), the atmospheres of the Earth and other planets, geophysical and astrophysical fluid dynamics, space physics, and plasma physics (including controlled thermo-nuclear fusion).

The department operates the Sommers-Bausch Observatory and laboratories in experimental fluid dynamics and plasma physics. Also used are observational facilities of Cerro Tololo Inter-American Observatory in Chile; the Kitt Peak National Observatory in Tucson, Arizona; the Very Large Array (VLA) in New Mexico; and many NASA astronomical and planetary satellites, such as the Hubble Space Telescope. Teaching and research are conducted in collaboration with the Laboratory for Astrophysical and Space Physics, JILA, the National Center for Atmospheric Research (including the High Altitude Observatory), National Oceanic and Atmospheric Administration (e.g., Space Environment Laboratory, Aeronomy Laboratory), and the Cooperative Institute for Research in Environmental Sciences.

Chemical engineering research facilities are extensive and modern. Nearly all research equipment is interfaced to microcomputer systems for automated data collection, monitoring, and control.

Studies in heterogeneous catalysis and surface science use the four ultrahigh vacuum systems located in the chemical engineering laboratories. These contain two Auger spectrometers, an X-ray photoelectron spectrometer (XPS, ESCA), a low-energy electron diffraction (LEED) system, three mass spectrometers, a scanning tunneling microscope, and associated surface analysis tools. Two systems have attached atmospheric pressure chambers for sample preparation and reaction on well-defined surfaces. All systems are interfaced to computers. Heterogeneous catalysis experiments on supported metal and oxide catalysts also use reactor systems equipped with six gas chromatographs, and two additional quadruple mass spectrometers. Both transient and steady-state reaction studies can be carried out in this equipment.

Research in chemical process control makes extensive use of an array of real-time computer systems. Experimental units studied include two chemical reactors, a heat exchanger, a distillation column, and an evaporator pilot plant.

The suspension fluid dynamics laboratories include hollow-tube and plate-and-frame crossflow microfilters, two sedimentation/light extinction devices, two continuous inclined settlers, an Elzone 180XY particle size analyzer, a Coulter multimeter, a quasi-elastic light scattering device, a microvideo and image analysis system, a disk centrifuge, and a photomicroscopy system. Most of the experiments are interfaced with microcomputers.

There is a complete core flooding laboratory for work in enhanced oil recovery, leaching of oil shales, and modified in situ oil shale studies. Oil shale leaching experiments simultaneously measure dynamic leaching and porous media properties. A porosimeter is used to determine pore size distributions.

Membrane studies use casting machines for fabricating flat sheet and hollow fiber membranes. Several types of equipment are used for studying the membrane-casting process in real time: a microbalance with a computer interface for gravimetric studies; an infrared thermographic imaging camera for surface temperature measurements; light reflection and scattering probes for determining phase separation; and laser interferometry and ultrasonic time-domain reflectometry apparatuses for tracking
phase boundaries. A pendant drop tensiometer is used to study membrane formation via interfacial polymerization. A high pressure flow loop is available for measuring the permeation characteristics of flat sheet membranes. A differential scanning calorimeter is used for determining the glass-transition and crystallization temperatures as well as other properties of polymeric membrane materials. National Science Foundation specialized engineering research equipment grants have enabled the purchase of a high resolution scanning electron microscope equipped with a cryostage and both energy and wavelength dispersive x-ray spectrometers as well as both sputtering and evaporative coating equipment for sample preparation. This equipment is used for characterizing the structure and elemental composition of polymeric as well as other materials.

The biotechnology research laboratories are equipped with 10 highly instrumented and controlled fermentors in sizes ranging from 1 to 20 liters, two high-performance liquid chromatographs, a flow cytometer, an ELISA plate reader, a UV-vis scanning spectrophotometer, two laminar flow hoods, an electron paramagnetic resonance spectrometer, three autoscalers, an automatic glucose and lactate analyzer, a biofreezer, three shaking incubators, a CO2 incubator, a sonicator, a phosphorescence imager, centrifuges, and other standard equipment for conducting enzymatic transcription of RNA and fermentation research on bacterial, yeast, mycelial, and mammalian cell cultures.

The bioengineering laboratory is equipped for biophysical measurements and high altitude research. This equipment includes a variety of optical instruments, a phase contrast and polarizing microscope, a microscope video camera, a hyperbaric chamber, a Cary spectrophotometer, a plant growth chamber, autoclave, and a sterile room.

In the polymer laboratory, the latest Perkin-Elmer differential scanning calorimeter (DSC 7), equipped with a photo accessory (DPA 7) and thermal analysis system, is used to study photopolymerization reactions and phase transitions. Nonlinear optical polymeric materials are characterized on an optical bench equipped with a Neodymium/YAG laser and photo detection system. The optical apparatus is interfaced to a computer. The laboratory is also equipped with a Hewlett Packard UV-visible spectrophotometer and facilities to perform photopolymerizations to produce membranes and polymer films. Additionally, an inductively coupled plasma spectrometer in the Department of Geology is used for elemental analyses in the polymeric membrane research.

Civil, environmental, and architectural engineering research interests and facilities include extensive research laboratories for use in the areas of structural mechanics and geotechnical engineering. Excellent facilities are available for research in water quality, environmental engineering, hydraulics, hydrology and water resources as well as in construction management and building energy engineering. Unique to the department are a 10 g-ton and a 400 g-ton centrifuge for geotechnical, hydraulic and structural model studies. The department has numerous computing facilities and is the college's largest computer user.

Current research covers such topics as water and wastewater treatment, groundwater hydrology, hydraulic and hydrologic modeling, composting of wastes and activated sludge processes, research on construction contracts using artificial intelligence, design of construction operations, quality analysis, and construction management. The area of building systems engineering includes research in energy conservation, solar applications, and lighting systems. Offshore structures, centrifugal modeling, excavations, tunneling, mine waste planning, and rock and soil mechanics are being studied. In structures, research includes focus on buckling, finite element techniques, reinforced concrete, earthquake behavior, masonry structures, and prestressed concrete.

The Department of Computer Science has built a network (10 Mbit/s/Ethernet using the TCP/IP protocol) of computers to support faculty/student research and graduate instruction. The network includes machines in most departments of the College of Engineering and Applied Science. It is managed and operated by Computing and Network Services using computer science students. These students gain valuable real-world experience and are well prepared for the job market.

Terminals, graphics terminals, line printers, plotters, and letter quality laser are readily accessible to students. In addition, instructional support for computer science students is excellent. Laboratories of small two-user UNIX machines (AT&T 3B24) support undergraduate courses; Pyramid 90X and VAX 11/785 mini computers support graduate courses. In addition, an artificial intelligence laboratory of 30 HP workstations and a networking laboratory of 15 SUN workstations are available to students.

Electrical and computer engineering special equipment and facilities include a class 1,000 clean room facility for epitaxial growth and fabrication of microwave and optical devices; high-vacuum and vacuum deposition equipment for thin-films research; an integrated circuits laboratory; ion implantation equipment; crystal growing facilities; a modern systems laboratory; undergraduate laboratories in circuits, electronics, and energy conversion; a holography and optics laboratory; numerous special-purpose computers; mini- and microprocessors and a computer laboratory; a roof-mounted antenna range; an anechoic chamber for studying propagation effects at microwave frequencies; a special microscope for laser manipulation of microorganisms in vivo; and a biomicroscope laboratory. The department has a large variety of computing equipment to support its research and instructional activities. Most machines are connected via Ethernet, which also provides access to a large number of shared computing resources on campus. Department facilities include over 75 minicomputers and workstations, including SUN and Hewlett-Packard 9000 series systems.

Mechanical engineering laboratories provide for experimental studies of thermal, mechanical, and electronic systems. Typical areas of study include heat transfer, fluid and solid mechanics, mechanical behavior of materials, combustion, prosthetic device performance, electronic packaging and manufacturing, and design optimization.

The combustion laboratory contains instrumentation for velocity, temperature, and composition measurement in chemically reacting flows. Included are systems for gas chromatography, laser-induced fluorescence spectroscopy, laser absorption spectroscopy, laser schlieren, laser interferometry, and laser doppler anemometry. The laboratory is also equipped for computer control of the instrumentation and automatic data reduction including graphics capabilities.

The materials laboratory is well equipped for the measurement of the physical and mechanical properties of polymers, metals, ceramics, and composites. Major facilities include a pressure dilatometer with capabilities to 200 MPa and 450°C for determination of solid and melt equilibria of state, a forced-oscillation dynamic mechanical analyzer as well as a large capacity torsion pendulum for measure-
ment of modulus and damping behavior, a modern servohydraulic mechanical test system for the analysis of tensile and relaxation properties, and an acoustic microscope for morphological studies.

The fluid mechanics laboratory is equipped with several basic facilities for experimentation in fluid systems. The Stokes flow apparatus is devoted to measurement of drag in highly viscous fluid flow using laser-timer instrumentation. The Taylor-Couette apparatus incorporates thermistor sensors, laser sheet visualization, and computer data acquisition to study instabilities of fluid motion between rotating cylinders with a radial temperature gradient. A humidity-controlled room provides an environment for studying the stability of rotating capillary rivulets. A Ling vibration exciter provides the basis for g-jitter experiments on the stability of differentially heated fluid layers.

The packaging laboratory is equipped with a quick prototyping workcell for semicustom multichip modules; two fluxless solder reflow chambers, a thermosonic flip-chip bonding machine and a thermal-chip testing system. The electronic manufacturing laboratory houses a mock-up chemical vapor deposition reactor, a condensation soldering set-up, a wind-tunnel for testing various high performance heat sinks, and a Czochralski crystal growth simulator. This equipment supports work on novel packaging and process control techniques including artificial neural networks and fuzzy logic. The recently constructed mechatronics laboratory has been designed to provide a hands-on environment for studying the interactions among mechanics, electronics and control as a single unit and at a system level.

The Nuclear Physics Laboratory, of the Department of Physics, conducts theoretical and experimental research in nuclear physics. Theoretical work is directed primarily to the studies of the structure and interactions of strongly interacting particles. Experimental work is focused on intermediate and high energy electron and meson beam interactions with nucleons and with complex nuclei. The laboratory is well equipped with shop, laboratory, and computing facilities for the preparation of experimental equipment and for the analysis of data.

Graduate students and faculty of the laboratory carry out experiments at CEBAF, Brookhaven National Laboratory, TRIUMF (in Vancouver, Canada), DESY (in Hamburg, Germany), and elsewhere. Support for the research program comes from the U.S. Department of Energy. Research assistantships are available in both theoretical and experimental studies.

The High Altitude Observatory (HAO) is an internationally recognized center for the study of solar, solar-terrestrial, and related astrophysics with emphasis on the interrelationships. Established in 1940, HAO has its central laboratory and administrative offices in the National Center for Atmospheric Research (NCAR) building in south Boulder.

HAO is a part of NCAR, which is sponsored by the National Science Foundation. HAO's extensive research facilities are used by graduate students pursuing advanced studies in atmospheric sciences and physics.
How green—flowering slopes reflect each other.
-Joso

Broadcast journalism students cover election results.
Formal instruction in journalism began at the University of Colorado at Boulder in 1909. Journalism was made a department of the College of Arts and Sciences in 1922 and became the College of Journalism within the College of Arts and Sciences in 1937. The Board of Regents authorized a separate School of Journalism in 1962. In 1985, the name of the program was changed to the School of Journalism and Mass Communication to reflect its broad range of instructional and research activities.

The school offers its undergraduate majors superior professional and media studies instruction with a broad education in the liberal arts. It conducts research into mass communication and provides service to the mass media, other state educational institutions (including high schools), and the public at large. The school makes courses available to nonjournalism majors within the limits of space and equipment, upon which majors properly have first claim.

Accreditation

The School of Journalism and Mass Communication is accredited by the Accrediting Council on Education for Journalism and Mass Communications. It is a fundamental principle of the ACEJMC that education for journalism be broadly based. Accordingly, undergraduate journalism and mass communication studies at CU-Boulder take approximately three-fourths of their college work outside the school and approximately one-fourth in the school.

Accredited programs, as described by the ACEJMC, are distinguished by the following characteristics:

1. They maintain a professional curriculum with one or more specialties leading to a bachelor's degree and/or advanced degree or degrees in journalism.

2. They carry on the professional training of general practitioners for the field of journalism while giving due consideration to service, the profession, and research.

3. They strive to serve national media as well as media of their own states.

4. They are committed to a philosophy of professional training that places strong emphasis on liberal arts studies.

Facilities and Research Activities

Laboratories. Students work in laboratories designed for reporting, editing, advertising, graphics, radio, television, and photojournalism. They have opportunities to use video cameras and recorders, video display terminals, personal computers, radio and television studios, and the Associated Press wire service.

Reading Room. A reading room for students contains daily and weekly newspapers from Colorado and elsewhere, scholarly and trade publications, and other professional material.

Internships. The school, through the office of the Director for Internships, assists students in locating and participating in internships. In addition to working for the school's newspaper, the Campus Press, students intern with weekly and daily newspapers, advertising and public relations agencies, social service agencies, businesses, and radio and television stations. Students also work for the Colorado Daily, an independent newspaper affiliated with the university; the campus cable network; and KVCU, the university's student radio station.

Center for Environmental Journalism. The center seeks to enrich and elevate the quality, range, and significance of media coverage of environmental issues. The center's activities involve three interrelated areas: student education, including a master's degree with an emphasis in environmental journalism; professional development for working journalists; and communication with scientists and the public.

Center for Mass Media Research. The center is responsible for encouraging and focusing interdisciplinary research in a wide array of areas involving mass communication. Students and faculty participate in its programs and projects, which focus on research in the social, cultural, economic, and policy aspects of the mass media and telecommunications.

Career Opportunities

The school offers undergraduate programs in advertising, broadcast news, broadcast production management, media studies, and news-editorial. Graduates find careers with newspapers, magazines, broadcast, cable and audio/video production companies, advertising and public relations firms, science, industry, government, and in secondary and higher education. The School of Journalism and Mass Communication assists students in career planning and job placement.

Study Abroad Programs

The School of Journalism and Mass Communication, in conjunction with the Office of International Education, encourages students to participate in the university's study abroad programs. Since the year of study abroad usually is undertaken during the junior year, prospective majors are urged to plan early and seek advising from the journalism and mass communication faculty. Programs are offered in over 35 countries worldwide. Information and application forms are available at the University of Colorado at Boulder, Office of International Education, Campus Box 123, Boulder, CO 80309-0123.

Student Organizations

Through an elected student government, students conduct a wide range of activities and assist in formulating policies of the school.

The school has chapters of the Society of Professional Journalists (Sigma Delta Chi), Association for Women in Communication, the American Advertising Federation, the Radio and Television News Directors Association, and MEMO (Multi-Ethnic Media Organization).

ACADEMIC EXCELLENCE

Honors

Journalism and mass communication students may graduate with general honors and/or school honors. Students interested in general honors must consult the honors program office. The school may award the bachelor's degree with honors to students who have a 3.25 cumulative grade point average and a 3.50 grade point average in journalism and mass communication courses, complete an independent study in journalism and mass communication involving scholarly research effort, and demon-
strate a high degree of professional skill. Application for school honors must be made to the dean at the beginning of the student's final semester.

Students whose academic records rank in the upper 10 percent are eligible for election to Kappa Tau Alpha in recognition of outstanding scholastic achievement.

Scholarships, Loans, and Awards

The following scholarships, loan funds, and awards are available annually to officially admitted journalism and mass communication majors.

More detailed information is available in the School of Journalism and Mass Communication office. Applications must be submitted to the dean of the school by December 1 of each year.

- Boulder Press Club Scholarship
- Burns Memorial Scholarship, awarded to an advertising major
- Gene Cervi Memorial Scholarship
- Colorado Press Women Scholarship, awarded to a woman student
- Denver Women's Press Club, awarded to a woman student
- Alvin G. Flanagan Scholarship
- Lisa Gorman Memorial Scholarship
- Marcella Gibbons Hertzog Scholarship, endowed by Georgene Carlson
- Brian Hocterster Memorial Scholarship, awarded to a broadcast major
- Raymond B. Johnson Memorial Fund, provided for student loans
- Norine Linn Endowed Scholarship
- Lehman Communications Corporation Endowment Fund, scholarships for students in underrepresented ethnic groups
- Winton Lemen Scholarship
- William M. Long Memorial Fund, provided for student loans
- Dominic Manzanares Memorial Scholarship, awarded to a minority and/or Colorado resident
- Mile High Kennel Club Scholarship, awarded to a senior from the Denver metropolitan area
- L. C. Peddord Memorial Scholarship
- Bob and Gloria Palmer Scholarship, awarded to a broadcast major
- Gladys Van Vanrenen Pace Memorial Scholarship, awarded to a print journalism major
- J. Ember and Agnes P. Sterling Scholarship
- Sid Wells Memorial Fund, provided for student loans

ACADEMIC STANDARDS

Scholastic Suspension

Journalism students are subject to suspension if they do not maintain a cumulative university grade point average of 2.25 and a cumulative journalism and mass communication grade point average of 2.50.

Students whose grade point averages fall below either of these levels are normally placed on probation for one semester, during which they have an opportunity to raise their averages to the required levels. Students whose averages continue below the required levels are subject to suspension from the School of Journalism and Mass Communication and will be notified in writing.

Scholastic records will be reviewed as soon as possible after each semester, and students will be informed in writing if they are to be placed on probation or suspension.

The normal period of suspension is two semesters (one academic year, excluding summer sessions). The period of suspension will be stated in the suspension notice to the student. A student suspended a second time will be reinstated only on the basis of unusual circumstances, which the student should state in a petition to the dean of the school.

Academic Dishonesty

The School of Journalism and Mass Communication has adopted a statement on academic dishonesty to maintain the highest standards of intellectual honesty. Copies of the statement are available from all advisors and in the school office.

ADMISSION AND ENROLLMENT POLICIES

Requirements for Admission

Students planning to major in journalism and mass communication at the University of Colorado normally enroll as pre-journalism and mass communication freshmen in the College of Arts and Sciences or complete their freshman year in some other collegiate institution. See Undergraduate Admission in the General Information chapter of this catalog for admission standards for transfer students.

Pre-Journalism and Mass Communication

Pre-journalism and mass communication students are enrolled in the College of Arts and Sciences until they are eligible to transfer into the School of Journalism and Mass Communication, which normally occurs at the end of the freshman year. They must have completed or be working toward completing 30 semester hours with a grade point average of at least 2.25. These students must consult with advisors in the school.

Before they can apply for admission to the school, pre-journalism and mass communication majors must make satisfactory progress in courses that meet the core areas of study requirements in the College of Arts and Sciences. Students must complete two journalism classes (JOUR 1001 and 1002) with a GPA of at least 2.50 before applying.

Students wishing to apply to the School of Journalism and Mass Communication must fill out an intradiversity transfer (IUT) form and a letter of application by October 1 for spring admission or February 1 for fall admission. Students must indicate the major sequence in which they wish to enroll. Meeting these minimum requirements does not guarantee a student admission to the school.

Transfer Students

Students applying to transfer into the School of Journalism and Mass Communication from another institution should have 30 semester hours of college credit and should have completed two introductory courses in journalism with a GPA of at least 2.50 before they apply. Students without 30 hours of credit should apply to the College of Arts and Sciences' pre-journalism major. See Undergraduate Admission in the General Information chapter of this catalog for transfer student admission standards.

Attendance Regulations

Students are expected to attend classes regularly and to comply with the attendance regulations specified by their instructors at the beginning of each semester. A student who does not attend any of the first week's sessions of a class during a term may be dropped from the class.

Credit Policies

Pass/Fail

In addition to the university's general policies, majors in the School of Journalism and Mass Communication may not take any journalism and mass communication course pass/fail, but any other course may be taken pass/fail. Up to 16 hours of nonjournalism courses may be taken pass/fail, except for transfer students, for whom the limit is one hour in every eight attempted at the University of Colorado. Only six hours of pass/fail may be taken in any one semester.

Transfer Credits

Credit in subjects transferred from other institutions to the University of Colorado is limited to the amount of credit given for
similar work at the University of Colorado. Transfer credits in journalism and mass communication are limited to 12 semester credits from four-year institutions and 6 semester credits from two-year institutions. All transfer credit is subject to approval of the dean of the school. A proficiency examination in journalistic writing and language skills may be required of those who wish to transfer credit equivalent to JOUR 1002. For additional information on transfer of credit policies, please see the Transfer of College-Level Credit section in the first chapter of this catalog.

Residence Requirement

A candidate for a degree from the School of Journalism and Mass Communication must earn the last 30 hours in residence at the University of Colorado. This may include courses taken on the Boulder, Denver, or Colorado Springs campus.

Senior Requirement

Seniors should file a diploma card with the school by October 1 for May graduation and February 15 for August and December graduation. Diploma cards are available at the office of the School of Journalism and Mass Communication.

Withdrawal

Students may withdraw at any time prior to the start of the final examination period. Students are encouraged to consider the Time Out Program when their withdrawal from the university is temporary.

UNDERGRADUATE DEGREE REQUIREMENTS

General Education in Journalism

The undergraduate degrees in journalism and mass communication emphasize knowledge and awareness of:
- the nature and functions of contemporary mass media;
- the history of national and international mass communication;
- the unique role and responsibility of mass communication in a democracy;
- the Constitutionsal provisions relating to freedom of the press and expression;
- the laws controlling and supporting freedom of the press and expression;
- the formation and influence of public opinion; and
- social responsibility and media ethics.

In addition, students completing a degree in journalism and mass communication acquire the ability and skills to:
- gather information from records and by asking questions;
- write correctly, concisely, and interestingly; and
- perform in a professional setting.

The degree in advertising emphasizes knowledge and awareness of:
- the relationship of advertising to the presentation of news and entertainment;
- the organization of the advertising industry;
- research techniques applicable to the industry;
- how advertising programs are planned and evaluated;
- the principles of advertising writing, design, and campaign planning;
- issues and controversies surrounding the effects of the industry in society at-large.

In addition, students completing the degree in advertising acquire the ability and skills to:
- analyze a communication problem in order to determine if it’s amenable to solution through advertising;
- analyze alternative solutions to a communication problem and to present succinct arguments for recommendations;
- develop a comprehensive written plan for the solution of a communication problem; and
- present complex material persuasively using oral, visual, and written forms.

The degrees in broadcast emphasize knowledge and awareness of:
- the economics of broadcast production;
- electronic media organization;
- the principles of radio and television production; and
- evaluation of broadcast media performance.

In addition, students completing either of the degrees in broadcast acquire the ability and skills to:
- write general news pieces as well as specialized report packages; and
- use equipment to shoot and edit broadcast materials.

The degree in news-editorial emphasizes knowledge and awareness of:
- the structure and organization of print media in the United States;
- the economics of print media organizations; and
- evaluation of print media performance. In addition, students completing the news-editorial degree acquire the ability and skills to:
- report with accuracy, fairness, and balance;
- write general news pieces as well as specialized reports;
- correct and perfect story manuscripts for publication; and
- execute appropriate publication design.

Advising

Majors and premajors are required to consult an advisor each registration period. Advising is available from faculty and staff throughout the academic year, and major advising sheets are provided for each sequence. However, students are ultimately responsible for fulfilling all degree requirements.

Requirements for Graduation

The undergraduate degree offered is the bachelor of science degree.

A total of 124 semester hours with a grade point average of not less than 2.25 overall and 2.50 in journalism and mass communication courses is required for the degree. Of these 124, at least 40 must be upper-division credits—12 hours must be upper division in an area of concentration, and 28 to 39 must be in journalism. In addition, 65 of the 124 hours must be in arts and sciences.

No student may take more than 39 hours of journalism in the 124 hours required for graduation. The upper limit is imposed to ensure wide exposure of majors to liberal arts courses. Students who wish to develop expertise in a particular specialty are advised to take courses in science, business, political science, or other relevant areas.

Double-Degree Programs

Students may complete requirements in two fields and receive two degrees from the university. Such double-degree programs are available combining journalism and mass communication with business, music, or disciplines in the College of Arts and Sciences, and generally require 150 hours to complete. Students must make application for a double-degree program in both the School of Journalism and Mass Communication and the College of Business and Administration, the College of Arts and Sciences, or the College of Music. Any other combined program must be arranged by consulting both schools or colleges.

SEQUENCES

Four areas of professional study (sequences) are available in the School of Journalism and Mass Communication.

A fifth area, Media Studies, is available for students interested in the relationships among mass media, culture, society, criticism, and policy.
Advertising
Advertising is designed to prepare students for careers in newspapers, magazines, radio, television, and advertising and public relations firms.

Required Courses  Semester Hours
JOUR 1001 Contemporary Mass Media........3
JOUR 1002 Critical Thinking and Writing....3
JOUR 2002 Electronic Information Strategies..3
JOUR 2011 Media and Public Culture..........3
JOUR 2403 Principles of Advertising.........3
JOUR 3453 Advertising Copy and Layout.....3
JOUR 3463 Advertising Media................3
JOUR 3473 Advertising Research...............3
JOUR 3771 Mass Communication History.....3
JOUR 4403 Advertising Campaigns..........4
JOUR 4931 Internship or JOUR 3913
Advertising Practicum........................3
Journalism electives..........................0-6
ECON 2020 Principles of Macroeconomics...4
BCOR 2050 Adding Value with Management and Marketing I..................3
MKTG 3250 Buyer Behavior..................3

Broadcast News
Broadcast news is designed to prepare students as news directors, reporters, editors, and writers for television or radio stations.

Required Courses  Semester Hours
JOUR 1001 Contemporary Mass Media........3
JOUR 1002 Critical Thinking and Writing....3
JOUR 2002 Electronic Information Strategies..3
JOUR 2011 Media and Public Culture..........3
JOUR 3604 Radio and Television News.........3
JOUR 3644 Principles of Broadcast
Production.......................................3
JOUR 4354 TV Reporting........................3
JOUR 4624 News Team.............................3
JOUR 4651 Mass Communication Law..........3
Journalism electives..........................1-7

Broadcast Production Management
Broadcast production management is designed to prepare students for other careers in radio or television, including positions in programing, advertising, promotion, and management.

Required Courses  Semester Hours
JOUR 1001 Contemporary Mass Media........3
JOUR 1002 Critical Thinking and Writing....3
JOUR 2002 Electronic Information Strategies..3
JOUR 2011 Media and Public Culture..........3
JOUR 3604 Radio and Television News.........3
JOUR 3644 Principles of Broadcast
Production..................................3
JOUR 3674 Television Production 2...........3
JOUR 4644 Electronic Media Management...3
JOUR 4651 Mass Communication Law..........3
Journalism electives..........................1-7

Media Studies
Media studies is designed to prepare students for government and private industry careers evaluating and critically analyzing the impact of the media on society and culture, as well as evaluating and establishing mass media policy.

Required Courses  Semester Hours
JOUR 1001 Contemporary Mass Media........3
JOUR 1002 Critical Thinking and Writing....3
JOUR 2002 Electronic Information Strategies..3
JOUR 2011 Media and Public Culture..........3
JOUR 2403 Principles of Advertising.........3
JOUR 4301 Media Ethics and Professional Practice........................................3
JOUR 4311 Mass Media Criticism...............3
JOUR 4321 Media Institutions and Economics..3
JOUR 4651 Mass Communication Law...........3
JOUR 4711 Mass Media and Culture...........3
Journalism electives..........................3-9

News-Editorial
News-editorial is designed to prepare students for positions as reporters, editors, and writers for newspapers, news services, magazines, trade and technical publications, company publications, and government.

Required Courses  Semester Hours
JOUR 1001 Contemporary Mass Media........3
JOUR 1002 Critical Thinking and Writing....3
JOUR 2002 Electronic Information Strategies..3
JOUR 2011 Media and Public Culture..........3
JOUR 3001 Reporting of Public Affairs........3
JOUR 3552 News Editing........................3
JOUR 4002 Reporting 2..........................3
JOUR 4502 Advanced Reporting................3
JOUR 4651 Mass Communication Law...........3
Journalism electives..........................1-7

GRADUATE DEGREE PROGRAMS

Master's Degree
A master's degree in journalism and mass communication is awarded after a student has demonstrated an advanced understanding of the role of mass media in society as well as competence or potential as a professional. Students may come into the master's program with or without a foundation of educational or practical experience in journalism and mass communication. Upon completion of the program, students may enter or return to journalism, teach, or continue graduate studies in a doctoral program. The School of Journalism and Mass Communication offers a mass communication research program and professional programs in news, integrated marketing communications, and an advanced professional track for practicing journalists with a minimum of three years of full-time, professional journalism experience.

Graduate students should read carefully requirements for advanced degrees in the Graduate School chapter of this catalog.

Journalism and mass communication is available as a minor in other fields of advanced study to which it is logically related. The school is also an active participant in the interdisciplinary telecommunications and environmental policy programs (see the Graduate School Interdisciplinary Programs section of this catalog).

Requirements
The master's program in news provides students with the knowledge and skills needed to enter the print or broadcast media. Students concentrate on in-depth reporting in either print or broadcast, although they are enrolled together in both required and elective courses. Students are advised and encouraged to develop an area of reporting specialization to combine with their professional skills training. Such specialties might include education, business, the environment, science, politics, or the arts. The program culminates with a professional project. Students complete a minimum of 30 graduate semester hours and should be able to finish the degree in three semesters plus a summer. Students who enter the master's program in news are expected to have a background in journalism.

The advanced professional track is for practicing journalists who wish to upgrade their professional skills and broaden their knowledge in a specific subject area outside the mass communication field. The curriculum concentrates on both professional and conceptual courses, with two to four courses coming from outside the school. A minimum of 24 credits in addition to a professional project is required.

The integrated marketing communication (IMC) master's degree is a marketing communication management program that concentrates on a variety of functional areas, including advertising, public relations, direct response, sales promotion, and packaging. The program's focus is on strategic planning. Students complete a balanced curriculum that includes both theory and practice. Students are required to do an oral defense of their work in the IMC program. In addition, students must complete an on-site audit of an organization's marketing communication program. Three undergraduate prerequisites and 41 graduate credit hours are required for the IMC program, which students should be able to complete in 16 months.
The M.A. program in mass communication research is designed for students who seek to pursue media studies or enhance an undergraduate or professional background. The curriculum concentrates on theories of mass communication, research methods, and concepts in law, history, politics, public opinion, international mass communication, and ethics. The degree requires a thesis. Students must complete a minimum of 28 graduate semester hours, including a thesis. They can complete the degree in three semesters plus a summer.

Every effort is made to suit the coursework, both within the journalism and mass communication curriculum and the field, to each candidate's interests and goals. For details about the programs write to the University of Colorado at Boulder, Coordinator of Master's Programs, School of Journalism and Mass Communication, Campus Box 248, Boulder, CO 80309-0287.

**Ph.D. Degree**

The School of Journalism and Mass Communication offers a media studies track in the Ph.D. program in communication. The program examines interactions among the major components of mass communication—media institutions, their contents and messages, and their audiences or publics—as a process by which cultural meaning is generated. It examines that process through communication and through social, economic, political, historical, and legal theories from both national and international perspectives.

**Requirements**

The Ph.D. curriculum includes requirements in foundation theory and perspective, methods, and elective options in the School of Journalism and Mass Communication and other appropriate academic units. Comprehensive examinations and a dissertation also are required.

Students may enter the program without a professional or academic background in the media, but will be required to augment their studies through selected coursework. Under certain circumstances, the school will consider granting admission to applicants without master's degrees. For current admission requirements and curriculum information, contact the University of Colorado at Boulder, Director of the Doctoral Program, School of Journalism and Mass Communication, Campus Box 287, Boulder, CO 80309-0287.

**COURSE DESCRIPTIONS**

The following courses are offered in the School of Journalism and Mass Communication on the Boulder campus. This listing does not constitute a guarantee or contract that any particular course will be offered during a given year.

For current information on times, days, and instructors of courses, students should consult the Registration Handbook and Schedule of Courses issued at the beginning of each semester.

Some courses may be open to nonmajors. Students should check for current policies.

Courses numbered in the 1000s and 2000s are intended for lower-division students and those in the 3000s and 4000s for upper-division students. Courses numbered in the 5000s are primarily for graduate students, but in some cases may be open to qualified undergraduates. Normally, courses at the 6000, 7000, and 8000 level are open to graduate students only.

Courses are organized by subject matter and are listed numerically by last digit (courses ending in the number "0" are listed before courses ending in "1", and so on). The number after the course number indicates the semester hours of credit that can be earned in the course.

Abbreviations used in the course descriptions are as follows:

- **Prereq.—Prerequisite**
- **Coreq.—Corequisite**
- **Lab.—Laboratory**
- **Rec.—Recitation**
- **Lect.—Lecture**

**Core Curriculum and General Electives**

**JOUR 1001-3. Contemporary Mass Media.**

Examines the mass media's interaction with society and looks at journalism and the mass media in historical, intellectual, economic, political, and social contexts.

**JOUR 2011-3. Media and Public Culture.**

Introduces the rise and development of mediated communication and its impact on and role within the formation of modern culture and public life.

**JOUR 3001-3. Reporting of Public Affairs.**

Covers problems and practices in reporting news of government, politics, the courts, industry, business, science, and other areas involving public issues. Prereq.: JOUR 1002 and 2002.

**JOUR 3771-3. Mass Communication History.**

Discusses major trends in the development of contemporary American journalism, its role in United States history, famous journalists, and foundations and evolution of freedom of the press.

**JOUR 4201-3. International Mass Communication.**

Covers mass media in the international system, including comparative examinations of national and international press organizations, methods, and content. Also looks at the role of mass media in developed and developing countries and the international flow of news and opinion.

**JOUR 4301-3. Media Ethics and Professional Practice.**

Provides a theoretical framework within which to spot and analyze ethical issues in the mass media. Awaakens students to ethical issues; allows them to question the profession's conventional wisdom; and teaches them how to change those conventions.

**JOUR 4311-3. Mass Communication Criticism.**

Introduces students to the critical perspectives most often employed in qualitative media analysis: semiotics, structuralism, Marxism, psychoanalytical criticism, sociological criticism, etc. Students work with texts from contemporary and broadcast media.

**JOUR 4321-3. Media Institutions and Economics.**

Introduces the institutions and practices of the media industries. Surveys the histories, structures, and activities of these organizations and the contemporary issues surrounding them.

**JOUR 4331-3. Women and Popular Culture.**

Studies how women are portrayed in mass media, particularly advertising, television, film, and contemporary popular literature. Uses critical methods with a focus on producing responsible viewers and readers.

**JOUR 4561-3. Electronic Publishing.**

Studies cropping information dissemination techniques variously called teletext, videotex, etc. Students participate in writing, editing, advertising, and promoting school-operated cable television on-screen system.

**JOUR 4651-3. Mass Communication Law.**

Studies state and federal laws and court decisions that affect mass communication in order to develop knowledge of mass media rights and responsibilities and an understanding of the legal system.

**JOUR 4661-3. Newspaper Management.**

Covers management and organization of newspapers, including an understanding of daily management considerations and what is involved in being an employee in today's newspaper environment. Same as JOUR 5661.

**JOUR 4711-3. Mass Media and Culture.**

Examines culture in the form of discourse, symbols, and texts transmitted through mass media. Explores the relationship between such mediated culture and social myth and ideology.


Topics include opinion-shaping role of the mass media, theories of public opinion and propaganda, polling, communication effects, and communication theories. Same as JOUR 5791.

**JOUR 4831-3. Publication Design and Production.**

Covers editorial and production aspects of magazines, both general and specialized.
including company publications, industrial journals, and other types of limited-audience publications. Same as JOUR 5831.

JOUR 4841 (1-3). Undergraduate Independent Study.

JOUR 4871 (1-3). Special Topics.

JOUR 4931 (1-3). Internship.

JOUR 5001 (1-4). Research in Journalism. Offers students the opportunity to participate in research projects with faculty members or pursue their own primary research interests.

JOUR 5201-3. International Mass Communication. Same as JOUR 4201.

JOUR 5301-3. Media Ethics and Professional Practice. Same as JOUR 4301.

JOUR 5321-3. Media Institutions and Economics. Same as JOUR 4321.

JOUR 5331-3. Women and Popular Culture. Same as JOUR 4331.

JOUR 5511-3. Newspaper Style. Covers problems and practice in reporting news of government, politics, the courts, and industry, business, science, and other areas involving public issues. For graduate students only.

JOUR 5521-3. Precision Journalism. Instructs students in computer-assisted reporting, including a knowledge of electronic mail, bulletin boards, commercial databases, and global information networks such as the Internet as well as the use of spreadsheets to analyze census data and the like.


JOUR 5661-3. Newspaper Management. Same as JOUR 4661.

JOUR 5711-3. Media and Culture. Examines how various communication channels such as television, advertising, film, newspapers, magazines, and popular music interact with culture. Looks at media not only as conduits of cultural values, but also as industries, and at the audiences and the role they play in creating meaning from media texts.


JOUR 5831-3. Publication Design and Production. Same as JOUR 4831.

JOUR 5841 (1-3). Graduate Independent Study.

JOUR 5851 (1-3). Graduate Professional Project.

JOUR 5861-3. Visual Communication. Focuses on the perceptual foundations of visual communication and applies these principles to specific practices in mass communication.

JOUR 5871 (1-3). Special Topics.

JOUR 5931 (1-3). Internship.

JOUR 6051-3. Theories of Mass Communication. Studies theories and perspectives of mass communication and explores the role of mass media in society.


JOUR 6201-3. Readings in International Mass Communication. Covers mass communication within the international system, including similarities and differences in functions, facilities, and content; social theories of the press; and the international flow of mass communication.

JOUR 6211-3. New Media and Development. Studies and analyzes communications technologies and techniques used in addressing social problems in developing countries.

JOUR 6301-3. Communication, Media, and Concepts of the Public. Introduces students to historical and contemporary uses of fundamental concepts in research and theory about media institutions, particularly public, community, mass, publicity, public space, public opinion, public interest, and the public sphere.


JOUR 6321-3. Literary Journalism. Analyzes the work of journalists who became some of the greatest fiction writers of the 19th and 20th centuries, and examines the increasingly indistinct lines between journalism and narrative fiction.

JOUR 6551-3. Telecommunication Policy. Studies historical and contemporary developments in telecommunications policy, emphasizing social and cultural dimensions, and focusing primarily on the context of the United States.

JOUR 6651-3. Press and the Constitution. Graduate seminar in communications law. Studies changing law and applied legal research techniques.

JOUR 6661-3. Media Ethics and Responsibility. Develops a theoretical framework with which to recognize and analyze ethical issues as they arise in the mass media.

JOUR 6711-3. Mass Communication and the Arts. Inquiry into relationship of the arts and the mass media, including study of critics, their function, and their works.

JOUR 6721-3. Message Effectiveness. Investigates such areas as information processing and its relationship to message objectives. Examines such areas as how messages design decisions, and the effects of various types of communication efforts.


JOUR 6781-3. Economic and Political Aspects of Mass Communication. Discusses economic problems and political issues relevant to newspapers, magazines, broadcasting, and CATV. Examines problems of telecommunications and the impact of future technology on mass communication.

JOUR 6940-3. Master's Degree Candidate.

JOUR 6951 (1-6). Master's Thesis.

JOUR 7011-3. Proseminar in Communication Theory 1. Introduces the principal concepts, literature, and theoretical and paradigmatic perspectives of media studies and mass communication and their ties and contributions to parallel domains in the social sciences and humanities.


JOUR 7871-3. Special Topics.

JOUR 8991 (1-10). Doctoral Thesis.

News Editorial

JOUR 1002-3. Critical Thinking and Writing. Reviews grammatical and organizational principles, experiments with several rhetorical modes, summarizes and analyzes media texts, and teaches techniques for writing and editing clearly and effectively. Uses library resources and computer databases to conduct basic research. Students study personal writing, informative writing, persuasive writing, and promotional writing.

JOUR 2002-3. Electronic Information Strategies. Helps students develop a research strategy, become familiar with the essential tools of computer-assisted research, and comprehend statistical data as a basis for good communication of information. Covers what information is needed for stories, reports, or other copy, and how to find and evaluate it efficiently and by the deadline.


JOUR 3902 (1-3). Newspaper Practicum. Gives students the opportunity to participate in news work on Campus Press. May be repeated for a total of 6 credit hours.

JOUR 4002-3. Reporting 2. Looks at in-depth reporting and writing resulting from investigation, analysis, and critical thought. Prereq., JOUR 3001.

JOUR 4102-3. Advanced Photography. Explores advanced camera and darkroom techniques, the picture story, picture editing, trends in pictorial journalism, and individual projects. Same as JOUR 5102. Prereq., JOUR 3102.
JOUR 4272-3. Public Relations. Surveys public relations in America. Includes case studies and individual projects. Same as JOUR 5272.

JOUR 4282-3. Public Relations Programs. Develops and applies public relations programs, from identification of the problem through execution of the public relations techniques. Same as JOUR 5282. Prereq.: JOUR 4272.

JOUR 4502-3. Advanced Reporting. Involves writing news features and features about actual events for publication under deadline pressure. Same as JOUR 5502. Prereq.: JOUR 4002.

JOUR 4552 (1-3). Advanced Editing. Highlights copy editing, headline writing, page design, and news evaluating. Emphasizes day-to-day newsroom operations in a newsroom environment. Students edit the Campus Press using Compu- grator computer equipment.

JOUR 4562-3. Electronic Journalism. Involves studying and writing about existing electronic publications and on-line publishing policies. Teaches methods of electronic journalism from simple text to the more sophisticated graphics, photos, movies, and sound and text presentations.


JOUR 4702-3. Critical Writing for the Journalist. Analyzes the entertainment area, especially as it pertains to the print media. Emphasizes the composition of criticism and the attitudes and writing techniques of individual critics. Same as JOUR 5702. Prereq.: JOUR 4001.


JOUR 5102-3. Advanced Photography. Same as JOUR 4102.

JOUR 5272-3. Public Relations. Same as JOUR 4272.

JOUR 5282-3. Public Relations Programs. Same as JOUR 4282.

JOUR 5502-3. Advanced Reporting. Same as JOUR 4502.

JOUR 5512-3. Investigative Reporting. Shows how to dig beneath the surface of issues and events. Focuses on research, interviewing, and writing.

JOUR 5552-3. News Editing. Same as JOUR 5552.

JOUR 5562-3. Electronic Journalism. Same as JOUR 4562.

JOUR 5602-3. Editorial and Opinion Writing. Same as JOUR 4602.

JOUR 5702-3. Critical Writing for the Journalist. Same as JOUR 4702.

JOUR 5802-3. Magazine and Feature Writing. Same as JOUR 4802.

JOUR 5812-3. Science Writing. Helps students acquire the basic skills and knowledge required of science journalists. Also examines the scientific method, the nature of scientific knowledge, and how the media covers science.

JOUR 5822-3. Reporting on the Environment. Involves reporting and writing about the environment by taking into account the scientific, technological, political, economic, and cultural dimensions of environmental subjects.

JOUR 5872-3. Special Topics—Print.

Advertising


JOUR 3473-3. Advertising Research. Introduces students to applied research methods and provides practice in using research in marketing and advertising decision making.

JOUR 3913 (1-3). Advertising Practicum. Provides students with the opportunity to do advertising work for the Campus Press and the virtual mall. May be repeated for a total of 6 credit hours.


JOUR 4453-3. Advertising and Society. Examines criticisms and contributions of advertising in society and the economy. Same as JOUR 5453.

JOUR 5403-4. Advertising Campaigns. Same as JOUR 4403.

JOUR 5413-4. IMC Principles and Practices. Reviews the functional marketing communication areas such as advertising, public relations, sales promotion, and direct response in terms of their strengths and weaknesses in an integrated program. Focuses on strategy and planning, with students concentrating on integrating targets, timing, and message strategies. Looks at both U.S. and global marketing communication practices.

JOUR 5423-3. IMC Cases. Uses the case method to analyze and evaluate IMC strategy and planning. Also uses real-life examples, both domestic and international, from service marketing, industrial marketing, consumer products, and nonprofit organizations to give students a chance to analyze and critique the use of IMC strategies and practices.

JOUR 5433-4. IMC—Creative Strategy. Focuses on strategic thinking and critical skills in the development of a variety of marketing communication messages. Teaches students to develop strategy, evaluate creative work, and maintain strategic and executional continuity across media. Students also position products in terms of the competitive situation, the circumstances of use, and the cultural environment.

JOUR 5453-3. Advertising and Society. Same as JOUR 4453.

JOUR 5513-3. International Marketing Communication. Examines integrated marketing communications from a global perspective, such as how to build stakeholder relationships and corporate reputation across borders.

JOUR 5523. IMC Campaigns. As the capstone IMC course, prepares students for an integrated marketing communications campaign for a select business. Involves primary research, prioritizing stakeholders and contact points, determining communication objectives and strategies, producing copy and layouts, and budgeting.


Broadcast


JOUR 3614-3. Radio Programming and Production. Introduces studio console, microphones, turntables, tape recorders, tape editing, timing, and combo operation. Emphasizes applying the basic principles to professional production of radio programs.


JOUR 3674-3. Television Production 2. Covers studio productions for "News Team Boulder." Students also do porp-pak projects to sharpen their writing, video production, and editing skills. Prereq.: JOUR 3644.

JOUR 4344-3. TV Documentary. Designed to give advanced broadcast students the opportunity to create through research, writing, videotaping, and editing a long-form, nonfiction television program.

JOUR 4354-3. TV Reporting. Covers basic broadcast reporting skills, where to find news and how to cover it, and how to analyze and organize news stories. Skills are linked with advanced concepts of shooting and editing videotape in order to produce news stories on deadline.

JOUR 4624-3. News Team. Emphasizes visualization. Covers special advantages and limitations of broadcasting news and public affairs. Students also participate in "News Team Boulder" by preparing newscasts for Boulder Cable Channel 53. Same as JOUR 5624. Prereq.: JOUR 3001, 3604, 3644.


JOUR 4644-3. Electronic Media Management. Analyzes station operations, public relations, personnel, financing, labor relations, and laws and regulations as well as the manager's ethical and social responsibilities. Same as JOUR 5644.

JOUR 4674 (1-4). Television Production 3. Provides in-depth experience in one facet of a complex television production; e.g., directing, producing, writing, sports, and commercials.

JOUR 5344-3. TV Documentary. Same as JOUR 4344.


JOUR 5524-3. Television Investigative Reporting. Covers how to produce quality, substantive, in-depth stories for television. Covers the basics of investigative reporting, research, and working with sources.

JOUR 5624-3. News Team. Same as JOUR 4624.


FACULTY

WILLARD D. ROWLAND, JR., Dean; Professor, B.A., Stanford University; M.A., University of Pennsylvania; Ph.D., University of Illinois.

LEN ACKLAND, Associate Professor, B.A., University of Colorado; M.A., Johns Hopkins School of Advanced International Studies.

SAMUEL J. ARCHIBALD, Professor Emeritus.

JOANNE EASLEY ARNOLD, Professor Emerita.

SHU-LING C. BERGGREEN, Associate Professor, B.A., Fu-Zen University; M.S., Southern Illinois University; Ph.D., University of Tennessee.

ANDREW CALABRESE, Associate Professor, B.A., Denison University; M.A., Ph.D., Ohio State University.

WILLIAM CELIS III, Associate Professor, B.A., Howard Payne University; M.S., Columbia University Graduate School of Journalism.

RAMON CHAVEZ, Instructor, B.A., Texas Tech University; M.A., University of Washington.

ROSALYN DAUBER, Associate Professor, A.B., University of California, Berkeley; M.A., George Washington University; M.A., Annenburg School of Communications, University of Southern California.
MALCOLM A. DEANS, Senior Instructor Emeritus.

THOMAS R. DUNCAN, Associate Professor. B.S., Northwestern University; M.A., Northwestern University; Ph.D., University of Iowa.

BRUCE HENDERSON, Associate Professor. B.A., University of Wisconsin, Madison; M.A., University of Wisconsin, Madison.

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STEWART HOOVER, Professor. B.A., McPherson College; M.A., Ph.D., Annenberg School of Communications, University of Pennsylvania.

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BRETT ROBB, Associate Professor. B.A., Rhodes College; M.A., Ph.D., Vanderbilt University.

DAVID SLYDEN, Associate Professor. B.A., Southern Illinois University; M.A., University of Chicago; Ph.D., Indiana University.

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MICHAEL TRACEY, Professor. B.A., University of Exeter; Ph.D., University of Leicester.

ROBERT TRAGER, Associate Dean; Professor. B.A., San Francisco State College; M.A., Ph.D., University of Minnesota; J.D., Stanford University.

LAWRENCE R. WEISBERG, Associate Professor. B.A., M.A., Columbia University.

JAN WHITT, Associate Professor. B.A., M.A., Baylor University; Ph.D., University of Denver.

THOMAS YULSMAN, Associate Professor. B.A., Harpur College, State University of New York at Binghamton; M.S., Columbia University Graduate School of Journalism.
The morning sun
Radiantly
Rises above the frosty woods.
—Iada Dakotsu

Law students gather for a class outside the Fleming Law building.
School of Law

Harold H. Bruff, Dean

The School of Law was established in 1892. It is a charter member of the Association of American Law Schools, organized in 1901, and has been on the list of approved law schools of the American Bar Association since the first publication of such a list in 1923. Such approval is based upon high scholastic standards, a three-year program of full-time resident study, a well-qualified faculty, good library facilities, and high admission qualifications. At the University of Colorado School of Law, a relatively small student body of 500 and a favorable faculty-student ratio produce classes of a size that encourages discussion. Classes are rarely larger than 83 students, and many are much smaller. In addition, faculty are readily available for informal conferences with individual students.

Courses are offered in a wide range of law-related subject matter. Students are free to take almost all second- and third-year courses as electives after a required first-year curriculum. Emphasis in areas of curricular strength of the School of Law include natural resources, environmental law, criminal law, business law, constitutional law, taxation, public law, American Indian law, litigation, intellectual property law, and jurisprudence. Graduates are academically qualified to take the bar examination in all 50 states provided that, in choosing their curricula, students comply with any individual requirements of states in which they intend to practice.

Law Building and Law Library

The School of Law is housed in the Fleming Law building, located on the southern edge of the campus. Teaching facilities include an excellent library, classrooms, seminar rooms, a complete trial and appellate courtroom, and videotape equipment. The building also contains suites for the Legal Aid and Defender Program, Natural Resources Law Center, Indian Law Clinic, offices for various student organizations, the University of Colorado Law Review, the Colorado Journal of International Environmental Law and Policy, faculty and administrative offices, and a student lounge. The building has ample space to accommodate the current student body of 500.

The law library contains one of the premier legal reference collections in the western United States. The collection consists of over 365,000 volumes and microform equivalents.

Students and faculty have access to a comprehensive collection of American case law from all jurisdictions, statutes of all states (in annotated form when available), and the major digests, encyclopedias, periodicals, and texts dealing with American law. English, Canadian, and other Commonwealth materials are almost as complete. A collection of books in German, French, and other foreign languages as well as international law holdings provide a basis for comparative law studies.

The Law Library offers a full range of electronic resources to law students and faculty, including access to on-line databases, the Internet and World Wide Web sites, and CD-ROM products. Computer labs and workstations are provided for student use, and instruction is provided for both book and electronic materials.

Career Services

The Office of Career Services provides students and alumni with personal and group career counseling to assist and prepare students with decisions about career direction, legal employers, and alternatives to traditional legal careers. The office annually offers workshops, symposia, and clinics focusing on resume preparation, interviewing skills, judicial clerkship applications, and self-directed job search strategies.

Extended daily office hours are maintained during the academic year and summer to allow for additional access to professional personnel and resources. The office maintains its own Career Resource Library which offers students access to a growing collection of career development and job search aid materials. Students can visit the Office of Career Services' web site at www.colorado.edu/law/career.html.

The Office of Career Services sponsors an on-campus interview program, providing students with the opportunity to interview with numerous legal employers from throughout the country. Most second- and third-year students participate in the fall semester interviews while first-year students begin their self-directed job search and limited on campus interviews during the spring semester.

In addition to hosting the traditional on-campus and off-campus interview programs, the Office of Career Services provides expanded and varied programming throughout the academic year. For example, the Annual Legal Career Options Day, held in mid-November, provides law students the chance to network with a multitude of practitioners from the corporate, private, government, and public sectors.

The CU alumni jobs bulletin, The Buffalo Law, gives alumni another opportunity to find job openings in the Denver metropolitan area, the state, and the nation. All new graduates receive a one-year complimentary subscription.

Lectureships

In 1955, a trust fund was established in memory of John R. Coen to bring to the School of Law each year a prominent jurist, scholar, or other public figure to deliver a lecture to the students and faculty of the School of Law. Recent lecturers in the series have included Martha Minow, Harvard Law School Professor; Akhil Amar, Yale Law School Professor; John C. Coffee, Jr., Adolph A. Berle Professor at Columbia University School of Law; Supreme Court Justice Antonin Scalia; and The Honorable Alex Kozinski, U.S. Court of Appeals, 9th Circuit.

The Austin W. Scott, Jr. Lecture Series was established in 1973. Lectures in this series are given by members of the faculty of the School of Law, generally on research in progress. Although the topics vary with the interests of the lecturer, lectures are always topical and stimulating. Recent lectures have included Professor Pierre Schlag, who lectured on legal philosophy; Professor Clyde O. Marts and Professor David H. Getches, both of whom lectured on water policy; Professor Richard Delgado, who lectured on affirmative action; and Barbara Bindiff, who lectured on the effects of computer technology on legal research.

Clinical and Extern Programs

Under the supervision of full-time clinical faculty who are experienced trial attorneys, the Legal Aid and Defender Program allows students to represent low-income clients in civil and criminal cases in Colorado courts and before administrative agencies.

The Appellate Advocacy Clinic is taught at the School of Law by a member of the Appellate Division of the Colorado State Public Defender's Office or the Office of the Attorney General. Each student, under
direct supervision of the instructor, is responsible for completing an appellate brief for a criminal case pending in the Colorado Supreme Court or the Colorado Court of Appeals. In addition, students meet to discuss appellate procedure, issue identification, appellate writing, and oral advocacy.

The Indian Law Clinic is a hands-on course in which up to six second- and third-year students can participate in the representation and advocacy of Indian causes. The clinic's clients are Native American people in the Denver metropolitan area, tribal courts and/or Indian litigants on the Southern Ute and Ute Mountain reservations, and other Indian groups or tribal agencies that would otherwise be unable to afford legal assistance.

The clinic gives priority to cases with a uniquely Indian law dimension—land or water claims, Indian religious freedom, job or other discrimination based on race, and issues implicating tribal sovereignty.

Students meet individually on a weekly basis with the supervising attorney, and collectively in a weekly two-hour seminar.

The Natural Resources Litigation Clinic's docket consists exclusively of environmental litigation that concentrates on water resources development and public lands protection. Clinic cases often require expert testimony and witness preparation; analysis and presentation of detailed scientific and environmental data; and submission of complex and precedent legal briefs. Students work as "associates" in small environmental law practice representing public interest clients before administrative agencies, state and federal courts, Congress, and state legislatures. In this practice students forge and clarify the law in controversial environmental arenas, and in the process, learn not only from the clinic's staff, but also from matching the best and brightest attorneys and experts the opposition can muster.

Under the School of Law’s Extern Program, up to 4 hours of credit may be earned for uncompensated legal work done for an outside employer. Students interested in such a program must submit a timely application describing the proposed project and certain other information. To gain approval, the project must contain a substantial writing component and be under the supervision of an approved attorney. Credit is awarded on the basis of one hour of credit for each fifty hours of working time.

Activities
The School of Law offers many activities in addition to those available for students in the university as a whole. The Rothergerber Moot Court Competition, Carrigan Cup Compe-
tition, and Jesup International Law Moot Court Competition offer students an opportunity to refine their research skills, as well as develop skills in advocacy at the trial and appellate levels. In these competitions, students thoroughly prepare and brief hypothetical cases and then argue before panels of distinguished judges and lawyers.

The University of Colorado Law Review, a professional journal edited entirely by students, publishes scholarly articles and comments on matters of concern to the legal profession at both the national and state levels. The Colorado Journal of International Environmental Law and Policy, a scholarly journal dedicated to examining the legal and policy implications of international environmental issues, was formed by students in the spring of 1989.


ACADEMIC EXCELLENCE

Order of the Coif
The Order of the Coif is a national law school honor society founded to encourage legal scholarship and to advance the ethical standards of the profession. The University of Colorado is one of only 75 law schools entitled to award the Order of the Coif. Members are selected for demonstrated scholarship from among seniors ranking scholastically in the top 10 percent of their class.

ACADEMIC STANDARDS

Honor System
On the premise that academic dishonesty is incompatible with the dignity and responsibility of the legal profession, the School of Law operates under an honor code that is subscribed to by all entering students. The honor code is a system of rules admin-
istered by student officers and demands high ethical conduct, and prohibits, for example, resorting to unauthorized sources in examinations. The same code also allows students considerable individual freedom and responsibility.

Grading and Point System
The School of Law grades on the following numerical basis:
- A = 93-100
- A- = 90-92
- B+ = 86-89
- B = 83-85
- B- = 80-82
- C+ = 76-79
- C = 73-75
- C- = 70-72
- D+ = 66-69
- D = 63-65
- D- = 60-62
- F = 59 or below

One semester hour of credit represents one 50-minute class period per week through a semester.

In courses designated as pass/fail or pass/graded, the grade of pass is given when in the judgment of the instructor the quality and quantity of work is such that on a graded basis the work would be the equivalent of at least a 72. If the instructor judges the work not the equivalent of a 72, the work is assigned that letter and numerical grade between 50 (F) and 71 (C-) which the instructor determines to be appropriate.

ADMISSION AND ENROLLMENT POLICIES

Prelegal Preparation
The School of Law at the University of Colorado prescribes no specific pre-law curriculum. Students should pursue their interests, the offerings of their particular colleges, and their personal objectives in studying law. In general, the prelaw student should place primary emphasis on acquiring excellent methods of study, thought, and communication, especially writing. Obviously, these skills can be acquired in a number of different areas, and successful law students and lawyers have college majors in almost every field. College courses should be chosen with care to produce a balanced pattern of skills and insights. An undergraduate major field should be one that requires rigorous application of one's abilities.

Admission Requirements

and Standards
The School of Law grants admission to qualified applicants who have received a baccalaureate degree from a properly accredited institution.
The applicant also must show substantial intellectual promise and give evidence of high moral and ethical standards. The entering class in 1998 had a median GPA of 3.52 and a median Law School Admission Test (LSAT) score of 161.

Admission decisions are based heavily on undergraduate grade point averages and LSAT scores. Other indicators of ability and motivation are also considered in the admissions process. Because the School of Law believes student body diversity will contribute to everyone's educational experience, a class of students with a mixture of backgrounds, experiences, interests, goals, and talents is the goal of the Admissions Committee. Thus, as important as the results of the Law School Admissions Test and the applicant's undergraduate record are, they are not the only factors considered. The School of Law takes affirmative action to increase ethnic, cultural, and other diversity of its student body. Colorado residency is also given special consideration, since the university is a state-supported school.

Due to the large number of applicants seeking admission, personal interviews are neither required nor encouraged. Applicants are required to submit a personal statement and one or two letters of recommendation in support of their application.

Beginning students are admitted for the fall semester and only on a full-time basis. The School of Law does not have an evening division of study.

Tutorial assistance will be available for first-year students who desire it and whose qualifications suggest that this type of support might be beneficial.

How and When to Apply

1. A catalog and application can be requested by writing to the University of Colorado at Boulder, School of Law, Campus Box 403, Boulder, CO 80309-0403, or by calling 303-492-7203.

2. Students must return a completed application for admission and a nonrefundable application fee of $45 by February 15. Applicants are responsible for arranging for submission of all supporting documents, including materials from the Law School Data Assembly Service, and for ensuring that materials are received by the School of Law in a timely fashion. Late applications will be considered but those that are timely will be reviewed first. Only the strongest late applicants have any chance of admission.

Some forms of financial aid will be jeopardized by late application. All applicants who seek financial aid should ensure compliance with the Free Application for Federal Student Aid instructions, available in the Office of Financial Aid.

Admissions Process

Beginning in January, completed applications are considered by the Admissions Committee. Applicants will be notified in writing of their decision from mid-January until the class is filled, usually late in May. Files are reviewed at the discretion of the Admissions Committee, and in general those with the strongest credentials are reviewed first. If the committee is unable to reach a decision to admit or deny a particular candidate, the application may be placed in a "hold" category to be reviewed again after the application deadline has passed and other applications have received initial consideration. In these cases, an applicant will not be notified until further action has been taken.

When all places in the class have been filled—usually in May—a waitlist will be established and those who are included on the waitlist will be notified of this decision and asked to confirm their acceptance of a place on the waitlist.

Upon acceptance for admission, an applicant is required to send a confirmation form and a $200 enrollment deposit to the School of Law by a date specified in the letter notifying the applicant of admission. Each admitted student will be asked to respond within two weeks of receipt of the letter (but not earlier than April 1).

Transfer and Visiting Students

Transfer students must have completed at least one full year of study at a law school accredited by the American Bar Association and must meet all standards and requirements set forth above for students who have not previously attended law school.

Applicants must arrange to have sent, in addition to the above items: 1) an official transcript showing all law school work under-taken; 2) upon completion of all law school work undertaken, a letter from the law school dean stating that the applicant is in good standing and eligible to continue without condition; and 3) a letter or an official transcript showing the law school attended.

A limited number of second-year transfer students are accepted each year. Decisions are based heavily on law school performance. Admitted students, having previously attended other fully accredited law schools, may receive advanced standing credit for work done in such law schools in an amount and on such conditions as determined by the Office of the Dean.

The School of Law may admit one or more visiting students who may study at the school for a semester or a year, but who will receive their law degree from their school of origin. Admission as a visiting student is available only to applicants who have completed one or two years of high-quality work at another law school and who have demonstrated a compelling need to attend the University of Colorado School of Law.

Application procedures are the same as for transfer applicants. In addition, however, the dean of the school of origin must send a letter agreeing to accept work satisfactorily completed at the University of Colorado School of Law for credit toward the student's law degree. Admission as a visiting student allows enrollment in courses on a space-available basis. As a rule, financial aid for a visiting student is handled by a consortium agreement between the School of Law and the degree-granting institution.

Foreign Student Information

The University of Colorado School of Law offers only the Juris Doctor degree. The School of Law does not offer the Master of Law degree (LL.M.). Foreign students will be considered within the following parameters: applicants must submit a completed application including a personal statement, transcripts showing completion of the equivalent of a bachelor's degree from a United States institution, a letter of recommendation, current LSAT scores, and the application fee in United States currency. All documents must be in English. The TOEFL is not required. However, a good command of English is crucial to success in law school and will be demonstrated by the LSAT, the personal statement, and other written communication required by the application process.

Applicants possessing a law degree from a foreign law school may apply for admission as transfer students by submitting a letter of good standing from the dean (or equivalent) of their previous law school, LSAT scores, official law school transcripts, and all documents mentioned in the previous paragraph. The School of Law will accept a maximum of one year of credit from a foreign law school; most transfer students must complete the first-year curriculum at the School of Law.

The school has no scholarship or loan assistance available for foreign students. All foreign students must submit a financial affidavit after admission to the School of Law stating that they possess the financial resources to support themselves while attending school in the United States.

Transcripts—Withdrawal of Admission

At least one week prior to enrolling in the School of Law, all students who have been admitted and have confirmed their admis-
sion must submit two official transcripts from each college and law school attended, showing all college and postgraduate work completed. Such transcripts must show the student has received a baccalaureate degree from a properly accredited institution. These transcripts must also show any subsequent work undertaken, whether or not the work was included in the LSDAS evaluation. If such subsequent work is not of substantially similar quality to that included in the LSDAS evaluation, or if the transcripts fail to show the student has received the required baccalaureate degree, the student’s prior admission may be withdrawn.

Attendance
Class attendance is of great importance. A student who has been absent from more than 20 percent of the total number of classes in a course may be excluded from the final examination and will receive a failing grade in the course.

Classification of Students
To be ranked in the second-year class, a student must have passed 30 semester hours of work; to be ranked in the third-year class, 59 hours of work.

Normal Course Load
The normal course load is 14 or 15 hours per semester. Students may not register for more than 16 hours or fewer than 10 hours without special permission, and first-year students must obtain permission in order to register for less than a full schedule. A student who discontinues a course at any time without notifying the Office of the Dean and processing the necessary papers will receive an F.

Dropping Courses
Any first-year student who desires to drop a course must first obtain the permission of the dean. Clinical courses and waitlisted courses may be dropped until the sixth day of classes, and other upper-division courses may be dropped until the end of the sixth week of classes. After the applicable deadline, a course may be dropped for good cause and with the consent of the instructor and the dean. If a student drops a course after the applicable deadline without such consent, he or she will receive a failing grade in the course.

Summer Session
A limited summer curriculum is offered at the School of Law. Any student who has completed at least one year in an ABA-accredited law school may register for courses offered during the summer session upon submission of a summer application form with a letter of good standing from his or her law school. A student may enroll in courses totaling no more than 8 semester hours without special permission from the dean’s office.

A schedule of summer courses with an application form may be obtained after March 1 by writing to the University of Colorado at Boulder, Office of Admissions, School of Law, Campus Box 403, Boulder, CO 80309-0403.

Transcripts
Official transcripts of credit should be ordered from the Office of the Registrar transcript section, Regent Administrative Center 105, either in person or by writing. Official transcripts are prepared only at the student’s request. Unofficial law school transcripts indicating class standing, numerical averages, and attendance dates may be made in person or by writing to the School of Law Registrar, Room 141.

Withdrawals
Students may withdraw from the School of Law at any time up to two days before the beginning of final examinations by obtaining permission of the Office of the Dean. Readmission will be at the discretion of the faculty. Tuition and fee refunds are based on withdrawal date. Consult the Law School Registrar and/or the Bursar’s Office for refund deadlines.

EXPENSES AND FINANCIAL AID

Colorado residents enrolled in the School of Law paid $5,411 in tuition and fees for the 1998-99 academic year; nonresidents paid $17,086. The School of Law’s Office of Admissions will tentatively classify applicants as resident or nonresident students, but the final decision will be made by the tuition classification officer. For more information concerning resident and nonresident classification, consult Academic Records in the General Information chapter of this catalog.

Living expenses, books, and incidental costs in the amount of approximately $12,556 per year should be added to tuition figures in estimating yearly expenditures.

The Free Application for Federal Student Aid (FAFSA) is the only financial aid application that will be accepted for 1999-2000. FAFSA forms will be available from local high schools, colleges, and universities after January 1, 1999. The University of Colorado participates in the William D. Ford Direct Loan program. Students may receive a maximum of $18,500 through this program. If a student’s cost of attendance is greater than $18,500, alternative private loans through LawAccess, LawLoan, or CitisAid also may be available.

Grants are available on a limited basis to eligible resident students and are awarded on the basis of need and timeliness of filing the financial aid application. Nonresident students may not be awarded grants from state funds under present state policy but may be considered for loans and work-study. (Note: Work-study is available only to second- and third-year students.)

The status of financial aid applications submitted to CU-Boulder cannot be confirmed until students have been officially admitted to the School of Law. Students missing the enrollment deadline are considered late, even if they meet the financial aid application filing deadline.

The priority date for financial aid is March 1. This means all financial aid applicants should have a complete file, consisting of student tax information and the FAFSA, by March 1. A completed file is essential for the Office of Financial Aid to process an award offer.

All students who receive financial aid are required to understand and comply with minimum standards of reasonable academic progress. The Reasonable Academic Progress policy is available to students upon request at the university’s Office of Financial Aid.

For further information regarding financial assistance, contact either the University of Colorado at Boulder, Director of Admissions and Financial Aid, School of Law, Campus Box 403, Boulder, CO 80309-0403, 303-492-7703, or the University of Colorado at Boulder, Office of Financial Aid, Campus Box 106, Boulder, CO 80309-0106, 303-492-5991.

Part-Time Employment
The study of law is essentially a full-time task. Most students devote from 50 to 70 hours a week to classroom attendance, preparation for class, and other activities directly related to their legal education. These include participation in appellate briefing and argument competitions and work in the school’s clinical program. As a consequence, the opportunity for self-support through employment while attending law school is limited. Students may not accept outside employment during the critical first year. Law-related employment for a limited number of hours may actually enhance the educational experience of second- and third-year students, but students may not commit themselves to employment of more than 20 hours per week, or schedule employment that will interfere with class attendance.
DEGREE REQUIREMENTS

Methods of Instruction

Law school classes are conducted primarily as discussions rather than as lectures. Judicial opinions and statutes are critically analyzed and the principles extracted are used in arguments about hypothetical situations. Other methods of instruction include research and writing, seminars, and practical experience both in clinical programs and by simulation.

Transmission of knowledge of established law is only one element of legal education. The School of Law seeks to train students to use the law, to research and analyze relevant materials, to speak and write effectively, and to evaluate arguments. Significant changes in the law occur frequently, and knowledge of specific laws may become obsolete, but the ability to analyze, argue, and evaluate endures.

Graduation Requirements

The Juris Doctor (J.D.) degree is conferred on students who have satisfactorily completed the six-semester curriculum in accordance with School of Law rules. All law school work must be taken in residence; that is to say, in the classroom or under direct personal supervision of the instructor and not by correspondence or extension. No credit toward graduation from the School of Law will be given for any pre-law courses.

The requirements for the J.D. degree are:
1. Completion of 89 semester hours of credit with a numerical average of 72 or better.
2. Completion of all required courses listed under the School of Law curriculum.
3. Completion of one seminar.
4. Study for at least six semesters or equivalent in residence at this or some other accredited law school, with at least 45 hours in residence at the School of Law. If a student is not in residence at the School of Law during the last two semesters, at least 60 hours in residence is required at the school.
5. Satisfaction of any conditions imposed at the time of admission.

Law Curriculum

The curriculum of the School of Law is designed to give students a thorough training in fundamental principles of English and American law, to permit moderate specialization in areas of personal interest, and to prepare them to practice in any state or country where Anglo-American law prevails.

The first-year curriculum of Contracts, Civil Procedure, Property, Torts, Criminal Law, Legal Writing, and Appellate Advocacy is required of all students. The second and third years are largely elective; the only required courses are Constitutional Law, Evidence, Professional Responsibility, Trial Advocacy or comparable trial experience in a clinical course, and a seminar. Eleven clinical hours are allowed to count toward the graduation requirement of 89 hours.

Students have the responsibility to plan their second- and third-year schedules to complete all required courses and to enroll for at least 10 credit hours in each semester.

The value of the course in semester hour credits is indicated by the figure following the identifying department number. For example, in LAWS 5101-3, LAWS 5101 is the department number, and the -3 indicates that the course is for 3 hours of credit.

The right to change the schedule of courses and instructors is expressly reserved to the dean and faculty.

First-Year Curriculum

The following first-year courses are required of all J.D. candidates. In the absence of special authorization from the dean, all first-year students must take the full schedule of courses—15 hours in the fall semester and 15 hours in the spring semester. Each first-year student will be assigned to one small section course, normally numbering not more than 30 students.

LAWS 5223-2 Appellate Court Advocacy
LAWS 5303-3 Civil Procedure 1
LAWS 5313-3 Civil Procedure 2
LAWS 5101-3 Contracts 1
LAWS 5111-3 Contracts 2
LAWS 5503-4 Criminal Law
LAWS 5226-2 Legal Writing
LAWS 5624-3 Property 1
LAWS 5634-3 Property 2
LAWS 5425-4 Torts

Second- and Third-Year Courses

(in alphabetical order)

Business
LAWS 6281-3 Accounting Issues for Lawyers

LAWS 6201-3 Agency, Partnership, and the LLC
LAWS 7201-3 Animal Law
LAWS 7021-3 Bankruptcy
LAWS 7211-3 Business Planning
LAWS 7601-3 Business Transactions
LAWS 7051-2 Commercial Drafting
LAWS 6001-4 Commercial Transactions
LAWS 7301-3 Copyright
LAWS 7351-3 Copyright and Digital Works
LAWS 6211-3 Corporations
LAWS 6251-4 Corporations
LAWS 7011-3 Creditors' Remedies and Debtor's Protection
LAWS 7631-2 Doing Business with Mexico
LAWS 7541-3 Employment Discrimination
LAWS 7611-2 International Business Transactions
LAWS 6501-3 Labor and Employment Law
LAWS 7411-3 Mergers, Acquisitions, and Reorganizations
LAWS 7311-2 Patent Law
LAWS 7024-3 Real Estate Planning
LAWS 7441-2 Regulation of National Financial Markets
LAWS 7401-3 Securities Regulation
LAWS 8251-2 Seminar: Advanced Corporate Law
LAWS 8431-2 Seminar: Corporate Finance
LAWS 8421-2 Seminar: Duties of the Professional Advisor
LAWS 7331-2 Sports Law
LAWS 7241-3 Telecommunications Law and Policy
LAWS 7341-3 Trademarks and Unfair Competition

International
LAWS 7200-3 Anthropology of Law
LAWS 6210-3 Comparative Law
LAWS 7058-3 Conflict of Laws
LAWS 7631-2 Doing Business with Mexico
LAWS 7065-3 Immigration Law
LAWS 7611-2 International Business Transactions
LAWS 6510-3 International Environmental Law
LAWS 6400-3 International Law
LAWS 7300-2 International Litigation
LAWS 7406-1 International Moot Court Competition
LAWS 7617-3 International Taxation
LAWS 8510-2 Seminar: International Environmental Law

Jurisprudence and Perspectives
LAWS 6210-3 Comparative Law
LAWS 7058-3 Conflict of Laws
LAWS 7228-2 Intellectual Origins of the Constitution
LAWS 6510-3 International Environmental Law
LAWS 7128-3 Jurisprudence
LAWS 6318-2 Law and Economics
LAWS 7708-3 Law and Social Science
LAWS 7218-2 Legal History
LAWS 6128-3 Legislation
LAWS 8528-2 Seminar: Contemporary Jurisprudence
LAWS 8448-3 Seminar: Law and Literature
LAWS 8558-2 Seminar: Law and Violence
LAWS 8718-2 Seminar: Modern Theories and Law
LAWS 8608-2 Seminar: Power, Ethics, and Professionalism
LAWS 8318-2 Seminar: Problems in Law and Economics
LAWS 8548-2 Seminar: Theory of Punishment
LAWS 8428-2 Seminar: Women in Law and Literature

Natural Resources
LAWS 7735-2 Advanced American Indian Law
LAWS 7725-3 American Indian Law
LAWS 7402-2 Environmental and Toxic Torts
LAWS 6112-3 Foundations of Natural Resources Law
LAWS 7102-3 Oil and Gas
LAWS 7202-3 Pollution Law
LAWS 6002-3 Public Land Law
LAWS 8725-2 Seminar: Advanced American Indian Law
LAWS 8112 (2-3) Seminar: Advanced Natural Resources Law
LAWS 8302-2 Seminar: Advanced Problems in Water Resources Law
LAWS 8202-2 Seminar: Environmental Policy
LAWS 7307-3 Taxation of Natural Resources
LAWS 6302-3 Water Resources

Practice and Procedure
LAWS 7205-3 Administrative Law
LAWS 7303-3 Complex Civil Litigation
LAWS 6045-3 Criminal Procedure
LAWS 7045-3 Criminal Procedure: Adjudicative Process
LAWS 6355-3 Evidence (required course)
LAWS 7003-3 Federal Courts
LAWS 7525-2 Juvenile Law
LAWS 7409-3 Legal Negotiation and Dispute Resolution
LAWS 7255-3 Local Government
LAWS 6103-2 Professional Responsibility (required course)
LAWS 7433-3 Remedies
LAWS 7363-2 Scientific Analysis and the Law
LAWS 8613-2 Seminar: Civil Liberties Litigation

Practice—Clinical
LAWS 7159-2 Advanced Trial Advocacy
LAWS 7309 (2-3) American Indian Law Clinic
LAWS 7029-3 Appellate Advocacy Clinic
LAWS 7259-1 Appellate Advocacy Competition
LAWS 7399 (2-4) Extern Program
LAWS 6099-4 Legal Aid Civil Practice I
LAWS 6091-3 Legal Aid Civil Practice II
LAWS 6092-4 Legal Aid Criminal Practice I
LAWS 6039-3 Legal Aid Criminal Practice II
LAWS 6079-4 Legal Aid Criminal Practice
LAWS 7409-3 Legal Negotiation and Dispute Resolution

Motions Advocacy
LAWS 7169-2 Natural Resources Litigation Clinic
LAWS 7209-3 Small Practice Management
LAWS 7609-1 Trial Advocacy
LAWS 6109-2 Trial Competition
LAWS 7599-1 Trial Practice
LAWS 6179-2

Property
LAWS 7301-3
LAWS 7154-3
LAWS 7311 (2-3)
LAWS 7024-3
LAWS 6024-3
LAWS 6104-3

Copyright
LAWS 7024-3
LAWS 6024-3
LAWS 6104-3

Administerial Law
LAWS 7125-2
LAWS 7155-2
LAWS 7735-2

Advanced Domestic Relations
LAWS 7125-2
LAWS 7155-2
LAWS 7735-2

Advanced Torts
LAWS 7475-2
LAWS 7725-3
LAWS 7415-3
LAWS 7025-3
LAWS 6005-4

Civil Rights Legislation
LAWS 7475-2
LAWS 7725-3
LAWS 7415-3
LAWS 7025-3
LAWS 6005-4

Constitutional Law (required course)
LAWS 7475-2
LAWS 7725-3
LAWS 7415-3
LAWS 7025-3
LAWS 6005-4

Criminal Procedure
LAWS 7475-2
LAWS 7725-3
LAWS 7415-3
LAWS 7025-3
LAWS 6005-4

Criminal Procedure: Adjudicative Process
LAWS 7475-2
LAWS 7725-3
LAWS 7415-3
LAWS 7025-3
LAWS 6005-4

Domestic Relations
LAWS 7105-3
LAWS 7055-3
LAWS 7003-3
LAWS 7015-3
LAWS 7425 (2-3)

Education Law
LAWS 7105-3
LAWS 7055-3
LAWS 7003-3
LAWS 7015-3
LAWS 7425 (2-3)

Federal Courts
LAWS 7105-3
LAWS 7055-3
LAWS 7003-3
LAWS 7015-3
LAWS 7425 (2-3)

First Amendment
LAWS 7105-3
LAWS 7055-3
LAWS 7003-3
LAWS 7015-3
LAWS 7425 (2-3)

Health Law
LAWS 6045-3
LAWS 7045-3

Imagination and Citizenship Law
LAWS 7228-2
LAWS 7085-3
LAWS 7115-2
LAWS 7225-3
LAWS 7005-3
LAWS 8725-2

Intellectual Origins of the Constitution
LAWS 7228-2
LAWS 7085-3
LAWS 7115-2
LAWS 7225-3
LAWS 7005-3
LAWS 8725-2

Legal Rights of Children
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Local Governments
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Media Law
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Advanced American Indian Law
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Advanced Criminal Justice
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Bioethics and Law
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Civil Liberties Litigation
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Constitutional Theory
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Sexuality and the Law
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Family Law
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Gender and the Law
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Law and Religion
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Race, Racism, and American Law
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Reforms Criminal Trials
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Seminar: Sentencing Law and Policy
LAWS 8315-2
LAWS 8415-2
LAWS 8375-2
LAWS 8613-2

Research and Writing
LAWS 6856-2 Advanced Legal Research
LAWS 7529-1 Appellate Advocacy Competition
LAWS 7846-1 Independent Legal Research
LAWS 7916-1 Independent Legal Research: Journal of International Environmental Law and Policy
LAWS 7926-2 Independent Legal Research: Journal of International Environmental Law and Policy
LAWS 7896-1 Independent Legal Research: Law Review
LAWS 7906-2 Independent Legal Research: Law Review
LAWS 7406-1 International Environmental Law Review
LAWS 7106-1 Brodier Moot Court Competition
LAWS 7509-1 Trial Competition

Taxation
LAWS 7211-3 Business Planning
LAWS 6157-3 Corporate Taxation
LAWS 7217-2 Estate Planning
LAWS 7207-3 Federal Estate and Gift Tax
LAWS 6007-4 Income Taxation
LAWS 7617-3 International Taxation
LAWS 7524-3 Real Estate Planning
LAWS 8407-2 Seminar: Tax Policy
LAWS 7507 (2-3) State and Local Taxation
LAWS 7117-2 Taxation of Corporate Reorganization
LAWS 6107-3 Taxation of Pass-Through Entities
LAWS 7307-3 Taxation of Natural Resources

Dual-Degree Programs
The School of Law participates with the Graduate School of Business Administration in a dual-degree program through which qualified students may satisfy the requirements for both the J.D. and the M.B.A. degrees in a program of coordinated study at the two schools. The School of Law has a similar program with the Graduate School of Public Affairs on the Denver campus of the University of Colorado, under which law students may earn the Masters of Public Affairs degree together with the J.D. degree. Through these programs, each school will accept a specified number of hours of course work taken at the other school as part of the requirements for completion of its degree. School of Law credit for work in the Graduate School of Business Administration or Public Affairs is conditioned upon completion of the M.B.A. or M.P.A. program. School of Law credit for work in the Graduate School of Business Administration or Public Affairs is treated on a pass/fail basis and is not computed in class rank or used in the computation of the cumulative 72 grade point average requirement for graduation from the School of Law.

To become eligible for either dual-degree program, a student must apply separately to and be admitted by each of the two schools under their respective admissions procedures and standards. Students may elect the dual-degree program at the time of initial application to both schools.
A student enrolled in a dual-degree program may commence studies under the program in either school. However, a student in either dual-degree program is required by the School of Law to take the first year of the juris doctor curriculum as a unit exclusively in the School of Law. The Graduate School of Business Administration requires that the first year of the M.B.A. program also be taken as a unit.

To request further information on and an application for the M.B.A. program write to the University of Colorado at Boulder, Graduate School of Business Administration, Campus Box 419, Boulder, Colorado, 80309-0419, 303-492-1831. For more information on the M.P.A. program write to the Graduate School of Public Affairs, Campus Box 142, P.O. Box 173564, Denver, CO 80207-3364, 303-556-5970.

Certificate Programs

Tax Emphasis Program

The School of Law offers a program of law study that leads to a Juris Doctor degree with a certificate evidencing an emphasis in the area of taxation.

This program is designed to provide a student with a credential that the School of Law believes will be attractive to many potential legal employers, as well as employers in the accounting profession. The certificate signifies taxation law experience beyond what is normally obtained by law graduates. The school believes that a number of employers desire law graduates with additional experience in the taxation area, but are unwilling to incur the additional expense required, or are unable to provide the full-time work in the tax area necessary, to hire a person with a graduate tax degree.

The Tax Emphasis Program requires a participating student to earn at least 95 semester hours of course credit for graduation (as contrasted with the usual 89 semester hours), and to earn at least 18 of these credits in the area of taxation. These 18 hours must include Income Taxation, Advanced Taxation, and Federal Estate and Gift Tax; at least one tax planning course (Business Planning, Estate Planning, or Real Estate Planning); and Tax Policy (if available at the School of Law or, if not offered, either the Tax Policy course at the Graduate School of Business Administration or Public Finance in the Department of Economics).

A sufficient additional number of elective credits to make up the minimum 18 hours may be chosen from among the tax courses in the School of Law or from among the graduate tax offerings in the business school approved for law credit.

Business school and economics courses taken for law school credit under the Tax Emphasis Program are limited to 6 semester hours of credit and must have received prior approval from the faculty.

A student must receive at least a B in the business school course or in the public finance course in order for the course to count for law school credit under the program. The business school or public finance courses will be treated as pass/fail courses for the School of Law transcript; that is, these courses will count toward the 95 hours required for the degree but will not be taken into account in computing the law student's grade point average.

A student may take more than the required 18 semester hours of tax courses under the Tax Emphasis Program. However, in order to ensure that the student's law program is sufficiently broad, the faculty requires that at least 75 semester hours of credit be earned in courses outside of the taxation area.

A student should be able to complete this program within the normal three-year law degree period by planning the program of law study effectively and taking either a summer session of law study or a somewhat heavier than average load in each semester after the first year of law study. Law students who wish to participate in the program should contact the Registrar of the School of Law for enrollment forms. Students interested in this program are encouraged to complete the forms during the spring semester of their first year.

Graduate Certificate in Environmental Policy

Students at the University of Colorado School of Law may enroll in an interdisciplinary program in the Graduate School providing the Certificate in Environmental Policy. Environmental issues—such as water policy, wilderness preservation, air quality, energy development, and global climate change—transcend ordinary academic boundaries. Policy analyses dealing with these problems must integrate insights and information from many disciplines. The program draws on courses in several departments in the College of Arts and Sciences, the College of Architecture and Planning, the College of Engineering, and the School of Law.

Two team-taught capstone seminars are offered each year: Environmental and Natural Resource Policy and Policy Responses to Global Change. Each focuses on a policy research problem, emphasizing the contribution of different disciplines to the understanding of that problem and the integration of disciplinary perspectives in the analysis of alternative policy recommendations.

Admission to the certificate program is open to law students and students in any regular graduate degree program. To qualify for the certificate, students must complete at least 18 hours from a list of eligible courses, including the two capstone seminars. At least 12 of the 18 hours must be in courses outside the law school. Up to 6 of these 12 hours may be applied toward the J.D. degree under certain circumstances.

The award of the certificate recognizes the additional course work beyond that required for the student's regular degree program.

Questions about the certificate program in environmental policy should be directed to Professor Sam Fitch, Director, Graduate Interdisciplinary Program in Environmental Policy, University of Colorado at Boulder, Campus Box 353, Boulder, CO 80309-0353, 303-492-2954, or to Professor David Getches, School of Law, Campus Box 401, University of Colorado at Boulder, Boulder, CO 80309-0401, 303-492-7377.

COURSE DESCRIPTIONS

The following courses are offered in the School of Law on the Boulder campus.

This list does not constitute a guarantee or contract that any particular course will be offered during a given year.

For current information on times, days, and instructors of courses, students should consult the Registration Handbook and Schedule of Courses issued at the beginning of each semester.

Courses are organized by subject matter and are listed numerically by last digit (courses ending in the number "0" are listed before courses ending in "1," and so on). The number after the course number indicates the semester hours of credit that can be earned in the course.

Abbreviations used in the course descriptions are as follows:

Prereq.—Prerequisite
Coreq.—Corequisite
Lab.—Laboratory
Rec.—Recitation
Lect.—Lecture

International

LAWS 6210-3, Comparative Law. Considers foreign laws to certain key legal problems. Focuses on general problems of legal process, rather than on substantive rules. Topics include the role of lawyers, civil dispute resolution, criminal procedure, and employment discrimination. Covers different legal systems in different years.
LAWS 6400-3. International Law. Examines the nature and sources of international law, relationship between international law and domestic U.S. law, role of international organizations such as the United Nations, methods of resolving international disputes, bases of international jurisdiction, and select substantive areas of international law, including laws governing the use of force and the protection of human rights.

LAWS 6510-3. International Environmental Law. Examines theory and rules of international environmental law, including transboundary environmental harm generally and specific activities leading to international environmental effects such as global warming or atmospheric ozone depletion. Addresses the existence and content of norms of intergenerational equities, principles of compensation, and whether international environmental norms should give special consideration to developing countries. A course in public international law is not a prerequisite, but students who have not taken such a course will probably find it useful to do some additional background reading. Offered in alternate years.

LAWS 7200-3. Anthropology of Law. Offers a detailed review of the relationship between the social and cultural features of a society and the formal and informal legal institutions that operate within them. Presents legal cases and materials from several different societies—Nigeria, Tanzania, Papua New Guinea, Turkey and Tibet—and compares them to American cases. Considers the nature of social control and constraint, forms of judicial reasoning, fact-finding procedures, conciliation, mediation and arbitration modes, and the nature of legal discourse.

LAWS 7500 (2-3). International Litigation. Examines the special issues that arise in litigation in U.S. courts when one or more of the parties is a foreign individual, corporation, or government, or when the subject of the litigation concerns events occurring wholly or partly outside of this country. Includes personal jurisdiction over foreign defendants; the extraterritorial application of U.S. law; and recognition of foreign judgments.

LAWS 8510-2. Seminar: International Environmental Law. Deals with selected issues in environmental law that involve the United States and one or more other countries. Students prepare research papers on topics dealing with transboundary pollution, extraterritorial application of federal watercourses, export or disposal of hazardous materials, regulation of foreign aid and investment affecting the environment, options for controlling global climate change, and the use of treaties to protect the environment.

Business

LAWS 6001-4. Commercial Transactions. Examines the methodology of the Uniform Commercial Code and the legal devices and substantive principles thereunder relating to financing transactions in personal property and to negotiable instruments, deposits, and collections.

LAWS 6201-3. Agency, Partnership, and the LLC. Covers the law of agency and the law of unincorporated business enterprises, including the partnership and limited liability company (LLC) forms of doing business. The LLC is a new entity that, like the partnership, enjoys widespread use for small businesses. The law of partnership has undergone substantial legislative change in the last several years, including promulgation of LLP (limited liability partnership) and LLC (limited liability limited partnership) statutes and the adoption of a lengthy new uniform partnership act. Issues are raised when one person acts on behalf of and is subject to the control of another. These issues include apparent authority, inherent agency power, ratification, imputed knowledge, and undisclosed principal, among others.

LAWS 6211-3 and LAWS 6251-4. Corporations. Covers formation of corporations and their management; relations between shareholders, officers, and directors; the impact of federal legislation on director duties; and the special problems of closed corporations.

LAWS 6281-3. Accounting Issues for Lawyers. Studies accounting and auditing problems in the form they are placed before the lawyer, including a succinct study of basic bookkeeping, in-depth legal analysis of the major current problems of financial accounting, and consideration of the conduct of the financial affairs of business.

LAWS 6501-3. Labor and Employment Law. Covers decisions and statutes concerning the employment relationship, including issues such as employment-at-will, health and safety, drug testing, job security, and the rights of employees, unions, and employees under the National Labor Relations Act and related legislation.

LAWS 7011-3. Creditors' Remedies and Debtor's Protection. Examines typical state rights and procedures for the enforcement of claims and federal and state law limitations providing protection to debtors in the process. Includes prejudgment remedies, statutory and equitable remedies, fraudulent conveyance principles, and exemptions and other judicial protections afforded debtors.


LAWS 7051-2. Commercial Drafting. Examines the third-year law student's legal drafting techniques in use in the private practice of law. Emphasizes adversarial drafting of commercial and real estate contracts and other nonlitigation legal documentation.

LAWS 7201-3. Antitrust. Studies American competition policy: collaborations among competitors, including agreements on price and boycotts, definition of agreement, monopolization, vertical restraints such as resale price maintenance, and territorial confinement of dealers. Offered in alternate years.

LAWS 7211-3. Business Planning. Focuses on the development and use of concepts derived from a number of legal areas in the context of business planning and counseling. Considers formation of business entities, site of a business, recapitalization, division, reorganization, and dissolution. Offered in alternate years.

LAWS 7241-3. Telecommunications Law and Policy. Examines laws governing telecommunication industries, including federal and state regulation and international aspects. Includes telephone; cable; satellite, cellular, and other wireless systems; and the Internet.

LAWS 7301-3. Copyright. Examines state and federal laws relating to the protection of works of authorship ranging from traditional works to computer programs. Studies the 1976 Copyright Act as well as relevant earlier acts. Gives attention to state laws, such as interference with contractual relations, the right of publicity, moral rights, protection of ideas, and misappropriation of trade values, that supplement federal copyright.

LAWS 7311 (2-3). Patent Law. Covers selected topics such as patentable subject matter, patentability, and utilization of patent rights through licensing and infringement litigation. Also covers practice and procedure of the Patent and Trademark Office. Offered in alternate years.

LAWS 7331-2. Sports Law. Covers the application of rules from agency, antitrust, contracts, constitutional law (infringement of due process), labor law, property, torts, unincorporated associations, and other subjects to those persons involved in the production and delivery of athletic competition to consumers. Explores the development of the application of these rules to a sports setting and related economic issues.

LAWS 7341-3. Trademark and Unfair Competition Law. Examines trademark protection, the interaction of trademark and unfair competition law with other intellectual property doctrines, the requirements for acquiring and retaining federal trademark rights, false advertising and other misrepresentations, the right of publicity and related claims, remedies for infringement, and international aspects of trademark protection.

LAWS 7351-3. Copyright and Digital Works. Internet course taught by a professor at Cornell to students at four schools. Applies copyright law's basic concepts to creative works encoded in digital form. Also reviews the white paper on "Intellectual Property and the National Information Infrastructure," and the Internet's implications for both domestic and international copyright regimes. Assignments on the Internet.

Weekly interactive class online among all participants. Course given in 14 weeks over both semesters ending with open-book exams in mid-March.

LAWS 7401-3. Securities Regulation. Stresses statutory interpretation of the various federal statutes regulating the issue of interstate securities and the cases and regulations that have arisen out of those statutes.

LAWS 7411-3. Mergers, Acquisitions, and Reorganizations. Studies the planning of corporate mergers, acquisitions, and reorganizations, examining the application and integration of state corporate law, federal securities law, accounting principles, tax law, labor law, products liability law, environmental law, ERISA, and antitrust law.

LAWS 7541-3. Employment Discrimination. Examines statutory and constitutional prohibitions of discrimination in employment on the basis of race, gender, age, religion, national origin, and disability.

LAWS 7601-3. Business Transactions. Provides a practical understanding of how to apply the law in both transactional and litigation settings. Given an interdisciplinary look at how various areas of the law are brought together in common factual settings. Teaches students to negotiate, document, and close the acquisition of a business covering the areas of practice of corporate, contracts, real property, secured transactions, and bankruptcy law. Tests in a litigation setting, the decisions made during the acquisition stage.

LAWS 7611 (2-3). International Business Transactions. Examines the sources of international business law, the relationship between such law and the U.S. legal system, the choice of law in international business disputes, the special issues that arise when doing business with foreign governments, the law governing international sales and the shipment of goods, and international intellectual property protection. Offered in alternate years.

LAWS 7611-2. Doing Business with Mexico. Explores the legal and practical difficulties for U.S. companies seeking to do business in Mexico, including restrictions on foreign investment, tax problems, and environmental concerns. Studies implications of NAFTA. Offered in alternate years.


LAWS 8421-2. Seminar: Corporate Reorganization. Seminar in the area of corporate reorganization, with particular emphasis on the management of distressed companies. Examines the role of bankruptcy in the management of distressed companies. Includes case studies and guest speakers. Offered in alternate years.

LAWS 8431 (2-3). Seminar: Corporate Finance. Explores current issues in corporate finance and the capital markets. Topics include bondholders' rights, workouts, insolvency reorganization, hybrid securities, the organization of foreign capital markets, domestic regulations of foreign securities, leverage buyouts, monetary disclosure, regulation of market participants (investment bankers, brokers, dealers, and exchanges), and the role of institutional investors.

Natural Resources

LAWS 6002-3. Public Land Law. Deals with the legal status and management of resources on federal lands, including national forests, parks, and BLM lands. Explores federal law, policy, and agency practice affecting the use of mineral, timber, range, water, wildlife, and wilderness resources on public lands.

LAWS 6112-3. Foundations of Natural Resources Law and Policy. Examines the historical, political, and intellectual influences that created and shaped major areas of law that govern land and natural resources development and conservation, especially in the American West. Readings include books and articles by leading writers as well as landmark court decisions. Enables students to deepen their knowledge of natural resources issues that are central to the field. Students going on to take other natural resources courses begin with more advanced treatment of the subject than in those courses. Strongly recommended for students before taking courses in public land law, mining law, pollution law, water law, American Indian law, or seminars in natural resource law.

LAWS 6302-3. Water Resources. Analyzes regional and national water problems, including the legal methods by which surface and ground water supplies are allocated, managed, and protected.

LAWS 7102-3. Oil and Gas: Deals with the legal problems associated with private arrangements for the ownership and development of oil and gas deposits and leases to oil and gas rights. Topics include adverse possession, implied easements, surface rights, and the interaction of private rights and conservation regulation.

LAWS 7202-3. Pollution Law. Examines and analyzes important federal pollution control statutes, including the National Environmental Policy Act, the Clean Air Act and Clean Water Act, Solid Waste Act, and Superfund. Considers related economic theory, ethics, and policy issues.

LAWS 7402-2. Environmental and Toxic Torts. Examines current issues related to the relationship between the handling and disposal of toxic substances and hazardous waste and the protection of public health and the environment. Focuses on federal law and the role of several states regulating chemical and toxic substances, hazardous waste disposal, and cleanup of contaminated sites.

LAWS 8112 (2-3). Seminar: Advanced Natural Resources Law. Designed for students with a strong interest in natural resources issues and the American West and based on biological and geographical classifications where numerous natural resource issues converge. Studies the history, policy, and scientific materials and analyses current problems related to matters such as federal public lands, wildlife habitats, water quantity, ocean and coastal law, land-use planning, pollution control, Indian law, and state/federal regulatory requirements. Requires additional fieldwork for students.

LAWS 8202-2. Seminar: Environmental Policy. Examines issues of environmental justice, including the disparate impacts of pollution and land use controls on certain communities and ethnic groups. Topics may include concentration of waste facilities in neighborhoods occupied by poor and minority populations, adequate protection of migrant farm workers from the impacts of pesticide hazards, and environmental controls that inhibit economic growth and development sought by Indian tribes.

LAWS 8302-2. Seminar: Advanced Problems in Water Resources Law. Explores the use of watershed as geographic and political entities for addressing water-related issues. Looks at the ways in which laws and institutions facilitate or impede watershed-based problem solving or decision making. Students prepare and present major research papers focusing on a particular water issue and explore solutions in the context of the entire watershed with its related problems and multiple, interrelated interests.

Practice and Procedure


LAWS 6352-3. Evidence. Studies the methods and forms of proof in litigation, including detailed consideration of hearsay, impeachment of witnesses, relevancy and certain restrictions on authentication and its evidentiary effect.


LAWS 7303-3. Complex Civil Litigation. Covers civil procedure in modern complex multiparty suits, including class actions in such settings as employment discrimination and mass torts, and problems in discovery, joinder, res judicata, collateral estoppel, and judicial management in such suits. Offered in alternate years.


LAWS 7523-2. Juvenile Law. Deals with the juvenile justice system. Focuses on how it responds to the needs of juveniles who are either delinquent and/or victims of abuse. Issues include the rights and responsibilities of parents, parental responsibility programs, delinquents, and the future of our juvenile courts.


Property

LAWS 6042-3. Real Property Security. Examines basic mortgage law, including use of mortgage security (e.g., deeds of trust and installment land contracts). Covers foreclosure and redemption and related problems, special priority problems in land acquisitions and construc-
tion financing; special financing devices, including variable interest and wraparound mortgage, and problems relating to the transfer of the mortgage and mortgage's successor interests.

LAW 6104-3. Wills and Trusts. Covers intestate succession; family protection; execution of wills, revocation and reviual; will construction; and will substitutes; creation of trusts; modification and termination; charitable trusts; fiduciary administration, including probate and contest of wills; and construction problems in estate distribution.

LAW 7024-3. Real Estate Planning. Considers various contemporary legal problems involved in the ownership, use, development, and operation of real estate. Emphasizes the income tax and financing aspects of commercial and residential use and development such as shopping places and apartment buildings.

LAW 7154-3. Land Use Planning. Discusses public control of private land use through planning, zoning, and regulation of land development, including consideration of constitutional and statutory limitations on legislatively created techniques. Offered in alternate years.

Public

LAW 6005-4. Constitutional Law. Studies constitutional structure; judicial review, federalism, and separation of powers and constitutional rights of due process and equal protection.

LAW 6045-3. Criminal Procedure. Focuses primarily on the constitutional limitations applicable to such police investigative techniques as arrest, search, seizure, electronic surveillance, interrogation, and lineup identification.

LAW 7005-3. Media Law. Surveys common, statutory, and regulatory law as applied to the mass media. Focuses on the law as it affects the gathering and publishing of news. Also examines the regulation of the electronic media.

LAW 7015-3. First Amendment. Examines speech and religion clauses of the First Amendment. Includes the philosophical foundation of freedom of expression, analytical problems in First Amendment jurisprudence, and the relationships between free exercise of religion and the separation of church and state.

LAW 7025-3. Civil Rights Legislation. Presents a comprehensive study of federal civil rights statutes briefly reviewed in other courses (e.g., Constitutional Law or Federal Courts). Studies federal civil rights statutes, their judicial application, and their interrelationships as a discrete, significantly significant body of law of increasing theoretical interest and practical importance.

LAW 7045-3. Criminal Procedure: Adjudicative Process. Focuses primarily on criminal procedure as after trial. Covers bail, pretrial detention, discovery, plea bargaining, speedy trial, jury trial, the right to counsel at trial, double jeopardy, appeal, and federal habeas corpus.

LAW 7055-3. Education Law. Considers issues raised by the interaction of law and education. Issues may include the legitimacy of compulsory schooling, alternatives to public schools, socialization and discipline in the schools, and questions of equal educational opportunity.

LAW 7065-3. Immigration and Citizenship Law. Covers legal issues regarding immigration and citizenship of noncitizens of the United States, especially their right to enter and remain in the United States as immigrants and naturalized citizens. Topics include admission and exclusion, deportation, and refugees and political asylum. Approaches topics from various perspectives, including constitutional law, statutory interpretation, planning, ethics, history, and policy.

LAW 7085-3. Law and Religion. Uses judicial decisions as well as historical and theoretical materials to explore significant aspects of the relationship between law and religion. The religious clauses of the First Amendment and the religious freedom clause of the First Amendment and the religious freedom clause in the First Amendment are a central but not exclusive subject of study. Offered in alternate years.

LAW 7105-3. Domestic Relations. Focuses on nature of marriage, actions for annulment and divorce, legal abortion and property division, separation agreements, and custody of children. Also considers legitimacy, adoption, contraception, and termination of illegitimate children in common law and modern statutes, including the statutes of parent and child.


LAW 7125-3. Advanced Domestic Relations. Offers advanced study of several domestic relations subjects, including both theoretical and statutory issues. Subject includes discovery, client relationship, and preparation, asset division, working with expert witnesses, children as clients, and alternative dispute resolution. Recommended prerequisite: LAW 7105.


LAW 7225-3. Local Government. Studies state legislative and judicial control of the powers, duties, and functions of local governmental units, including home-rule cities and counties. Some of the problems of federal, state, and local constitutional and statutory limitations on governmental powers when exercised by local governmental units (e.g., the powers to regulate private activities, tax, spend, borrow money, and condemn private property for public use). Offered in alternate years.

LAW 7415-3. Biotechnology and Law. Provides a legal, social, and economic analysis of problems posed or soon to be posed by advances in biomedical technologies. Offered in alternate years.

LAW 7425-3 (2-3). Health Law. Acquaints students with the issues arising at the interface between law and medicine through analysis of cases and other materials. Critically analyzes the methods used by courts and legislatures to address medical/legal problems in an effort to determine whether the legal solution was reasonable and appropriate in light of medical, social, and political considerations. Offered in alternate years.

LAW 7475-2. Advanced Torts. Studies tort actions and theories. Topics covered may include "dignitary torts" (e.g., defamation, privacy, etc.), business torts, and product liability. Offered in alternate years.

LAW 7725-3. American Indian Law. Investigates the federal, state, tribal, and constitutional law that governs American Indians, tribal governments, and Indian reservations.


LAW 8015-3. Seminar: Constitutional Theory. Examines the role of the courts and the other branches of government in defining and enforcing constitutional values. Relevant readings are from philosophy, social sciences, and legal scholarship, as well as cases.

LAW 8075-2. Seminar: Race, Racism, and American Law. Focuses on issues of race reform law, in particular the group of issues dealing with Black Americans. Students of all races and persuasions are welcome. Offers an interpretive or critical dimension, rather than a litigation-oriented one. Helps students understand how race reform laws and how articles and historical forces have shaped that body of law.

LAW 8125-2. Seminar: Law and the Politics of Family Law. Examines the issues that have been raised under the United States Constitution with respect to state regulation of families. Topics include questions of family and individual privacy, the status of children, procreation, marriage and divorce, the definition of family relationships, and problems of federalism and the role of the Supreme Court and the regulation of families.

LAW 8135-2. Seminar: Advanced Criminal Justice. Studies policy and practice issues rather than case law. Focuses primarily on how American criminal justice is dispensed in cases that do not reach trial, including police behavior, prosecutorial discretion, defense services, bail, plea bargaining, and sentencing.

LAW 8225-2. Seminar: Reforming Criminal Trials. Starts from the premise that reform of our criminal trial system should make it less complicated, less expensive, and more reliable should be considered. Examines trials systems in other countries and U.S. changes over recent decades. Student papers make and defend proposals for reform.

LAW 8355-2. Seminar: Sentencing Law and Policy. Studies sentencing law against the backdrop of criminal justice policy. Focuses on concepts of public policy. Readings are in criminological literature of incapacitation, deterrence, rehabilitation, and in the moral theory of just punishment. Considers the merits of different sentencing structures and procedures, such as those found in traditional "destitute" sentencing jurisdictions and in new sentencing guideline systems. Evaluates national efforts to make greater use of nonincarcerative sanctions and gain control over the prison population. Confronts problems of race, class, and other disparities in criminal sentencing.

LAW 8375-2. Seminar: Citizenship. Explores the law and policy of citizenship in the United States, starting with legal questions regarding acquisition and loss of citizenship as well as the consequences of citizenship, but also examines the fundamental premises underlying American citizenship and the concept of citizenship generally.
LAWS 8385-2. Seminar: Law and Religion. Explores significant aspects of the relationship between law and religion through the use of judicial decisions as well as historical and theoretical materials. Emphasizes the religion clauses of the First Amendment.

LAWS 8415-2. Seminar: Bioethics and Law. Focuses on legal, moral, and economic analyses of problems posed or soon to be posed by advances in biomedical technologies.


Research and Writing

LAWS 6856-2. Advanced Legal Research. Offers an in-depth look at research resources and methods. Includes sources from the judicial, legislative, and executive branches of federal and state government; research in topical areas such as environmental law, taxation, and international law; and extensive coverage of secondary and non-law resources. Covers both print and electronic sources.

LAWS 7106-1. Rothgerber Moot Court Competition. Offers an intensive involvement in legal research, appellate brief writing, and oral arguments in a competitive context. Student finalists may continue involvement in regional and national competitions. Credit is limited to students who complete two rounds of the competition.

LAWS 7406-1. International Moot Court Competition. Open only to students who actively participate in the seminar preparing for the competition, in the preparation of memorials for the competition, and in the practice of oral arguments or regional oral arguments.

LAWS 7846-1. Independent Legal Research. Involves independent study and preparation of a research paper under faculty supervision. Students produce a research paper equivalent to a seminar research paper. A draft is submitted, subjected to critique by the faculty member, and redrafted. Available during or after the fifth semester of law school. Prereq., instructor consent.

LAWS 7896-1 and 7906-2. Independent Legal Research: Law Review. Gives students the opportunity to participate in the research, writing, and editing activities involved in publishing the University of Colorado Law Review. Standards for the awarding of credit are set and applied by the faculty.

LAWS 7916-1 and 7926-2. Independent Legal Research: Journal of International Environmental Law and Policy. Gives students the opportunity to participate in the research, writing, and editing activities involved in publishing the Colorado Journal of International Environmental Law and Policy. Standards for the awarding of credit are set and applied by the faculty.

Taxation

LAWS 6007-4. Income Taxation. Emphasizes the fundamentals of the federal income tax system and examines its impact on the individual.

LAWS 6107-3. Taxation of Pass-Through Entities. Examines the federal income tax treatment of pass-through entities and their participants.

Analyzes the income tax consequences of certain typical transactions that occur during the life of a pass-through entity such as formation, operation, sale of an interest, distribution, redemption, and dissolution. Includes general partnerships, limited liability partnerships, limited partnerships, limited liability limited partnerships, limited liability companies, and subchapter S corporations. Considers specialized pass-through entities such as real estate investment trusts and real estate mortgage investment conduit transaction. Recommended sequence is to take this course before or with LAWS 6157.

LAWS 6157-3. Corporate Taxation. Examines the most pertinent aspects of regular "C" corporation federal income taxation (including tax deferred reorganizations, carryovers of tax attributes, affiliated and multiple corporations, and consolidated income tax returns). Topics include corporate income tax classification, personal services corporations, nominee corporations, formation, operations, non-liquidating distributions, redemptions, stock dividends, liquidations, taxable acquisitions, personal holding companies, accumulated earning tax, and consolidated corporations. Recommended prereq. or coreq., LAWS 6107.

LAWS 7117-2. Taxation of Corporate Reorganization. Deals with tax and federal income tax treatment of tax-deferred reorganizations, carryovers of tax attributes, affiliated and multiple corporations, and consolidated income tax returns. Includes mergers and drop-downs; B, C, E, and F reorganizations; triangular reorganizations; divisive reorganizations; carryovers of net operating losses and other tax attributes; and affiliated groups and consolidated income tax returns. Introduces international taxation aspects. Coreq., or prereq., LAWS 6157.

LAWS 7207-3. Federal Estate and Gift Tax. Analyzes federal estate and gift taxation of inter vivos and testamentary transfers, introduces income taxation of estates and trusts, and involves elements of estate planning.

LAWS 7217-2. Estate Planning. Discusses problems and solutions for owners of various-sized estates and different types of assets including jointly held property, stock in closely held corporations and trusts, analysis of federal taxation of generation-skipping transfers in trust, postmortem estate planning, and drafting of trusts and wills. Prereqs., LAWS 6104 and LAWS 7207.

LAWS 7307-3. Taxation of Natural Resources. Considers the federal income tax aspects applicable to the exploration for, the development of, and the operation of natural resources, as well as the financing thereof. Also considers oil and gas, mineral, timber, and water. Recommended prereq., LAWS 6007. Offered in alternate years.

LAWS 7507 (2-3). State and Local Taxation. Examines the structure of state and local tax systems and federal and state constitutional limits on state and local powers to tax.

LAWS 7617-3. International Taxation. Covers basic aspects of the United States taxation of income earned abroad by its citizens and the taxation of income derived by foreign persons from U.S. sources, including the implications of income tax treaties.

LAWS 8407-2. Seminar: Tax Policy. Considers questions of fairness, efficiency, and promotion of social goals as they arise in federal, state, and local systems of raising revenue through user fees and through taxation of income, sales, property, and estates and gifts. Past seminar papers have covered such topics as the taxation of business organizations, the value added tax, the social security tax, the taxation of farming, and the tax exemption of religion. Offered in alternate years.

Jurisprudence and Perspective Courses

LAWS 6128-3. Legislation. Examines theories of legislation and the relationship between legislation and courts, emphasizing problems of statutory interpretation and other issues in the judicial use or misuse of statutes.

LAWS 6318-2. Law and Economics. Introduces and limits of microeconomic theory for understanding and resolving legal problems. Emphasizes concepts prominent in law and economics literature, such as cost, transaction costs, utility, and rational self-interest.

LAWS 7058-3. Conflict of Laws. Discusses methods of choosing the appropriate law in cases or transactions involving the differing laws of several states. Covers long-arm jurisdiction of courts and also covers foreign judgments, constitutional limits on choice of law, and the law applied in federal courts in conflict cases. Offered in alternate years.

LAWS 7128-3. Jurisprudence. Considers a variety of themes and issues central to legal thought, including the controversy between positivism and natural law, the meaning of "interpretation" in law, the nature of judicial decision making, and the strengths and weaknesses of "policy," or "rights," and other approaches to legal problems.

LAWS 7218-2. Legal History. Focuses on understanding and interpreting developments in Anglo-American legal history, including the development of the common law, the origins of equity and the jury, and the reception of English law in America.


LAWS 7708-3. Law and Social Science. Introduces some of the major thinkers and traditions of scholarship in the area of law and society. Focuses on the actual and potential uses of social science research in the American legal process. Includes methods of analyzing legal, social, and political phenomena and the role of social science data in cases of discrimination in education, obscenity, civil rights, and other areas. Offered in alternate years.

LAWS 8318-2. Seminar: Problems in Law and Economics. Examines one or more current problems for which economic analysis has been offered as a means of solution. Topics may include economics and law as contrasting systems of rhetoric, theory of property rights, intellectual property, and institutional design.

LAWS 8428-2. Seminar: Women in Law and Literature. Considers both legal and literary depictions of women and their legal and gender issues. Topics may include women as mothers, women as sexual beings, women's silence, women's violence and women as criminals, women at work, and women as the "other" in law and literature.
LAWS 8448-3. Seminar: Law and Literature. Studies works of law, literature, scholarship, and criticism, including authors such as Melville, Frasier, Hogan, and Arwood, and decisions such as Plessy and Ehrlich. Open to law students and to English graduate students.

LAWS 8528-2. Seminar: Contemporary Jurisprudence. Explores theories of the dominant contemporary legal thought. Readings are drawn from a variety of approaches, such as legal journalism, legal realism, and texts, principles of adversarialism, law and economics, legal. critical realism, and feminist jurisprudence.

LAWS 8548-2. Seminar: Theory of Punishment. Explores the various historical justifications that philosophers have developed to explain why we have the right to punish. Examines the historical evolution of our punishment system and focuses on the death penalty as a critical contemporary issue in the debate about the proper role of punishment in society.

LAWS 8558-2. Seminar: Law and Violence. Explores the relationship between law and violence, starting with the recognition that judicial proceedings often entail violent consequences such as forcible death or loss of liberty. Explores the concept of violence and the recurrent theme that the existence of law itself influences the meaning, identity, and character of law itself.

LAWS 8608-2. Seminar: Poverty, Ethics, and Professionalism. Examines the political role of lawyers in society. Topics include the work of Levy, Strauss, Steven Lukes, Pierre Bourdieu, Robert Bellah, and Anthony Giddens. Focuses on the role of lawyers in society. Readings are drawn from a variety of approaches, such as legal. critical realism, and feminist jurisprudence. Emphasizes the importance of ethical considerations in the practice of law.

LAWS 8788-2. Seminar: Modern Theorists and Law. Considers the work of Levi, Strauss, Steven Lukes, Pierre Bourdieu, Robert Bellah, and Anthony Giddens. Focuses on the role of lawyers in society. Readings are drawn from a variety of approaches, such as legal. critical realism, and feminist jurisprudence. Emphasizes the importance of ethical considerations in the practice of law.

Practice—Clinical
LAWS 6005-4 and LAWS 6193-3. Legal Aid Civil Practice I and II. Emphasizes procedural and practical techniques of defense in civil litigation. Assigns civil cases related to the course material. Develops workable knowledge of courtroom skills. Prereq. or coreq.: LAWS 6353.

LAWS 6029-4 and LAWS 6039-3. Legal Aid Criminal Practice I and II. Provides thorough grounding in problems of criminal defense. Students defend indigent defendants in state courts. Develops workable knowledge of courtroom skills. Prereq. or coreq.: LAWS 6353.


LAWS 6129-2. Trial Practice. Students apply the rules and doctrine of evidence in simulated trial settings. Must be taken with Professor Wesson's section of Evidence. Prereq. or coreq.: LAWS 6353. Satisfies the trial practice requirement and counts two hours toward the 11-hour maximum of clinical hours counted toward graduation. This is a graded course—not pass/fail.

LAWS 7029-3. Appellate Advocacy Clinic. Provides a clinical course that enhances students' skills in oral argument and advocacy. Open to 10 students who have taken LAWS 6109.


LAWS 7209-3. Natural Resources Litigation Clinic. Offers hands-on experience in the practice of natural resources law in the Rocky Mountain region to a select number of clinic students. The clinic's dockets are active cases, each focusing on public land law and the environmental and economic interests of those laws and their resources. Students participate in projects that test the full range of advocacy skills, including traditional litigation, administrative advocacy, legislative drafting, and the conduct of complex negotiations and settlements.

LAWS 7309-2. American Indian Law Clinic. Offers a clinical course for students interested in representing American Indian clients. The clinic's dockets are active cases, each focusing on public land law and the environmental and economic interests of those laws and their resources. Students participate in projects that test the full range of advocacy skills, including traditional litigation, administrative advocacy, legislative drafting, and the conduct of complex negotiations and settlements.

LAWS 7459-3. Legal Negotiation and Dispute Resolution. Explores the fundamentals of effective negotiation techniques and strategies for lawyers. Engages students in mock negotiations of several legal disputes. Explores a variety of dispute-resolution processes, such as mediation, arbitration, mini-trials, and court-annexed settlement procedures. Prereq.: LAWS 6353.

LAWS 7509-1. Trial Competition. Students further develop oral and advocacy skills in a competitive mock-trial format involving two or more rounds of trials. Requires preparation of trial briefs and drafting of motions. Credit is limited to the top two teams (six students). Student finalists may compete in regional and national competitions.

LAWS 7529-1. Appellate Advocacy Competition. Provides students the opportunity to participate in an intramural appellate advocacy competition, in which a brief must be filed and reviewed, critiqued, and deemed credit-worthy by a number of the faculty. (Law School Rule 3-2-9 (b) should be consulted prior to enrollment.)

LAWS 7609-1. Small Practice Management. Studies the establishment of a solo or small rural legal practice. Topics include the business structure (P.L., LLC, etc.), office systems, marketing and development, staffing, liability insurance, management, and technology, and billing. This course is an elective course which counts toward the 11-hour maximum of clinical hours. Course supported by the Section of Law Practice Management of the ABA in memory of Harold A. Fedor.

LAWS 7690-2. Extern Program. Externship credit may be earned for uncompensated work for a sponsor, which may be any lawyer, judge, or organization that employs lawyers or law students. Work is done under the direction of a legal intern, who shall be a lawyer or judge at the sponsor, and of a member of the law faculty. Requires a substantial writing component and fifty hours of working time per credit hour. A minimum of 2.5 and a maximum of 4 credit hours may be earned. Classed as practice credit.

FACULTY

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The priest cicada stops singing; his voice goes on filling the heavens.

-Seishi Yamaguchi

Exploring traditional and contemporary works, the Concert Band is a 65-piece ensemble composed of music majors as well as talented students from other disciplines.
The College of Music provides specialized training designed to prepare students for a variety of careers in music. The college offers three undergraduate degrees, two certificate programs, and a graduate degree; numerous performance opportunities are also available.

Established by the Regents of the University of Colorado in 1920, the College of Music is a fully accredited member of the National Association of Schools of Music.

The mission of the College of Music at CU-Boulder is excellence in music through distinguished instruction in performance, composition, musicology, theory, and teacher preparation for our graduate and undergraduate students, and to provide opportunities for performance, creative activities, research, and scholarship, and teaching experiences.

The college is dedicated to:

- providing music majors and nonmajors the opportunity to develop their knowledge, understanding, and ability in the various aspects of music at a level appropriate to their needs and interests;
- preparing students for careers as performers, composers, scholars, teachers, administrators, and other professionals in the field of music;
- broadening and deepening the knowledge and understanding of music through research, teaching, creative activities, and publication; and
- enriching the lives of students and faculty as well as the community, state, nation, and the world with performances of a wide variety of music presentations and publications.

The College of Music is an academic community committed to maintaining a climate of mutual respect and collegiality. The members of this community:

- share a spirit of cooperation and helpful, constructive, and friendly consideration for each other’s activities;
- maintain open communication in both formal and informal contexts;
- defend academic freedom;
- encourage an environment of safety and well-being; and
- show respect for a diversity of musical cultures and individual backgrounds.

The widely varied functions of music in the world today present many challenging and interesting opportunities for teachers, performers, creative artists, technicians, and commercial personnel. While these different pursuits require specialized emphases, the faculty of the College of Music recognizes the musical and educational experiences that are common to all. Each curriculum of the College of Music is designed, therefore, to present music as an integrated whole. Solo performance and technique, ensemble performance, historical and theoretical studies, concert and recital opportunities, and elective courses both inside and outside the college are intended to give students a balanced approach to musical understanding and musicianship.

The college maintains a ratio of one faculty member for every 10 students. This enables our students to benefit from dynamic, personal interaction with their professors. The college also provides students with regular academic advising and an annual degree audit to ensure that they complete their degrees without unnecessary delay.

In addition to training in the various professions of music, the college provides general music studies and activities for the non-major; broad cultural programs (concerts, recitals, lectures) for the university and Boulder communities; favorable conditions for research in music; and service activities to the state and nation.

**Major Fields and Degrees**

Undergraduate degrees include the bachelor of music (B.Mus.), the bachelor of arts in music (B.A.), and the bachelor of music education (B.Mus.Ed.). Students also may elect to earn a certificate in Jazz Studies or Music Technology in conjunction with their degree. In addition to a substantial core of studies in music, the B.A. in music program allows a wide choice of study areas outside of music. B.Mus. areas of concentration are in composition, history and literature of music, performance, and voice theatre. The major areas in the B.Mus.Ed. program are in teaching choral, general, or instrumental music.

Qualified students may receive both the bachelor of music and bachelor of music education degrees by taking the required extra work (approximately 30 additional semester credit hours). Intent to be admitted to candidacy for both degrees should be indicated as soon as possible, preferably in the sophomore year. Written approval of the dean of the College of Music is required.

Additional information concerning undergraduate degrees is presented in the various undergraduate curricula listed elsewhere in this catalog. Questions regarding particular details of the various curricula and questions concerning how students may work toward double degrees in music and engineering, music and business, and others may be directed to the Associate Dean for Undergraduate Studies, College of Music.

Graduate degrees include the master of music (M.Mus.), the master of music education (M.Mus.Ed.), doctor of musical arts (D.Mus.A.), and doctor of philosophy (Ph.D.). Major fields in the master of music and doctor of musical arts degrees are conducting, composition, pedagogy, and performance. The master of music in music literature provides training in musicology and music theory. The master of music education degree is designed to provide advanced instruction for teachers in the elementary and secondary schools. The M.Mus. in Jazz Performance and Pedagogy provides training for teaching and performing jazz in a range of styles. The Ph.D. is a research degree for all fields of music and music education.

Graduate degrees are offered through the Graduate School and additional information will be found in the Graduate School chapter of this catalog as well as in the curricula listed later in this chapter. Correspondence regarding details not included in this publication should be directed to the Associate Dean for Graduate Studies, College of Music.

**Facilities**

The College of Music has several beautiful performance halls, including the 2,000-seat Macky Auditorium, the 500-seat Grusin Music Hall, the 250-seat Music Theatre, and the 120-seat Chamber Hall. The college is located primarily in the Imig Music Building, a large complex containing 84 practice rooms, 54 faculty studios, offices, ensemble rehearsal areas, seminar facilities, and classrooms. Additional rehearsal and classroom facilities are located in Macky.

The college's outstanding Music Library is considered to be among the nation's most comprehensive. The library contains over 150,000 volumes, scores, recordings, and periodicals. Computerized facilities are provided for listening to recordings and practicing ear training. Computer terminals are available for computer-based reference searching. The Music Library houses the
American Music Research Center, a unique facility dedicated to the discovery of new information about American music. The center sponsors concerts and scholarly activities and serves as an archive for several extensive collections of American music.

The college also features extensive facilities for music technology and electronic music study. The Computer Assisted Music Laboratories (I and II) are multi-purpose labs designed primarily for classroom instruction. They feature numerous workstations, each with a Musical Instrument Digital Interface, sampling keyboard, and a computer. The Film Scoring Lab is equipped with complete pre- and post-production equipment that allows students to learn by creating professional quality sound tracks for film and video. The Class Piano Laboratory provides a positive environment in which to learn and practice keyboard skills. The lab is equipped with Kurzweil Mark IV Ensemble Grand digital pianos, each connected to a Macintosh Centris 650 computer.

Performances
Each year the College of Music presents over 400 exciting concerts by talented students and faculty. In addition to individual musical pursuits, students at all levels have the opportunity to perform in a variety of outstanding ensembles including orchestras, choirs, bands, chamber and early music groups, and dance. Recitals by students and faculty are supplemented by visits from world-class guest artists, all of which provide the Boulder community with the chance to hear some of the finest music being performed today. The vast majority of these excellent performances are free and open to the public. In addition, CU concerts include the Artist Series, Lyric Theatre Program, Takedo Encore Series, and the Holiday Festival. For a schedule of all College of Music performances, call 303-492-8008.

International Study
The college encourages the educational breadth that comes with study abroad. For instance, the program in Regensburg, Germany, offers study in music history and performance. This program is coordinated in conjunction with the Office of International Education, which may be contacted for further information.

Student Organizations
The student body of the College of Music has its own government, represented by the Associated Students of the College of Music and the Graduate Music Student Council. Honorary music fraternities are Phi Mu Alpha,Sigma Alpha Iota,Kappa Kappa Psi, and Tau Beta Sigma. Pi Kappa Lambda, the national scholastic honorary music fraternity, is also an active organization on this campus. Music education majors are eligible for membership in the student chapter of the Music Educators' National Conference.

ACADEMIC EXCELLENCE

Honors
Upon recommendation of the faculty, honors may be awarded to students who show outstanding ability and who have demonstrated superior musicianship and scholastic accomplishment through a minimum 3.70 GPA.

Scholarships and Awards
Several scholarships and awards are designed specifically for students in the College of Music. Students are eligible for scholarships or renewal of their scholarships as long as they make satisfactory progress in their major and maintain a minimum cumulative grade point average of 2.75.

Nancy and Ted Anderson Music Awards
Applied Music Scholarships
Joyce Mata Ashley Endowed Scholarship Fund
John W. (Jack) Bartram Memorial Fund
Virginia Becker Scholarship Fund
Bone Brothers Founding Fathers Marching Band Scholarship
Darrell and Lauren Boyle Music Theatre Scholarship Fund
Carrol and Lois Butts Instrumental Music Scholarship
Charles A. Byers Choral Music Education Scholarship
John Carter Graduate Scholarship in Clarinet
Rebecca Beardmore Chavez Scholarship Fund
William Clendennin Music History Scholarship
Berton Coffin Graduate Scholarships in Voice
Viola Vestal Coulter Foundation Voice Scholarship in honor of Harold A. Norblom
Wilma and Perry Louis Cunningham Graduate Voice Scholarship
Frank and Gina Day Piano Performance Fellowship
Dean's Honor Awards
Denver Lyric Opera Guild Graduate Scholarship
Barbara M. Doscher Scholarship
Cecil Effinger Graduate Theory/Composition Memorial Scholarship
Robert R. Fink Theory Scholarship
Wallace F. Fiske Performance Awards
Alan Frederickson Traditional Jazz Fellowship
Gordon Getty Voice Scholarship

James M. Grossi Composition Scholarship
Dave Grusin Graduate Fellowship
Jessie and Albert Henry Memorial Scholarships
Honors String Quartet Awards
Warner Imig Graduate Choral Conducting Scholarship
Denis Korzynzay String Chamber Music Award
Vera McWhorter Memorial Graduate Voice Scholarship
Trudi Mielziner Graduate Opera Memorial Scholarship
Mile High Band Music Education Scholarship
Music History Academic Achievement Award
Harold A. Norblom Scholarship (sponsored by the Coulter Foundation)
Noris Graduate Piano Fellowships
Noris Graduate Voice Scholarships
Gabor Ormai String Scholarship
Phyllis and Paul Parmelee Memorial Piano Scholarship
Peercy-Roth Memorial Scholarship
Theodore Presser Award
Dorothy and Anthony Riddle Lyric Theatre Performance Prize
Walter Ott Roberts Music Scholarship
William Earl Rose, Sr. Scholarship Fund
Robin Sawhill Graduate Award for Piano Performance
Pay Shwayder String Quartet Awards
Pete Smythe Scholarship Fund
Galen and Ada Belle Files Spencer Fellowship in Voice
Pete and Janice Steinhauer Fund
Frank "Crick" Streamer Memorial Scholarship
Don T. Swall Band Scholarship Fund
Louise Touhy Graduate Choral Conducting Scholarship
Howard B. Walter Music Scholarship
Judith Richardson Waterman Choral Music Education Scholarship
Betty M. Weir Memorial Voice Scholarship
Lynn Whittaker Graduate Fellowship in Choral Conducting
Brownlow V. Wilson Scholarship in Music Education

ACADEMIC STANDARDS

Academic Ethics
Students are expected to conduct themselves in accordance with the highest standards of honesty and integrity. Cheating, plagiarism, illegitimate possession and disposition of examinations, alteration, forgery, or falsification of official records, and similar acts or the attempt to engage in such acts are grounds for suspension or expulsion from the university.

In particular, students are advised that plagiarism consists of any act involving the offering of the work of someone else as their
own. It is recommended that students consult with their instructors as to the proper preparation of reports, papers, etc., in order to avoid this and similar offenses.

Scholastic Requirements
Any undergraduate student who has a cumulative or semester grade point average below 2.00 will automatically be placed on probation for the following three semesters. (Cumulative grade point average is calculated on grades earned at this university.) If, at the end of each semester and cumulative probationary period, the semester grade-point average is not 2.00 or above, automatic suspension will result.

Undergraduate students who have a cumulative or semester grade point average of 1.00 or below will automatically be suspended. Suspended students must attend a summer term or continuing education classes to raise their grade point averages. Those attempting to do this must successfully complete 12 credits in one semester with no withdrawals and no incomplete grades.

Undergraduate students under scholastic suspension may petition for readmission and may receive a personal hearing before the associate dean for undergraduate studies.

Students who have been dismissed must reapply for admission to the university after being reinstated by the college, unless they are dismissed in May and raise their cumulative GPA to 2.00 during the following summer.

Graduate students should see "Quality of Graduate Work" under the Graduate School chapter of this catalog for scholastic requirements.

Appeals
Students have the right to appeal decisions of academic dishonesty and to petition for exceptions to the academic policies stated in this catalog. Appeals should be directed to the Office of the Dean.

College of Music policies stated below are in addition to the campus policies found in this catalog.

ADMISSION AND ENROLLMENT POLICIES

Admission Requirements
In addition to the entrance requirements of the university outlined in Undergraduate Admission in the General Information chapter, freshmen and transfer students must meet College of Music entrance requirements. A knowledge of the rudiments of music and basic sight reading ability is expected. Possession of elementary skills on piano is useful in all areas of music study. History and literature majors should have a performance skill.

Instrumental majors and singers should possess a well-grounded technique sufficient to play and sing music of moderate difficulty. Please see Undergraduate Admission in the General Information chapter of this catalog for specific requirements.

Auditions
An audition is required for all entering undergraduate music majors. Undergraduate auditions are held in Boulder during the month of February. Prospective students who cannot attend may substitute a high-quality cassette tape. The college ordinarily expects to receive tapes by February 15 in order for students to be considered for financial assistance. Students should prepare a 10-20 minute audition program in accordance with the guidelines stated below. This list is intended to serve only as an example of suggested repertoire for undergraduate admission. Specific audition information for each instrument is available upon request or as part of the admission packet. Graduate auditions are arranged by appointment; please contact the Graduate Office for further information.

Keyboard: Three contrasting selections (highly recommended: one composition by J.S. Bach).

Guitar: Three selections from different historical periods.

Strings: One work at least at the level of a Mozart Concerto, and one contrasting solo.

Woodwind: Two contrasting works.

Brass: Two contrasting works.

Percussion: Demonstrate performance ability on Snare Drum, Mallets, and Timpani.

Voice: Two contrasting songs, at least one from the classical repertoire. All songs must be memorized. In the event of off-campus auditions, all auditionees must submit a high-quality audio cassette. Video tapes are not acceptable.

Composition: Submit scores and tapes of at least two original works, and audition on one of the performance instruments listed above.

Provisional Admission
Applicants who meet all admission requirements except the minimum academic preparation standards (MAPS) may petition the associate dean for undergraduate studies for admission as a provisional student. Such applicants must offer at least three units of English and six additional units in academic fields.

Transfer Students
Transfer students from within the university and from other universities must meet the general requirements of the university and the specific requirements of the College of Music, including the audition. Please see Undergraduate Admission in the General Information chapter of this catalog for specific requirements.

Nondegree Students
With the written permission of the instructor, nondegree students may take any class offered by the College of Music except private applied instruction. However, those students intending to become degree students the following semester may petition the dean for permission to register for private applied instruction.

Attendance Requirements
Students are expected to attend classes regularly and to comply with the attendance requirements specified by their instructors. For performance groups, these requirements include attendance at concerts and trips as well as rehearsals. Unexplained absences from three class periods will be reported to the student's associate dean by the instructor.

Convocations and Recitals
All degree students are required to register for Music Convocation (CONV 1990) for a minimum of six semesters. Transfer students are not required to register during their last two semesters. Graduation will not be permitted until this requirement is met. Deficiencies can be removed only during the academic year.

Each semester, students will be given a list of 22 convocations and recitals from which a minimum of seven must be attended to receive a passing grade. Events in which the student participates will not count toward this requirement. Monitors will be present at each event to distribute and collect attendance slips.

Ensembles
All undergraduate students enrolled in applied music must participate in a university ensemble appropriate to and required by their degree program. Any student who studies applied music beyond degree requirements must participate concurrently in a university ensemble. Double majors need be in only one ensemble at a time.

Course Load
The normal academic load for an undergraduate student in the College of Music is 16 to 18 semester hours. Schedules of fewer than 12 or more than 19 hours must have approval of the associate dean for undergraduate studies of the College of Music.

See limitations on registration under the Graduate School chapter of this catalog for graduate student course load stipulations.

Dropping a Course
Students may drop a course in the College of Music any time up to three weeks from the first day of class by obtaining the written permission of their instructor and their associate dean. However, students will be charged tuition for all classes in which they
are registered after the 13th day of the semester.

**Pass/Fail Option**
The pass/fail option for 12 credits is open only to undergraduate students. Pass/Fail hours are to be selected from nonmusic courses and are in addition to those that may be taken in honors and student teaching. Courses so elected will be taken according to the pass/fail policies of the college or school concerned.

Pass/Fail hours that transfer students can apply toward degree requirements from departments within the university are limited to 1 in every 8 semester hours earned in the College of Music.

**Residence Requirement**
Of the hours required for an undergraduate degree, the last 50 credits must be completed in residence in the College of Music. This may be reduced by the faculty for excellent work done in this university and for high scholarship exhibited at previous institutions attended. In no case shall the minimum be fewer than 40 hours distributed over three semesters. At least 9 hours in applied music (private instruction) must be earned in this college for the degrees bachelor of music and bachelor of music education, and 6 hours for the bachelor of arts in music.

**Student Work**
A copy of all scholarly student papers that generate credit (dissertations, theses, projects, lecture recitals and other document-producing activities), whether undergraduate or graduate, will be placed in the Music Library. More than one copy may be required in individual degree programs. To ensure that degree requirements have been met and the document is appropriate for placement in the Music Library, all faculty-approved documents must be presented to the appropriate associate dean’s office at least two weeks before the graduation date.

Students who cannot meet the proficiency requirements after two semesters of private study will receive a grade of incomplete fail (IP) or incomplete withdrawal (IW) and cannot progress to the next level until the proficiency is achieved. Advisors will provide students with proficiency and repertoire requirements.

Any recital required for graduation will be recorded. Arrangements are to be made through the College of Music Concerts Office, and a recording fee will be charged. The original tape recording will be placed in the Music Library.

**Withdrawal**
Students may withdraw from the College of Music through the sixth week of the semester by obtaining the signature of the associate dean of undergraduate studies.

**UNDERGRADUATE DEGREE PROGRAMS**
The degrees bachelor of arts in music, bachelor of music, and bachelor of music education will be granted by the university upon recommendation of the faculty of the College of Music, to those who have successfully completed prescribed requirements.

Students must file an appropriate request to graduate by May 1 in the Office of the Associate Dean for Undergraduate Studies if they anticipate completing requirements in December, May, or August of the following academic year.

**General Education in Music**
The undergraduate degrees in music emphasize knowledge and awareness of:
- solo performance and technique, including the various musical styles used in compositions for students’ musical instruments;
- each composition performed, notation and editorial signs used in the compositions performed, and repertoire for students’ performance medium;
- ensemble performance, including the names and styles of major composers in the student’s performance medium and the techniques necessary to blend a number of individual musicians into an ensemble;
- concert and recital opportunities, including literature composed for different performance forces;
- theoretical studies, including tonal harmony, counterpoint, voice-leading, and notation; formal principles and analytical techniques for tonal music; and instruments in score, including the concert pitch of transposing instruments and nomenclature used in scores; and
- historical studies, including representative works in the canon of musical literature, from chant to the present, the general outlines of the history of music from the Middle Ages to the present, music in the United States, and musical cultures other than those of Europe.

In addition, students completing any of the degrees in music are expected to acquire the ability and skills to:
- perform solo, including communicating through the performance medium, technically performing selections with demonstrated musicianship, and displaying musicality appropriate to innate talent and musical style and interpretation appropriate to the composition;
- perform in an ensemble performance, including interacting with fellow musicians;
- perform in concert and recital opportunities, including selecting performances that will have the largest benefit to the student’s musical growth;
- demonstrate an understanding of theoretical studies, including sight-reading and ear training; and
- demonstrate an understanding of historical studies, including analyzing musical works in score oraurally for elements of style that determine historical placement; beginning to integrate historical analysis and style into personal placement; and appreciating music other than those immediately available upon entrance into the college.

**BACHELOR OF ARTS IN MUSIC**
The bachelor of arts in music degree has as its goal a broad education in music within a liberal arts context. Although students may elect within their programs courses that will permit them to pursue special interests, and even some graduate study, the primary emphasis is on the development of basic musicianship, an ability to perform music, and a broad knowledge of the foundations and principles of music as an art.

The strength of the Bachelor of Arts in Music resides in the three options that are available within this degree:
1. Students may take courses as listed below, selecting a range of electives outside of music from many different areas, thus achieving a nonprofessional degree in music within the context of a liberal arts education;
2. Students may use the 32 non-music electives to take a second major in another college (students have been successful using this plan to complete the B.A. in Music with additional majors in broadcasting, business, dance, musical theatre, elementary teacher education, and other fields); or
3. Students may use the 32 non-music electives plus additional course work to fulfill requirements in a second degree program (students have used this option to receive a second undergraduate degree, for example, in engineering, business, and journalism). For options 2 and 3 above, students are reminded that the second major and second degree can only be completed with the advisement and approval of the second major or degree-granting department, school, or college. Some of these double majors, and most of the double degrees, will take an additional (fifth) year to complete.

A minimum of 124 semester hours with an overall grade point average of 2.00 must be earned for the B.A. in music degree. Of these hours at least 72 must be in nonmusic courses. Thirty must be at the 3000 or 4000 level. A minimum of 40 hours and a maximum of 54 hours is required in music courses.

The normal pattern for private applied
instruction in this degree is one half-hour lesson per week for 2 semester hours of credit or one one-hour lesson for 3 semester hours credit, although some of this study may take place in class instruction. The minimum proficiency is equal to the bachelor of music education sophomore level. Not more than 16 semester hours of credit in private instruction may be used toward the degree.

Students are required to register for two semesters of ensemble and may elect 2 additional semester hours to be applied to the degree.

A recital may be given with permission of the chair of the faculty concerned and the student's advisor.

Honors students in theory and musicology may elect to write a senior thesis in accord with their goals and interests. Topics are selected and prepared in a junior research seminar. The approved thesis is due in the Office of the Associate Dean for Undergraduate Studies two weeks before the end of the semester of graduation. See Guidelines for the Preparation of Formal Undergraduate Theses (available in the associate dean's office) for complete procedures relating to the thesis. Other students take the junior research seminar and elect a 4000-level musicology or theory class to substitute for the thesis.

Students may choose to complete requirements from a wide selection of courses offered. If students wish to select courses forming a concentrated area of interest, this determination must be made in consultation with the major advisor by the beginning of the sophomore year. Possible areas of interest are listed following the degree requirements.

Minimum Requirements
In addition to the general requirements listed above, the following specific requirements must be met:

1. One semester of English composition.
2. Basic proficiency in one foreign language equal to three semesters at the university level. This requirement may also be fulfilled by three years of study in high school in one language or by passing a university proficiency examination.
3. Nonmusic electives to fulfill the minimum requirement of 72 semester hours of credit. Of the nonmusic electives, 34 semester hours of credit must be fulfilled through the College of Arts and Sciences' content areas of study (see page 59).

Courses and Curricula
For the B.A. in music degree, students must complete the courses listed below.

<table>
<thead>
<tr>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>Freshman Year</td>
</tr>
<tr>
<td>CONV 1990 Convocation (two semesters)</td>
</tr>
<tr>
<td>Applied instruction (lessons and literature class)</td>
</tr>
<tr>
<td>University ensemble</td>
</tr>
<tr>
<td>MUSC 1101, 1111 Theory 1 and 2</td>
</tr>
<tr>
<td>MUSC 1121, 1131 Aural Skills 1 and 2</td>
</tr>
<tr>
<td>MUSC 1802 Introduction to Music</td>
</tr>
<tr>
<td>English language or literature</td>
</tr>
<tr>
<td>Foreign language</td>
</tr>
<tr>
<td>Electives in liberal arts</td>
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<tr>
<td>Sophomore Year</td>
</tr>
<tr>
<td>CONV 1990 Convocation (two semesters)</td>
</tr>
<tr>
<td>Applied instruction (lessons and literature class)</td>
</tr>
<tr>
<td>MUSC 2101, 2111 Theory 3 and 4</td>
</tr>
<tr>
<td>MUSC 2121, 2131 Aural Skills 3 and 4</td>
</tr>
<tr>
<td>MUSC 2987 Introduction to Music Research</td>
</tr>
<tr>
<td>Electives in liberal arts</td>
</tr>
<tr>
<td>Junior Year</td>
</tr>
<tr>
<td>CONV 1990 Convocation (two semesters)</td>
</tr>
<tr>
<td>MUSC 3802, 3812 History of Music 1 and 2</td>
</tr>
<tr>
<td>Music theory, 4000 level</td>
</tr>
<tr>
<td>Requirements and electives in liberal arts</td>
</tr>
<tr>
<td>Free electives</td>
</tr>
<tr>
<td>Senior Year</td>
</tr>
<tr>
<td>Music theory or musicology, 4000 level</td>
</tr>
<tr>
<td>Non-Western musicology at 2000/4000 level</td>
</tr>
<tr>
<td>Elective in music history (4000-level)</td>
</tr>
<tr>
<td>Requirements and electives in liberal arts</td>
</tr>
<tr>
<td>Free elective</td>
</tr>
</tbody>
</table>

BACHELOR OF MUSIC

The four-year professional curriculum leading to the bachelor of music degree emphasizes creative skill, academic achievement, and artistic performance in music. Concentration areas are offered in church music, composition, musicology, performance, and voice theatre. The performance areas include guitar, organ, piano, string instruments, voice, and wind/percussion instruments.

A half-recital in the junior year and a full public recital in the senior year are required of students in the performance concentration areas except church music and voice theatre. Students should check with their advisor about recital policies.

A thesis is required of students in the composition area and in the history and literature area. For composition students, the thesis will be an original composition; for history and literature students, a major paper. Students should check with their advisor for details.

A thesis is required of church music students and may consist of several minor research projects, choral arrangements, composition projects, or the preparation and production of a short cantata. A senior project is required of students in the voice theatre area. This project may be a senior recital, major role, or direction or design of a major show.

Specific performance group requirements are controlled by the degree plan in each concentration area, and are subject to the advisor's judgment in the best interest of the student.

Requirements in theory, history, and literature of music, and electives in general education give the performance major an excellent theoretical and cultural background.

English Composition

Students pursuing the bachelor of music degree will be required to take one three-hour course in English composition through the English Department or the University Writing Program. Courses such as the Freshman Writing Seminar, Introduction to Creative Writing, or Introduction to Expository Writing fulfill the requirement. Scoring three or higher on an AP English test in high school or passing the arts and sciences placement test also fulfills this requirement. The credit hours will be applied in the liberal arts electives category. Students are strongly encouraged to complete this requirement by the end of their sophomore year.

A minimum of 244 credit points, with a C overall grade point average and 122 semester hours, must be earned for the bachelor of music degree. Most concentration areas require more than 122 hours.

Church Music Concentration Area

<table>
<thead>
<tr>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>Freshman Year</td>
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<tr>
<td>CONV 1990 Convocation (two semesters)</td>
</tr>
<tr>
<td>PMUS 1616 Applied Organ Instruction (lessons and literature classes)</td>
</tr>
<tr>
<td>Class minor in performance</td>
</tr>
<tr>
<td>University ensemble</td>
</tr>
<tr>
<td>MUSC 1101, 1111 Theory 1 and 2</td>
</tr>
<tr>
<td>MUSC 1121, 1131 Aural Skills 1 and 2</td>
</tr>
<tr>
<td>MUSC 1802 Introduction to Music</td>
</tr>
<tr>
<td>English composition</td>
</tr>
<tr>
<td>Electives in liberal arts</td>
</tr>
<tr>
<td>Sophomore Year</td>
</tr>
<tr>
<td>CONV 1990 Convocation (two semesters)</td>
</tr>
<tr>
<td>PMUS 2616 Applied Organ Instruction (lessons and literature classes)</td>
</tr>
<tr>
<td>University ensemble</td>
</tr>
<tr>
<td>MUSC 2101, 2111 Theory 3 and 4</td>
</tr>
<tr>
<td>MUSC 2121, 2131 Aural Skills 3 and 4</td>
</tr>
<tr>
<td>MUSC 2365 Service Playing Techniques</td>
</tr>
<tr>
<td>MUSC 3176, 3186 Conducting 1 and 2</td>
</tr>
<tr>
<td>Electives in liberal arts</td>
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<tr>
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<td>PMUS 3616 Applied Organ Instruction (lessons and literature classes)</td>
</tr>
<tr>
<td>University ensemble</td>
</tr>
<tr>
<td>MUSC 3802, 3812 History of Music</td>
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<tr>
<td>MUSC 4011 16th-Century Counterpoint</td>
</tr>
<tr>
<td>MUSC 4265, 4275 Improvisation</td>
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<tr>
<td>Electives in liberal arts</td>
</tr>
<tr>
<td>Senior Year</td>
</tr>
<tr>
<td>PMUS 4616 Applied Organ Instruction (lessons and literature classes)</td>
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<tr>
<td>University ensemble</td>
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<tr>
<td>MUSC 4245, 4255 Church Music</td>
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<td>Course Code</td>
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</tr>
<tr>
<td>MUSC 4957 Senior Thesis</td>
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<tr>
<td>MUSC 4997 Senior Recital</td>
</tr>
<tr>
<td>Electives in liberal arts</td>
</tr>
<tr>
<td>Free electives</td>
</tr>
</tbody>
</table>

**Composition Concentration Area**

**Semester Hours**

**Freshman Year**
- CONV 1990 Convocation (two semesters) | 0
- Applied instruction (lessons and literature classes) | 4
- University ensemble | 2
- PMUS 1526 Composition (and Composition Seminar) | 6
- MUSC 1101, 1111 Theory 1 and 2 | 4
- MUSC 1121, 1131 Aural Skills 1 and 2 | 2
- MUSC 1802 Introduction to Music | 3
- Electives in liberal arts | 3

**Sophomore Year**
- CONV 1990 Convocation (two semesters) | 0
- Applied instruction (lessons and literature classes) | 4
- University ensemble | 2
- PMUS 2101, 2111 Theory 3 and 4 | 4
- MUSC 2121, 2131 Aural Skills 3 and 4 | 2
- MUSC 3176 Conducting 1 | 2
- Electives in liberal arts | 14

**Junior Year**
- CONV 1990 Convocation (two semesters) | 0
- PMUS 3566 Applied Guitar Instruction (lessons and literature classes) | 7
- MUSC 3802, 3812 History of Music | 6
- MUSC 3997 Junior Recital | 1
- University ensemble | 2
- Elective in theory | 2
- Electives in liberal arts | 4
- Electives in music | 6
- Non-Western musicology, 2000/4000 level | 3

**Senior Year**
- PMUS 4566 Applied Guitar Instruction (lessons and literature classes) | 7
- MUSC 4061 Analysis 1 | 2
- MUSC 4106 Guitar Literature | 2
- MUSC 4997 Senior Recital | 1
- University ensemble | 2
- Electives in liberal arts | 3
- Free electives | 12

**Organ Performance Concentration Area**

**Semester Hours**

**Freshman Year**
- CONV 1990 Convocation (two semesters) | 0
- Applied instruction (lessons and literature classes) | 8
- University ensemble | 2
- MUSC 1101, 1111 Theory 1 and 2 | 4
- MUSC 1121, 1131 Aural Skills 1 and 2 | 2
- MUSC 1802 Introduction to Music | 3
- Electives in liberal arts | 3

**Junior Year**
- PMUS 2815 Applied Organ Instruction (lessons and literature classes) | 7
- MUSC 3802, 3812 History of Music | 6
- MUSC 3997 Junior Recital | 1
- University ensemble | 2
- Electives in liberal arts | 3

**Senior Year**
- PMUS 4616 Applied Organ Instruction (lessons and literature classes) | 7
- MUSC 4997 Senior Recital | 1
- University ensemble | 2
- Electives in liberal arts | 3
- Free electives | 9
- Non-Western musicology, 2000/4000 level | 3

**Piano Performance Concentration Area**

**Semester Hours**

**Freshman Year**
- CONV 1990 Convocation (two semesters) | 0
- Applied instruction (lessons and literature classes) | 4
- University ensemble | 2
- Musicology courses, 4000 level | 8
- TMUS 5403 Special Studies | 2
- MUSC 4011 16th-Century Counterpoint | 2
- MUSC 4021 18th-Century Counterpoint | 2
- MUSC 4061, 4071 Analysis 1 and 2 | 4
- Free electives | 6

**Senior Year**
- Applied instruction (lessons and literature classes) | 4
- University ensemble | 2
- Musicology courses, 4000 level | 8
- MUSC 3176 Conducting 1 | 2
- MUSC 4997 Senior Thesis | 4
- Free electives | 8

**Musicology Concentration Area**

**Semester Hours**

**Freshman Year**
- CONV 1990 Convocation (two semesters) | 0
- Applied instruction (lessons and literature classes) | 4
- University ensemble | 2
- MUSC 1101, 1111 Theory 1 and 2 | 4
- MUSC 1121, 1131 Aural Skills 1 and 2 | 2
- MUSC 1802 Introduction to Music | 3
- Electives in liberal arts | 3

**Junior Year**
- PMUS 3566 Applied Guitar Instruction (lessons and literature classes) | 7
- MUSC 3802, 3812 History of Music | 6
- MUSC 3997 Junior Recital | 1
- University ensemble | 2
- Electives in liberal arts | 4
- Electives in music | 6
- Non-Western musicology, 2000/4000 level | 3

**Senior Year**
- PMUS 4566 Applied Guitar Instruction (lessons and literature classes) | 7
- MUSC 4061 Analysis 1 | 2
- MUSC 4106 Guitar Literature | 2
- MUSC 4997 Senior Recital | 1
- University ensemble | 2
- Electives in liberal arts | 3

**Guitar Performance Concentration Area**

**Semester Hours**

**Freshman Year**
- CONV 1990 Convocation (two semesters) | 0
- Applied instruction (lessons and literature classes) | 4
- University ensemble | 2
- MUSC 3176 Conducting 1 | 2
- MUSC 4041 Orchestra | 2
- MUSC 4061, 4071 Analysis 1 and 2 | 4
- MUSC 4957 Senior Thesis | 0
- Free electives | 12

**Sophomore Year**
- PMUS 1105, 1205 Keyboard Musicianship 1 and 2 | 4
- University ensemble | 2
- MUSC 2101, 2111 Theory 3 and 4 | 4
- MUSC 2121, 2131 Aural Skills 3 and 4 | 2
- MUSC 3802, 3812 History of Music | 6
- History of Western Civilization 1 and 2 | 6
- Foreign language | 8
- Non-Western musicology, 2000/4000 level | 3

**Junior Year**
- CONV 1990 Convocation (two semesters) | 0

- Free electives | 6
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<td>PMUS 1636</td>
<td>Applied Piano Instruction (Lessons and Literature Classes)</td>
<td>8</td>
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<tr>
<td>MUSC 1101, 1111 Theory 1 and 2</td>
<td>4</td>
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<td>MUSC 1121, 1131 Aural Skills 1 and 2</td>
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<td>MUSC 1325 Sight Reading for Piano</td>
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<td>MUSC 1802 Introduction to Music</td>
<td>3</td>
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<td>Chamber Music</td>
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**Sophomore Year**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>CONV 1990 Convocation (Two Semesters)</td>
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<tr>
<td>PMUS 2636 Applied Piano Instruction (Lessons and Literature Classes)</td>
<td>8</td>
<td></td>
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<tr>
<td>Chamber music</td>
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**Junior Year**

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<th>Course Code</th>
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<tbody>
<tr>
<td>CONV 1990 Convocation (Two Semesters)</td>
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<td></td>
</tr>
<tr>
<td>PMUS 2636 Applied Piano Instruction (Lessons and Literature Classes)</td>
<td>8</td>
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<tr>
<td>Chamber music</td>
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<td>Electives in Liberal Arts</td>
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**Senior Year**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>PMUS 4636 Applied Piano Instruction (Lessons and Literature Classes)</td>
<td>7</td>
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<tr>
<td>Chamber music</td>
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</tr>
<tr>
<td>Electives in Liberal Arts</td>
<td>9</td>
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</tr>
</tbody>
</table>

**Voice Performance Concentration Area**

One year of study at the university level of each of two languages is required of vocal performance majors.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONV 1990 Convocation (Two Semesters)</td>
<td>0</td>
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</tr>
<tr>
<td>PMUS 1105, 1205 Keyboard Musicianship 1 and 2</td>
<td>2</td>
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<tr>
<td>PMUS 3276 Conducting 1</td>
<td>2</td>
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</tr>
<tr>
<td>MUSC 3345, 3355 Piano Pedagogy 1 and 2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUSC 3802, 3812 History of Music</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Class minor in performance</td>
<td>2</td>
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<tr>
<td>MUSC 3997 Junior Recital</td>
<td>1</td>
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<td>Electives in theory</td>
<td>2</td>
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</tr>
<tr>
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**Sophomore Year**

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<td>CONV 1990 Convocation (Two Semesters)</td>
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<td>PMUS 2105, 2205 Keyboard Musicianship 1 and 2</td>
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<td>PMUS 3276 Conducting 1</td>
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<td>MUSC 3176 Pedagogy for Young Voices</td>
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<tr>
<td>MUSC 3802, 3812 History of Music</td>
<td>6</td>
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**Junior Year**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CONV 1990 Convocation (Two Semesters)</td>
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</tr>
<tr>
<td>PMUS 3726 Applied Voice Instruction (Lessons and Literature Classes)</td>
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<tr>
<td>Chamber music</td>
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<tr>
<td>Electives in Liberal Arts</td>
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**Senior Year**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PMUS 4726 Applied Voice Instruction (Lessons and Literature Classes)</td>
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<tr>
<td>Electives in Liberal Arts</td>
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</table>

**Voice Performance with Elective Studies in Music Theatre Concentration Area**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CONV 1990 Convocation (Two Semesters)</td>
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<tr>
<td>PMUS 1105, 1205 Keyboard Musicianship 1 and 2</td>
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<tr>
<td>PMUS 3726 Applied Voice Instruction (Lessons and Literature Classes)</td>
<td>7</td>
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<td>Chamber music</td>
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<td>Electives in Liberal Arts</td>
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</table>

**String Performance Concentration Area**

Harp, String Bass, Viola, Violin, and Violoncello

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>CONV 1990 Convocation (Two Semesters)</td>
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<td></td>
</tr>
<tr>
<td>Applied String Instruction (Lessons and Literature Classes)</td>
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</tr>
<tr>
<td>PMUS 1105, 1205 Keyboard Musicianship 1 and 2</td>
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<tr>
<td>PMUS 3176 Conducting 1</td>
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<tr>
<td>MUSC 3345, 3355 Piano Pedagogy 1 and 2</td>
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<tr>
<td>MUSC 3802, 3812 History of Music</td>
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<tr>
<td>Class minor in performance</td>
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<td></td>
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<tr>
<td>MUSC 3997 Junior Recital</td>
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<tr>
<td>Electives in theory</td>
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**Sophomore Year**

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<td>PMUS 2105, 2205 Keyboard Musicianship 1 and 2</td>
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<td>MUSC 3197 Pedagogy for Young Voices</td>
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**Junior Year**

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<tr>
<td>Applied String Instruction (Lessons and Literature Classes)</td>
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<td>Chamber music</td>
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**Senior Year**

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<td>PMUS 4167 Theatre Lab</td>
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<tr>
<td>PMUS 4726 Applied Voice Instruction (Lessons and Literature Classes)</td>
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<td>Chamber music</td>
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**Elective in theory**

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<tr>
<td>MUSC 4997 Senior Project (or major role, or design or direction of a major production)</td>
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<td>THTR 2005 History of Fashion</td>
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**Electives in Liberal Arts**

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<th>Course Code</th>
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<tr>
<td>MUSC 4464 French/German Diction and Repertoire</td>
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<td>Elective in theory</td>
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<td>Electives in Liberal Arts (Including Foreign Language)</td>
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<td>Free electives</td>
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Elective in theatre and dance ........................................ 1
Free electives .................................................................. 12
Non-Western musicology .................................................. 3

**Wind/Percussion Instruments**

**Performance Concentration Area**

**Semester Hours**

**Freshman Year**

CONV 1990 Convocation (two semesters) .................................. 0
Applied wind/percussion instruction (lessons and literature classes) .................................................. 8
PMUS 1105, 1205 Keyboard Musicanship 1 and 2 ................................................................. 2
MUSC 1101, 1111 Theory 1 and 2 ......................................................... 4
MUSC 1211, 1213 Aural Skills 1 and 2 ....................................................... 2
MUSC 1802, 1812 Introduction to Music .................................................. 3
Class minor in performance ................................................................. 2
Band or orchestra .................................................................. 2
English composition ................................................................. 3
Elective in liberal arts ................................................................. 3

**Sophomore Year**

CONV 1990 Convocation (two semesters) .................................. 0
Applied wind/percussion instruction (lessons and literature classes) .................................................. 8
Music electives .................................................................. 4
Chamber music ................................................................. 2
Band or orchestra ................................................................. 2
MUSC 2071 Instrumentation ......................................................... 4
MUSC 2101, 2111 Theory 3 and 4 ......................................................... 4
MUSC 2121, 2131 Aural Skills 3 and 4 .................................................. 2
Electives in liberal arts ................................................................. 9

**Junior Year**

CONV 1990 Convocation (two semesters) .................................. 0
Applied wind/percussion instruction (lessons and literature classes) .................................................. 7
Chamber music ................................................................. 2
Band or orchestra ................................................................. 2
MUSC 3176 Conducting 1 ............................................................. 2
MUSC 3802, 3812 History of Music ......................................................... 6
MUSC 3997 Junior Recital ............................................................. 1
Elective in music theory ................................................................. 2
Electives in liberal arts ................................................................. 9

**Senior Year**

Applied wind/percussion instruction (lessons and literature classes) .................................................. 7
Non-Western musicology, 2000/4000 level .................................................. 3
MUSC 4997 Senior Recital ............................................................. 1
Chamber music ................................................................. 2
Band or orchestra ................................................................. 2
Free electives .................................................................. 12

**BACHELOR OF MUSIC EDUCATION**

The program leading to the bachelor of music education degree is designed to provide superior preparation for the teaching of music in primary and secondary schools. The various demands made upon music teachers and the opportunities open to them have been carefully considered in formulating the courses of study. Although most students may ultimately specialize in either general music, choir, band, or orchestral work, some may be called upon in their first professional positions to teach in two or three of these fields. Even the music educator who teaches in only one of these areas must have a sufficiently broad knowledge of the entire music program to be able to understand the role of music in contemporary American education and interpret the music program to colleagues and community members. The courses of study are designed to provide a suitable balance between specialization and generalization.

**Courses and Curricula**

Three basic curricula are provided for the candidate pursuing the bachelor of music education degree: choral, general music, and instrumental emphases. Within each basic curriculum, options are provided so that students may vary their programs in accordance with their needs and interests. A minimum of 128 semester hours with an overall grade point average of 2.75 must be earned for the B.Mus.Ed. degree, with no grade below C- in a course. Forty semester hours in the liberal arts are required.

**Liberal Arts Requirements**

All students entering the music education program, whether freshmen, transfers, or those holding a degree, shall take the general education core curriculum courses designated by the College of Music curriculum committee for the bachelor of music education degree. Students should check with their advisor each semester before final selection of courses.

**Admission to the Teacher Education Program**

Teacher education is a campuswide function at the University of Colorado. Admission to the music education program in the College of Music does not constitute admission to the teacher education program. Students must apply to the School of Education through the chair of the music education faculty for admission to this program no later than the second semester of their junior year. Students may not register for certain education courses and student teaching until they are admitted to the teacher education program.

Requirements for recommended admission to the teacher education program are:

1. Minimum grade point average of 3.00 in music and music education, and a minimum overall grade point average of 2.75.
2. Minimum grade of C- in MUSC 2103. 3. Twenty five hours of documented, supervised field experience.
4. Satisfactory functional piano ability as demonstrated by passing the proficiency examination or completing prescribed course work.
5. Satisfactory performance ability as demonstrated by meeting the sophomore proficiency requirements in an applied area of study.

6. Satisfactory scores on the PLACE Basic Skills Test.
7. Recommendation by the music education faculty.

An interview with each student is held by the members of the music education faculty during the first semester of the sophomore year to review the student's progress and qualifications for admission to the teacher education program.

**Student Teaching**

Students wishing to receive a student teaching assignment must complete an application and submit it to the School of Education through the chair of the music education faculty early in the semester preceding the student teaching semester. Prerequisites for student teaching are:

1. Admission to the teacher education program.
2. A minimum GPA of 2.75.
3. Completion of all required music education and education courses in a music education curriculum.
4. Satisfactory performance ability as demonstrated by meeting the junior proficiency requirements in a private applied area of study.
5. Recommendation by the music education faculty.

**Choral Music Emphasis**

Students must take keyboard or voice as the primary applied area. Five of the seven semesters of required ensemble registration must be in a concert ensemble (University singers, University Choir, Collegiate Chorale, or Women's Chorale).

**Semester Hours**

**Freshman Year**

CONV 1990 Convocation (two semesters) .................................. 0
Applied instruction (lessons and literature) .................................................. 6
Piano/voice class ................................................................. 2
University ensemble ............................................................... 2
MUSC 1101, 1111 Theory 1 and 2 ......................................................... 4
MUSC 1211, 1213 Aural Skills 1 and 2 ....................................................... 2
MUSC 1802 Introduction to Music ......................................................... 3
English composition ................................................................. 3
Electives in liberal arts ................................................................. 12

**Sophomore Year**

CONV 1990 Convocation (two semesters) .................................. 0
Applied instruction (lessons and literature) .................................................. 6
Piano/voice class ................................................................. 2
University ensemble ............................................................... 2
MUSC 2101, 2111 Theory 3 and 4 ......................................................... 4
MUSC 2103 Introduction to Music (fall) ...................................................... 3
MUSC 2121, 2131 Aural Skills 3 and 4 ..................................................... 2
EDUC 3013 Proseminar 1 (spring) ......................................................... 4
MUSC 3023 Woodwind Class or MUSC 3033 Brass Class (spring) .................................................. 1
MUSC 3115 Introduction to the Arts (spring) .................................................. 3
MUSC 3195 Vocal Pedagogy and Literature for Young Voices (spring) .................................................. 2
Electives in liberal arts (fall) ................................................................. 6
Junior Year
CONV 1990 Convocation (two semesters) .................................. 0
Applied instruction (lessons and literature) ................................ 5
University ensemble .................................................................. 1
Theory elective - 4000 level (fall) .............................................. 2
MUSC 3013 String Class (fall) .................................................. 1
MUSC 3133 Teaching Choral Music (fall) ................................. 3
MUSC 3133 Teaching General Music 1 (fall) ............................. 2
MUSC 3176, 3186 Conducting 1 and 2 ..................................... 4
MUSC 3802, 3812 History of Music .............................. 6
MUSC 3997 Junior Recital .......................... .......................... 1
MUSC 4203 Music Methods Practicum (fall) ......................... 1
MUSC 4113 Teaching General Music 2 (spring) ..................... 3
Choral Music Elective (spring) .............................................. 2
EDUC 3023 Proseminar 2 (spring) ........................................... 4

Senior Year
Applied instruction (lessons and literature) ........................... 3
University ensemble (fall) ................................................. 1
Non-Western musicology, 2000/4000 level (fall) ................. 3
General music elective (fall) .............................................. 2
MUSC 4103 Introduction to Student Teaching ..................... 1
MUSC 4153 Percussion Class (fall) ........................................ 1
MUSC 4193 Student Teaching Seminar (spring) .................. 1
EDUC 4112 Educational Psychology (fall) ............................ 3
EDUC 4732 Student Teaching (spring) ............................... 8

General Music Emphasis
Students must take keyboard or voice as the primary applied area. Five of the seven semesters of required ensemble registration must be in a concert ensemble (University Singers, University Choir, College Chorale, or Women's Chorus).

Semester Hours
Freshman Year
CONV 1990 Convocation (two semesters) .................... 0
Applied instruction (lessons and literature) ....................... 6
Piano/voice class .................................................................... 2
University ensemble ......................................................... 1
MUSC 1101, 1111 Theory 1 and 2 ...................................... 4
MUSC 1211, 1311 Aural Skills 1 and 2 ................................. 2
MUSC 1802 Introduction to Music .................................... 3
English composition ......................................................... 3
Electives in liberal arts ................................................. 12

Sophomore Year
CONV 1990 Convocation (two semesters) .................... 0
Applied instruction (lessons and literature) ....................... 6
Piano/voice class .......................................................... 2
University ensemble ......................................................... 1
MUSC 2101, 2111 Theory 3 and 4 ...................................... 4
MUSC 2103 Introduction to Music Education (fall) ........... 3
MUSC 2121, 2131 Aural Skills 3 and 4 ................................. 2
MUSC 3013 String Class (fall) ........................................ 1
MUSC 3023 Woodwind Class or MUSC 3033 Brass Class (spring) .............................................. 1
MUSC 3133 Vocal Pedagogy and Literature (spring) .......... 2
MUSC 4113 Introduction to the Arts (spring) ................... 3
MUSC 3153 Teaching Woodwind Instruments (spring) ........ 2
MUSC 3133 Teaching General Music 1 (fall) ..................... 2
MUSC 3253 Jazz Techniques for the Music Educator or MUSC 3273 String Pedagogy and Literature (spring) ............................... 2
EDUC 3013 Proseminar 1 (spring) ............................ 4
Electives in liberal arts (fall) ........................................... 6

Junior Year
CONV 1990 Convocation (two semesters) .................... 0
Applied instruction (lessons and literature) ....................... 5
University ensemble ......................................................... 2
Theory elective - 4000 level (fall) ........................................ 2
MUSC 3113 Introduction to the Arts (spring) ....................... 3
MUSC 3133 Teaching General Music 1 (fall) ...................... 2
MUSC 3176, 3186 Conducting 1 and 2 ............................. 4
MUSC 3802, 3812 History of Music .............................. 6
MUSC 3997 Junior Recital .............................................. 1
MUSC 4113 Teaching General Music 2 (spring) .................. 3
MUSC 4153 Percussion Class (fall) ................................. 1
MUSC 4203 Music Methods Practicum (fall) ........................ 1
EDUC 3023 Proseminar 2 (fall) ........................................... 4

Senior Year
Applied instruction (lessons and literature) ....................... 3
University ensemble (fall) ................................................. 1
Theory elective - 4000 level (fall) ........................................ 2
Non-Western musicology, 2000/4000 level (fall) ................. 3
General music elective (fall) .............................................. 2
MUSC 3123 Teaching General Music (fall) .......................... 1
MUSC 4103 Introduction to Student Teaching ..................... 1
MUSC 4193 Student Teaching Seminar (spring) ................. 1
EDUC 4112 Educational Psychology (fall) ............................ 3
EDUC 4732 Student Teaching (spring) ............................... 8

Instrumental Music Emphasis
For string players, five of the seven semesters of required ensemble registration must be in a concert ensemble (Symphony Orchestra, Chamber Orchestra, Wind Ensemble, Symphony Band, or Concert Band). For wind and percussion players, five semesters must be in a concert ensemble, and one semester must be in marching band.

Semester Hours
Freshman Year
CONV 1990 Convocation (two semesters) .................... 0
Applied instruction (lessons and literature) ....................... 6
Keyboard musicianship .................................................... 2
University ensemble ......................................................... 1
MUSC 1101, 1111 Theory 1 and 2 ...................................... 4
MUSC 1211, 1311 Aural Skills 1 and 2 ................................. 2
MUSC 1802 Introduction to Music .................................... 3
English composition ......................................................... 3
Electives in liberal arts ................................................. 12

Sophomore Year
CONV 1990 Convocation (two semesters) .................... 0
Applied instruction (lessons and literature) ....................... 6
University ensemble ......................................................... 2
MUSC 2101, 2111 Theory 3 and 4 ...................................... 4
MUSC 2121, 2131 Aural Skills 3 and 4 ................................. 2
MUSC 2103 Introduction to Music Education (fall) ........... 3
MUSC 3113 Introduction to the Arts (spring) ................... 3
MUSC 3153 Teaching Woodwind Instruments (spring) ........ 2
MUSC 3133 Teaching General Music 1 (fall) ..................... 2
MUSC 3253 Jazz Techniques for the Music Educator or MUSC 3273 String Pedagogy and Literature (spring) ............................... 2
EDUC 3013 Proseminar 1 (spring) .................................... 4
Electives in liberal arts (fall) ........................................... 6

Junior Year
CONV 1990 Convocation (two semesters) .................... 0
Applied instruction (lessons and literature) ....................... 5
University ensemble ......................................................... 2
Theory elective - 4000 level (fall) ........................................ 2
MUSC 3113 Introduction to the Arts (spring) ....................... 3
MUSC 3133 Teaching General Music 1 (fall) ...................... 2
MUSC 3176, 3186 Conducting 1 and 2 ............................. 4
MUSC 3802, 3812 History of Music .............................. 6
MUSC 3997 Junior Recital .............................................. 1
MUSC 4113 Teaching General Music 2 (spring) .................. 3
MUSC 4153 Percussion Class (fall) ................................. 1
MUSC 4203 Music Methods Practicum (fall) ........................ 1
EDUC 3023 Proseminar 2 (fall) ........................................... 4

Senior Year
Applied instruction (lessons and literature) ....................... 3
University ensemble (fall) ................................................. 1
Theory elective - 4000 level (fall) ........................................ 2
Non-Western musicology, 2000/4000 level (fall) ................. 3
General music elective (fall) .............................................. 2
MUSC 3123 Teaching General Music (fall) .......................... 1
MUSC 4103 Introduction to Student Teaching ..................... 1
MUSC 4193 Student Teaching Seminar (spring) ................. 1
EDUC 4112 Educational Psychology (fall) ............................ 3
EDUC 4732 Student Teaching (spring) ............................... 8

UNDERGRADUATE CERTIFICATE PROGRAMS

Certificate in Jazz Studies
The certificate in jazz studies is designed to allow a select number of students to study jazz more in depth and at a higher level than music degrees currently require. The curriculum is in addition to the requirements of each degree plan and consists of a minimum of 18 credit hours, including topics such as jazz theory, aural foundations to jazz improvisation, jazz improvisation, history of jazz, scoring and arranging, jazz keyboard, electronic music, jazz combo, and jazz ensemble. Entrance into the program is by audition in the sophomore year.

Certificate in Music Technology
The certificate in music technology provides a limited number of students with an opportunity to study music technology in greater depth than music degrees currently allow. Each participating student must elect the certificate's curriculum in addition to the normal requirements of their degree program. The certificate is available to students in the College of Music only. The curriculum consists of 18 credit hours, and includes such topics as an introduction to music technology, computer programming for musicians, music and media, sound synthesis, and electronic music ensemble. Entrance into the program is by audition in the sophomore year.
GRADUATE DEGREE PROGRAMS

All graduate degrees in music are granted by the Graduate School of the University of Colorado upon the recommendation of the faculty of the College of Music and approval by the administrative officers of the Graduate School. The information supplied here is supplemental to and must be read in conjunction with the information contained in the Graduate School chapter of this catalog. Information applicable to master of music and master of music education degrees is discussed under the heading Master of Arts and Master of Science in the Graduate School chapter. Information pertaining to doctor of philosophy in music and doctoral of musical arts degrees is discussed under the heading Doctor of Philosophy. Other information regarding rules applying to graduate degree students in music may be found in supplements to the catalog and in the Graduate School in Music Handbook, both available in the Office of the Associate Dean for Graduate Studies.

Admission Requirements

Admission requirements for specific degree programs that supplement the Graduate School requirements are discussed in the degree program descriptions which follow. Students are urged to take the general (verbal, quantitative, analytical) and subject (music) portions of the Graduate Record Examination (GRE). GRE scores are required as part of the application to the Ph.D. in music program and the M.Mus. (Lit.) program, and are recommended for the D.Mus.A.

Preliminary Examinations

Just before the beginning of their first semester of work toward a master's or doctoral degree, students will be given placement exams covering the major field, several areas of music theory, and music history. Specific requirements vary with the student's degree and program. Students pursuing the master's and doctoral degrees in voice also must pass preliminary requirements in both piano proficiency and diction in four languages (English, French, German, and Italian).

Any deficiencies demonstrated by the placement examination scores must be removed early in the degree program. Application for candidacy and required examinations cannot be approved until deficiencies are removed. Thesis and dissertation projects may not be completed while preliminary examination deficiencies remain.

Results from the major-field examination serve as one basis for recommending specific course work in the program. The major-field examination in composition covers music literature and compositional methods; in history and literature, essay questions cover score analysis and identification of terms; the music-education examination covers general knowledge of philosophy and history of music education, organization and supervision of music teaching, and methods and materials for the individual areas of vocal, string, and instrumental music; and for performance majors, technique, repertoire, informed-stylistically performance, and pedagogy are covered.

College Teaching Area

For graduate students in music who intend to teach at the college level and who have had no prior college teaching experience, a teaching module of at least 6 hours of courses is recommended. This module can consist of professional education courses, music-education courses, teaching-skills courses, or teaching practice. The teaching area module is not normally used toward the minimum 30-hour course requirement for master's or D.Mus.A. programs. Workshops, videotaping of students’ teaching, observation, and consultation services are available through the Graduate Teacher Program. Students who participate in this program are eligible to receive a graduate teacher training certificate.

Financial Aid

In addition to the opportunities for financial aid described in the Graduate School chapter, the College of Music grants graduate assistantships and part-time instructorships to approximately 55 students each year. Applications for these positions must be filed with the Office of the Associate Dean for Graduate Studies by March 1 of the preceding academic year. There are also scholarships offered by the various faculties and grants-in-aid given for various college-related responsibilities.

MASTER OF MUSIC

The major fields for this degree are composition, conducting, literature of music, performance, and the double major of performance and pedagogy. Conducting students may concentrate in choral, orchestral, or wind ensemble/band areas. Performance and pedagogy majors may concentrate in piano, organ, harpsichord, string instruments (including guitar), harp, voice, or woodwind/brass/percussion instruments.

Major work in the conducting degrees includes advanced conducting, analytical studies, score reading, orchestration, arranging, performance-related writing, and conducting practice. In music literature, courses in musicology and two thesis projects are required. In pedagogy, courses in the psychology of music and the pedagogy and literature of a specific performing area and a written thesis are required. In performance, students complete applied study, recitals, and courses that investigate the repertoire of their performance areas. All master's students are required to take a course in bibliographic research and a block of credits outside their major area.

Conducting, percussion, string, voice, and woodwind/brass/percussion majors are required to participate in a music ensemble. Faculty chairs advise students concerning the appropriate choice of ensemble.

Prerequisites

As noted in the Graduate School chapter, students are expected to present undergraduate preparation equivalent to that expected for the bachelor's degree at this university. Normally this will be a bachelor of music degree in the proposed concentration.

Before admission, composition majors should submit both scores and tapes of their original work and a list of completed compositions; music-liturature majors must submit GRE scores (the general test and one subject test in music) and examples of their research papers; performance majors must submit a repertoire list and arrange for an audition or submit a nonreturnable cassette tape of their performance.

Program of Study

The master of music (M.Mus.) degree, which the Graduate School considers a plan I program, requires a minimum of 30 semester hours of at least 10 hours each of graduate coursework, including thesis projects. Most students will find it necessary to exceed this minimum in order to meet the musical and academic standards demanded by the qualifying and comprehensive-final examinations. Outlines of specific programs may be secured from the Office of the Associate Dean for Graduate Studies.

There are four specific areas of study for the M.Mus. degree: composition, music literature, performance (including conducting), and performance/pedagogy. A student must select a major (at least 10 hours) from one of these areas. Students may elect a second major or minor consisting of at least 10 hours in another area of music, and may then elect 10 additional hours. A minimum of 10 hours in music courses must be elected outside the major in all master of music degrees.

Each student's program is directed by a three-member advisory committee headed by the major advisor (generally the student's major professor) or a designated substitute. A second member is chosen from the major area, and a third from outside the major area. (The four major areas are music educa-
tion, musicology, music theory, and performance.) During the second month of the second semester of residence, the student should complete a tentative degree plan and obtain the approval of the advisor(s) and the associate dean for graduate studies.

Examinations
In addition to the preliminary examinations, master's degree students in music must take qualifying (written) and comprehensive-final (oral) examinations. The procedures, guidelines for registration, and deadlines for taking these examinations (except the master's qualifying examination) are found in the Graduate School chapter of this catalog. The qualifying (written) examination must be taken no later than the semester preceding that of the comprehensive-final (oral) examination.

Recital/Thesis Requirements
For the major in composition: composition during the period of graduate study of several works of major proportion, at least one of which must receive public performance.

For the major in conducting: a public recital and a performance-related or other scholarly document.

For the major in music literature: two written projects that provide focus to the candidate's work.

For the major in performance: recital(s), performance preparation from a repertoire list, and research papers, or a combination of part or all of these, as required by the major faculty.

For the major in performance and pedagogy: a full-length recital or proficiency examination before a faculty committee and documentation of research in pedagogy.

MASTER OF MUSIC EDUCATION
The Master of Music Education (M.Mus.Ed.) program addresses the professional development needs of music teachers in the field and prepares individuals for careers as supervisors or consultants in elementary and secondary schools. Master of Music Education students are challenged to develop a greater understanding and mastery of music teaching-learning processes, to improve personal musicianship, and to become committed leaders within the music education profession.

Prerequisites
Applicants are expected to provide evidence of undergraduate preparation equivalent to that required for the bachelor of music education degree at this university. Applicants also must possess a music teaching certificate/license or agree to work toward a Colorado music teaching license. GRE scores are not required for admission, but can be helpful in determining qualifications for graduate awards. An audition (live or taped) is required for individuals who wish to pursue music performance or conducting as their minor field.

Program of Study
Students earning the M.Mus.Ed. degree must complete a minimum of 30 hours of course work, including 12 hours in music education, 12 hours in music, and 6 hours of electives in a specialization area or other areas of interest.


The music component of the degree should assist students in developing their music knowledge and skills at a more highly refined level. A two-hour course in bibliography and research is required. Students also must complete six hours of study in a minor area. Minor area options include Music History and Literature, Music Theory, Applied Music and Pedagogy, or Conducting. One member of the graduate committee will be from the minor area, and it is assumed that at least some part of the student’s study will be with that faculty member. All music studies, including applied performance, must be at the 4000 level or above.

The area of specialization will be selected and structured by the student and his/her advisor based on the student’s interests and abilities. Students may choose to specialize in the traditional fields of general, choral, and instrumental music education, in other music areas, or in areas outside of music (e.g., related arts, education, psychology, sociology, computers, and technology). Any nonmusic courses applied to the M.M.E. degree must be taken at the 4000 level or above.

As a Master of Music Education degree candidate, each student must produce a culminating paper that focuses on a topic of vital interest or importance. This paper may be developed as part of the requirements for a music education course or may take the form of a master’s thesis. Culminating papers or theses are defended during final oral examinations.

Students typically complete the degree in two academic years, one academic year plus two summers, or four summers. Degree work must be completed within four years of the first semester during which a student registers for five or more hours of credit. Because most master’s-level music education courses are offered in late afternoons, students who live within commuting distance can earn a significant portion of credit toward the degree while continuing to work full time.

DOCTOR OF MUSICAL ARTS
The doctor of musical arts (D.Mus.A.) is a professional degree for creative and performing students who possess the talent as well as the breadth of knowledge, background, outlook, and scholarly capacity requisite to a doctoral program. Fields of study are composition, instrumental conducting and literature, literature and performance of choral music, performance, and performance/ pedagogy. Performance concentration areas are brass, organ, percussion, piano, and string instruments. Performance/pedagogy concentration areas are brass, percussion, piano, string instruments, voice, and woodwinds. Outlines of specific programs may be obtained from the Office of the Associate Dean for Graduate Studies.

Prerequisites
Entrance requirements include a master’s degree in music or demonstrated equivalency comparable to that of the master of music degree at this university; submission of performance tapes or, for composers, original scores and tapes of compositions; a personal audition and interview, when possible; and evidence of writing proficiency (in English) and scholarly research, such as term papers or theses.

Program Requirements
The following program description supplements the requirements applying to all graduate students found in the Graduate School chapter and in the introductory section of Graduate Degree Programs in this College of Music chapter. Information on quality of work, credit by transfer, application for admission to candidacy, comprehensive examination, and final examination found under the Ph.D. description is applicable to the D.Mus.A. degree. D.Mus.A. degree work must be completed within six years of first registration.

Advisory Committee. Each D.Mus.A. program is directed by a five-member advisory committee headed by the major advisor, who is generally the student’s major professor. At least one member must hold the Ph.D. degree.

Residence Requirements. The minimum residence requirement shall be six semesters of scholarly work beyond the attainment of an acceptable bachelor’s degree. Two
semesters of residence credit may be allowed for a master’s degree from another institution of approved standing, but at least four semesters of residence credit, two of which must be consecutive in one academic year, must be earned for course work and/or dissertation work taken at this university.

Not more than one-half semester of residence credit may be earned in a summer session. Students must be registered as a full-time student to earn residence credit. For employed students, only those with one-fourth time or less in work that does not contribute directly to their degree program may earn full residence credit. Please see residence requirements in the Graduate School section of this catalog for more specific information.

A student who drops out of school before earning residency must apply for readmission as a new student. Such students should investigate the Time Out Program before dropping out, in order to ensure their readmission.

Continuous Registration. After the residence requirements for the doctor of musical arts program have been satisfied, a student must enroll and pay tuition for all fall and spring semesters of each year until attaining the degree or formally resigning. If a student has enrolled in all required dissertation courses but has still to complete the work, he or she will enroll in TMUS 8019?Preadmission for Doctor of Musical Arts Degree or TMUS 8029 Candidate for Doctor of Musical Arts, until the degree is completed. This continuous registration requirement is independent of residence at the university.

Degree Plan. A degree plan should be presented to the associate dean for graduate studies and the doctor of musical arts committee no later than the third month of residence. The major area D.Mus.A. program coordinator and the student’s major professor(s) are responsible for helping the student formulate this plan. The plan will include proposed members of the student’s doctoral committee, projected remedial and supporting course work, suggested dissertation projects, and tentative dates for the comprehensive and final examinations.

Language Requirement. The one foreign language used to satisfy the D.Mus.A. language requirement must be approved by the student’s advisory committee. Additional language work will be required for voice students.

Course Requirements. Students must take a minimum of 30 hours of coursework, of which 18 hours are dissertation projects. Two doctoral seminars, each in musicology and music theory, are required; prerequisites include 3 hours of bibliography and 6 hours each of graduate-level musicology and music theory. Some areas require specific course work prior to or in conjunction with work on dissertation projects. In other cases, students may be advised to take course work in preparation for the comprehensive examination. Applied music instruction may be elected for the duration of the residency requirement.

Dissertation. The D.Mus.A dissertation consists of a specific number of performances, projects, and documents. The student’s permanent advisory committee will assist the student in meeting degree requirements. While dissertation outlines for the various major areas are listed below, individual instances may require the permanent advisory committee to exercise discretion in setting dissertation requirements to the student’s artistic and educational advantage.

Normally, if preliminary examinations and GRE scores show satisfactory preparation for doctoral studies, the student will be advised to begin work on the dissertation concurrently with preparation for the comprehensive examination.

Area Dissertation Requirements

Composition
TMUS 8219 Dissertation Project 1 (composition)
TMUS 8229 Dissertation Project 2 (composition)
TMUS 8239 Dissertation Project 3 (computer music seminar)
TMUS 8249 Dissertation Project 4 (computer music project)
TMUS 8259 Dissertation Project 5 (research-lecture)
TMUS 8269 Dissertation Project 6 (research project)
TMUS 8339 Major Composition

Instrumental Conducting
and Literature
TMUS 8219 Dissertation Project 1 (conducting practicum)
TMUS 8229 Dissertation Project 2 (conducting practicum)
TMUS 8249 Dissertation Project 4 (solution of problems in the craft of arranging and editing)
TMUS 8259 Dissertation Project 5 (lecture-demonstration)
TMUS 8269 Dissertation Project 6 (lecture-demonstration)
TMUS 8279 Performance Research Document 1
TMUS 8289 Performance Research Document 2
TMUS 8319 Repertoire Project

Literature and Performance
of Choral Music
TMUS 8219 Dissertation Project 1 (choral practicum)
TMUS 8229 Dissertation Project 2 (choral practicum)
TMUS 8239 Dissertation Project 3 (choral projects in arranging, editing, realizing basso continuo, transcribing mensural notation, conducting, and score reading)
TMUS 8259 Dissertation Project 5 (research-lecture)
TMUS 8279 Performance Research Document 1
TMUS 8289 Performance Research Document 2
TMUS 8329 Document

Performance: Organ, Piano, Strings
TMUS 8219 Dissertation Project 1 (solo recital)
TMUS 8229 Dissertation Project 2 (solo recital)
TMUS 8239 Dissertation Project 3 (chamber music recital)
TMUS 8249 Dissertation Project 4 (chamber music recital)
TMUS 8259 Dissertation Project 5 (research-lecture)
TMUS 8269 Dissertation Project 6 (research-lecture)
TMUS 8279 Performance Research Document 1 (not required in piano)
TMUS 8289 Performance Research Document 2 (not required in piano)
TMUS 8299 Performance Research Document 3 (not required in piano)
TMUS 8309 Performance Research Document 4 (not required in organ and piano)
TMUS 8319 Repertoire Project

Performance and Pedagogy: Piano, Strings
TMUS 8219 Dissertation Project 1 (recital)
TMUS 8229 Dissertation Project 2 (recital)
TMUS 8239 Dissertation Project 3 (recital, or a first research-lecture)
TMUS 8259 Dissertation Project 5 (research-lecture)
TMUS 8269 Dissertation Project 6 (research-lecture)
TMUS 8279 Performance Research Document 1 (not required in piano)
TMUS 8289 Performance Research Document 2 (not required in piano)
TMUS 8299 Performance Research Document 3 (not required in piano)
TMUS 8319 Repertoire Project
TMUS 8329 Document/Pedagogy Project

Performance and Pedagogy: Woodwinds/Brass/Percussion
TMUS 8219 Dissertation Project 1 (recital)
TMUS 8229 Dissertation Project 2 (recital)
TMUS 8239 Dissertation Project 3 (recital; for winds can be recital or third research lecture)
TMUS 8249 Dissertation Project 4 (Pedagogy Practicum) or MUSC 3346 Woodwind Pedagogy
TMUS 8259 Dissertation Project 5 (Research-Lecture)
TMUS 8279 Performance Document 1
TMUS 8289 Performance Document 2
TMUS 8299 Performance Document 3
TMUS 8329 Major Document

Performance and Pedagogy: Voice
TMUS 8219 Dissertation Project 1 (solo recital)
TMUS 8229 Dissertation Project 2 (solo recital)
TMUS 8239 Dissertation Project 3 (chamber music/solo recital)
TMUS 8259 Dissertation Project 4 (performance document)
TMUS 8269 Dissertation Project 5 (lecture-recital and document)
TMUS 8329 Dissertation Project 6 (major pedagogical document)

DOCTOR OF PHILOSOPHY

The doctor of philosophy (Ph.D.) in music degree is offered through the Graduate School for students who seek a terminal degree with emphasis on research. The two principal areas of study are music education and musicology.

Prequisites

Students applying to the Ph.D. program should have a master's degree or equivalent in a music field related to their intended area of study. Letters of recommendation, completed major papers, and satisfactory scores on the GRE (the general test and the subject test in music) should be part of the student's application for the degree. Upon acceptance to the degree program, students must pass the preliminary examinations and begin working toward basic requirements. A student who is noticeably deficient in the use and spelling of the English language may not obtain an advanced degree from the University of Colorado. Satisfaction of this requirement depends not so much upon ability to pass formal tests, although these may be required, as upon the habitual use of good English in all oral and written work.

Residence Requirement

The minimum residence requirement for the Ph.D. is four semesters, including at least two consecutive semesters in one academic year.

Doctor of Philosophy/Musicology

For the musicology student, the Doctor of Philosophy in Music degree is intended to emphasize research in music history, music literature, or some other aspect of music in culture. A minimum of 30 semester hours of coursework at the 5000-level or above is required (although the minimum number is almost always exceeded). Courses taken below the 5000 level to remedy deficiencies may not count towards residence credit. The College of Music requires two foreign languages proficiency, usually in German and French, although another appropriate language may be substituted for the latter, if it is important to the student's program of study. Normally the language requirement is met by a translation exercise individually scheduled with the chair of the Musicology faculty.

Dissertation Requirements

A student must complete a total of at least 30 credit hours of dissertation credit (beyond course work), with not more than 10 of these hours in any one semester. The dissertation itself should be an original and worthwhile contribution to knowledge in the field of musicology. It is expected that the student will work closely with a major professor who will serve as the first reader and critic before it is submitted to the other dissertation examination committee members.

Doctor of Philosophy/Music Education

The Doctor of Philosophy degree in music, with music education as a field of specialization, is offered through the Graduate School for students who demonstrate superior commitment to the music education profession and scholarly promise. This degree program requires that individuals think abstractly, generalize knowledge, apply research results to areas of specialization, and communicate effectively in both oral and written forms. Course work emphasizes the study of historical, philosophical, psychological, and sociological foundations of music education; the theoretical and pedagogical principles of music teaching and learning; curriculum development; testing and assessment; and research techniques. Graduates typically pursue careers in music education at the college level or supervisory positions in elementary and secondary schools.

Course Work

A minimum of 45 semester hours of courses numbered 5000-level or above (15 of which may be transferred from the Master's degree upon approval of the Music Education faculty) and a minimum of 30 hours of doctoral dissertation credit are required for the Ph.D. degree.

Dissertation Requirements

A dissertation based on original investigation and demonstrating mature scholarship must be completed by each candidate. Following the successful completion of the comprehensive examination, the student will designate a dissertation committee and will develop a dissertation prospectus and present it to the committee for approval. After the dissertation has been accepted, a final oral examination on the dissertation and related topics will be conducted by the student’s dissertation committee.

COURSE DESCRIPTIONS

The following courses are offered in the College of Music on the Boulder campus. This listing does not constitute a guarantee or contract that any particular course will be offered during a given year.

For current information on times, days, and instructors of courses, students should consult each semester's Registration Handbook and Schedule of Courses.

Some courses may be open to nonmajors. Students should check for current policies.

Courses numbered in the 1000s and 2000s are intended for lower-division students and those in the 3000s and 4000s for upper-division students. Courses numbered in the 5000s are primarily for graduate students, but in some cases may be open to qualified undergraduates. Normally, courses at the 6000, 7000, and 8000 level are open to graduate students only.

Courses are organized by subject matter and are listed numerically by last digit (courses ending in the number "0" are listed before courses ending in "1," and so on). The number after the course number indicates the semester hours of credit that can be earned in the course.

Abbreviations used in the course descriptions are as follows:

Prereq.-Prerequisite
Coreq.-Corequisite
Lab.-Laboratory
Rec.-Recitation
Lect.-Lecture

Elective Music

EMUS 1081-3. Basic Music Theory. Introduces tools used in notation, performing, creating, and listening to music. For nonmusic majors only who have little or no previous schooling in the subject. Offered fall and spring.

EMUS 1115. Piano Class 1. Introduces the keyboard and music reading for nonmusic majors with no prior keyboard experience. Studies very easy classical and pop repertoire.

EMUS 1125. Piano Class 2. Continuation of EMUS 1115. Focuses on development of reading skills. Studies technical patterns, easy classical and pop repertoire, and improvisation. For nonmusic majors who have had EMUS 1115 or instructor's consent.

EMUS 1184-2. Voice Class. Involves basic vocal technique and easy solo repertoire taught through a group medium, for beginner and intermediate-level students.

EMUS 1832-3. Appreciation of Music. Provides a basic knowledge of music literature and development of discriminating listening habits. Offered fall and spring.

EMUS 2752-3. History of United States Folk and Popular Music. Offers a stylistic and historical examination of trends that have influenced present-day American music. Offered fall and spring.

EMUS 2762-3. Music and Drama. Explores techniques used in combining music and dramatic acts through examples from musical and dramatic literature of the West from circa 1000 to present. Offered fall only.

EMUS 2772-3. World Musics. Highlights music outside Western art tradition, using cur-
Chamber Music: Brass, Piano, String, Woodwind.
Opera: Opera Practicum, Opera Theatre.

Music

Theory and Composition
MUSC 1501-2. Elementary Composition. A course for noncomposition majors. Introduces the craft of musical composition with analysis and writing in various styles. Offered spring only.
MUSC 1081-3. Basic Music Theory for Music Majors. Introduces tools used in notating, performing, creating, and listening to music. Open to music majors only. Offered fall only.
MUSC 1091-2. Rudiments of Music Laboratory. Provides elementary training and sight singing for music majors only. Credit may not be used toward a degree in music. Offered fall only.
MUSC 1101-2. Theory 1. Introduces the fundamentals of tonal harmony and voice leading, focusing on four-voice writing and analysis of excerpts from music literature. Offered fall only.
MUSC 1111-2. Theory 2. Continuation of MUSC 1101. Covers principles of harmony and voice leading, using all common diatonic triads and 7th chords. Introduces modulation, contrapuntal chord functions, and elementary structural analysis of excerpts from music literature. Prereq., MUSC 1101. Offered spring only.
MUSC 1121-1. Aural Skills Lab, Semester 1. Focuses on sight singing and dictation of diatonic melodies in major and minor keys (treble, alto, tenor, and bass clefs). Covers identification of scale types, intervals, triads, and dominant 7th chords. Studies harmonic dictation using chords from MUSC 1101. Coreq., MUSC 1101. Offered fall only.
MUSC 2071-2. Instrumentation. Introduces and studies the instruments of the orchestra, and problems of scoring for diverse choirs and full orchestra. Prereq., MUSC 2101 and 2102. Offered spring only.
MUSC 2111-2. Theory 4. Continuation of MUSC 2101. Focuses on advanced chromaticism including mixture, altered dominants, voice-leading techniques, and chromaticism in larger contexts. Also examines post-tonal theory including impressionism, neoclassicism, jazz, "motive" music (set theory), and twelve-tone theory. Prereq., MUSC 2101. Offered spring only.
MUSC 3071-3. Jazz Improvisation. Offers assistance, guidance, necessary skills, and insights for students to achieve creative musical results. Prereq., MUSC 2101. Offered fall only.
MUSC 4011-2. 16th-Century Counterpoint. Studies the style of Palestrina and his contemporaries through analysis and written examples. Prereq., MUSC 2101. Offered spring only.
MUSC 4021-2. 18th-Century Counterpoint. Provides a stylistic study of main contrapuntal forms of the period including inversion, suite, and fugue. Stresses analysis and written examples. Prereq., MUSC 2101. Offered fall only.
MUSC 4031-2. Scoring and Arranging. Practical problems, creative arranging, and scoring for various chorals and instrumental groups. Prereq., MUSC 2111 and 2131. Offered spring only.
MUSC 4041-2. Orchestration. Studies advanced orchestration techniques through score analysis and student projects. Prereq., MUSC 2071. Offered fall only.
MUSC 4071-2. Analysis 2. Introduces 20th-century analysis by looking at selected works. Prereq., MUSC 2111 and 2131. Offered spring only.
MUSC 4081-3. Introduction to Music Technology. Topics include basic synthesis, musical instrument digital interface (MIDI) sequencing, and music notation by computer. Prereq., MUSC 2111. Offered fall and spring.
MUSC 4101-3. Theory and Aural Skills Review. Reviews tonal harmony, voice leading, and essential aural skills. Includes dictation tracts and 7th chords, modulation, chromaticism, and structural analysis of representative compositions. Prepares graduate students for more advanced work in music theory. Offered fall only.

MUSC 4111-2. Advanced Sound Synthesis. Explores the principal sound synthesis techniques available to contemporary musicians.

MUSC 4121-3. Intermediate Music Technology. Explores more sophisticated uses for technology in composing, arranging, and performance. Topics include advanced sequencing techniques, finite music processing software, alternative MIDI performance devices, SMF, and multi-track recording.

MUSC 4131-2. Computer Programming for Musicians. Designed for musicians with no prior programming knowledge. Covers basic and intermediate programming techniques. Students design software such as a simple M.I.D.I. sequencer, computer-aided instruction program, and interactive musical software.

MUSC 4181-8. Technology in Music and Visual Media. Investigates various aesthetics and techniques of composing for film and dance. Students learn by composing short scores for pre-recorded video and dance using a wide variety of methods.

MUSC 5041-3. Advanced Orchestration. Provides an advanced study of orchestration techniques through score analysis and student projects. For graduate students.

MUSC 5051-3. History of Theory. Studies important theoretical writings from ancient Greece to the present.

MUSC 5061-3. Advanced Analysis I. Surveys tonal analytical techniques. For graduate students. Offered fall only.

MUSC 5071-3. Advanced Analysis II. Surveys analytical techniques applicable to 20th-century music. For graduate students. Offered spring only.

MUSC 5081-3. Applications in Music Technology. Presents advanced strategies for applying computer technology in several musical disciplines. Emphasizes the use of technology in composition, music theory, and music education. Offered fall and spring.

MUSC 5091-3. Contemporary Jazz Theory. Studies contemporary jazz improvisation and compositional techniques, including formal jazz structures (blues, song forms), harmonic practices, rhythmic devices, and melodic analysis. Prereq.: MUSC 3091 or equivalent.

MUSC 5101-3. Advanced Counterpoint.

MUSC 6041-3. Orchestration since 1940. Studies significant and distinctive orchestration techniques of the 20th century, concentrating on works written since 1940. Open to doctoral students only.

MUSC 6051-3. Pedagogy of Music Theory. Studies methods and materials for teaching freshman- and sophomore-level music theory, with particular emphasis on theory, aural skills, and analysis.

MUSC 7801-3. Doctoral Seminar in Music Theory. Provides advanced study in theory.
MUSC 5882-3. Studies in Late 18th- and 19th-Century Music. Meets as a seminar and examines selected topics of Classic and Romantic music, 1750-1900, which vary from year to year.

MUSC 5892-3. Latin American Music. Explores music of cultures south of the U.S. (Mexico, Peru, Brazil, Cuba, and other countries having substantial musical heritage), emphasizing relationship of folklore, popular, and art styles.

MUSC 5902-3. Seminar: Women in Music. Meets as a seminar and examines recent research in selected topics in the history of women's contributions as composers, performers, and critics. Topics vary from year to year.

MUSC 7822-3, 7832-3. Seminar in Musicology. Required of all musicology majors prior to completion of comprehensive examinations. A different research area is designated each semester. Periodic reports to musicology colloquium required.

Music Education

MUSC 2103-3. Introduction to Music Education. Provides an overview of basic principles and practices of the music education profession. Explores public school music teaching through class discussions, directed observations, and a supervised field experience. Offered fall only.

MUSC 3031-1. String Class. For music education majors with choral/general emphasis. Develops basic performance skills on two or more string instruments. Addresses teaching strategies and other specialized topics related to string instruction. Offered fall only.

MUSC 3032-1. Woodwind Class. For music education majors with choral/general emphasis. Develops basic performance skills on two or more woodwind instruments. Addresses teaching strategies and other specialized topics related to woodwind instruction. Offered spring only.

MUSC 3033-1. Brass Class. For music education majors with choral/general emphasis. Develops basic performance skills on two or more brass instruments. Addresses teaching strategies and other specialized topics related to brass instruction. Offered spring only.

MUSC 3113-3. Introduction to the Arts. Surveys the arts in Western culture, including architecture, painting, sculpture, poetry, prose, music, dance, comedy, tragedy, and film. Includes presentation of various teaching approaches related to the arts. Offered spring only.

MUSC 3123-3. Teaching Choral Music. Studies comprehensive choral music programs in junior and senior high school settings. Emphasizes curriculum development, teaching strategies, materials, and administrative concerns. Prereq.: MUSC 2103. Offered fall only.

MUSC 3132-3. Teaching General Music I. Provides an overview of curriculum and materials appropriate for teaching music to all students, pre-K through grade 12. Emphasizes the process of education in students' musical development. Offered fall only.

MUSC 3153-2. Teaching General Music II. Provides an overview of curriculum and materials appropriate for teaching music to all students, pre-K through grade 12. Emphasizes the process of education in students' musical development. Offered fall only.

MUSC 3163-2. Teaching String Instruments. For music education majors with instrumental emphasis. Develops basic performance skills on three or more string instruments. Addresses teaching strategies and other specialized topics related to string instruction. Offered fall only.

MUSC 3193-2. Vocal Pedagogy and Literature for Young Voices. Provides an overview of vocal anatomy/function, care of the voice, vocal repertoire, teaching strategies, and other specialized topics related to singing instruction in both private and public school choral settings. Offered spring only.

MUSC 3223-2. Teaching Winds and Percussion. For music education majors with instrumental emphasis. Develops basic performance skills on three or more woodwind and percussion instruments. Addresses teaching strategies and other specialized topics related to winds and percussion instruction. Offered fall only.

MUSC 3253-2. Strings and Band Techniques. For music education majors with instrumental emphasis. Develops basic performance skills on three or more brass instruments. Addresses teaching strategies and other specialized topics related to brass instruction. Offered spring only.

MUSC 3273-2. String Pedagogy and Literature. Examines instrumental methods/materials and pedagogical approaches appropriate for intermediate to advanced string students in private studio, small ensemble, or large ensemble contexts. Offered spring only.

MUSC 3363-2. Marching Band Techniques. Application of methods, techniques, and systems related to administering the contemporary marching band. Addresses marching and music fundamentals as well as the writing and teaching of marching shows. Offered fall only.

MUSC 4103-1. Introduction to Student Teaching. First half of the professional year. Familiarizes students with the schools/programs in which they plan to student teach. Includes 25 hours of field experience in each of two assignments (elementary and secondary level in music). Offered fall only.

MUSC 4113-2. Teaching General Music 2. Studies general music teaching at all levels. Emphasizes appropriate teaching strategies and materials. Prereq.: MUSC 2103. Offered spring only.


MUSC 4143-2. Developing Children's Choirs. Examines the musical skills, teaching techniques, and administrative procedures necessary for developing a children's choir. Offered spring of odd-numbered years.

MUSC 4153-1. Percussion Class and Pedagogy. Develops basic performance skills on percussion, keyboard percussion, and timpani. Addresses teaching strategies and other specialized topics related to percussion instruction. Offered fall only.

MUSC 4193-1. Student Teaching Seminar. Required for all music student teachers. Addresses topics of concern to beginning teachers including classroom management, interpersonal skills, legal issues, job search strategies, and teaching portfolio development. Offered spring only.

MUSC 4203-1. Music Methods Practicum. Consists of 25 hours of field experience in a K-12 music classroom or rehearsal setting. Students must be concurrently enrolled in one of three music methods courses: MUSC 3123, MUSC 4113, or MUSC 4443.

MUSC 4443-3. Teaching Instrumental Music. Examines instrumental music curricula, instructional materials, and teaching techniques appropriate for rehearsal, class, and lesson settings. Also addresses administration strategies for instrumental music programs. Prereq.: MUSC 2103. Offered spring only.

MUSC 4583-3. Inclusive Music Classroom. Surveys strategies necessary for teaching music to all students, including those with special needs. Offered fall of odd-numbered years.

MUSC 5103-3. Teaching General Music. For graduate music education majors. Studies general music teaching at all levels. Emphasizes appropriate teaching strategies and materials. Prereq.: MUSC 2103. Offered spring only.

MUSC 5143-2. Developing Children's Choirs. For graduate music education majors. Examines the musical skills, teaching techniques, and administrative procedures necessary for developing a children's choir. Offered spring of odd-numbered years.

MUSC 5183-2. Research in Music Teaching. Critically analyzes published research in music. Topics include data gathering, planning for survey and experimental studies, sampling, and commonly statistical analyses (both parametric and nonparametric). Students conduct one original research study. Offered fall only.

MUSC 5443-3. Teaching Instrumental Music. For graduate music education majors. Examines instrumental music curricula, instructional materials, and teaching techniques appropriate for rehearsal, class, and lesson settings. Also addresses administration strategies for instrumental music programs. Prereq.: MUSC 2103. Offered spring only.

MUSC 6113-2. Foundations of Music Education. Surveys historical, philosophical, psychological, and sociological bases of contemporary music education. Offered fall only.

MUSC 6133-2. Comprehensive Musicianship through Performance. Surveys philosophical bases, historical developments, research studies, and curricular models associated with comprehensive musicianship. Provides application to rehearsal, studio, and classroom settings. Offered spring of even-numbered years.

MUSC 6173-2. Directions of Contemporary Aesthetic Education. Studies current philosophies in music education. Focuses on aesthetic and practical views of music, musical behavior, and music learning. Offered fall of odd-numbered years.

MUSC 6193-1. Selected Studies in Music Education. May be repeated for additional credit. Prereq.: consent of instructor and music education chair.


MUSC 6213-2. Measurement and Evaluation of Music Learning. Provides an overview of tra-
Organ and Church Music
MUSC 2265-2. Service Playing Techniques. Teaches methodology of playing for a church service including directing from the console, modulation, accompanying, and hymn playing.
MUSC 4245-3, 4255-3. Church Music. Comprehensively studies the philosophy of church music, with an evaluation of both fixed and free liturgies. Also studies church choral literature, chanting, hymnology, and music in the church school.
MUSC 4265-2, 4275-2. Improvisation. Same as MUSC 5265, 5275.
MUSC 4285-3, 4295-3. Organ Survey. Historically surveys organ music and organ construction, studying both forms of composition and types of organ for which the music was originally written. Trips to various churches in area gives students an opportunity for firsthand observation. Same as MUSC 5285, 5295.
MUSC 5265-2, 5275-2. Improvisation. Same as MUSC 4265, 4275.
MUSC 5285-3, 5295-3. Organ Survey. Same as MUSC 4285, 4295.

Piano
MUSC 1325-1. Piano Sight Reading. Studies techniques for improving sight-reading skills at the keyboard, with practical work in solo, ensemble, choral, and theatrical literature. Also covers score reading and transposition. Offered fall only.
MUSC 2325-2. Applied Harmony for the Keyboard. Provides an intensive study and application of the harmonic structure of music in a variety of keyboard styles: figured bass realization, chord progressions, transposition, on-screen harmonic analysis, and playing by ear. Offered spring only.
MUSC 2365-2. Introduction to Accompanying. Includes chamber music for piano and music-making potentials. Required performance in a variety of accompanying roles to be critiqued and cosigned by class and instructor.
MUSC 3345-2. Piano Pedagogy 1. Discusses teaching philosophies, objectives, and procedures. Examines and evaluates methods and materials. Studies practical aspects with which the private teacher is concerned. Offered fall every other year.
MUSC 3355-2. Piano Pedagogy 2. Highlights learning theories, student teaching, examination and evaluation of materials for intermediate and early advanced piano students, developing artistry, approaches to technique, sight-reading, memorizing, and the independent studio teacher in the business and professional world. Offered fall every other year.
MUSC 4325-2. Piano Literature 1. Surveys from 18th century to Debussy. Offered fall only.
MUSC 4335-2. Piano Literature 2. Surveys from Debussy to present. Offered spring only.

MUSC 4365-2. Piano Accompanying. Discusses and performs selected art songs and sonata literature, emphasizing performance and preparation procedures. Involves special projects. May be repeated for additional credit. Offered spring only.

MUSC 4405-2. Basso-continuo Accompaniment. Studies the brief history, theory, and practice of Basso-continuo accompaniment. Provides practical instruction in realizing harmony from a given bass line (figured or unfigured), projecting affect, and creating dynamics. Emphasizes individual cognition and creativity. Also involves periodic practical experience in an ensemble. Same as MUSC 5405.

MUSC 5325-2. Piano Literature 1. Examines keyboard music from earliest known examples through Debussy.
MUSC 5345-2, 5355-2. Research: Piano Literature and Pedagogy. Studies individual or group research related to piano pedagogy or literature for piano.
MUSC 5365-2. Piano Accompanying. Continuation of MUSC 4365. May be repeated for additional credit.

MUSC 5375-2. Opera Coaching for Pianists. Teaches skills for opera coaches and rehearsal pianists.
MUSC 5405-2. Basso-continuo Accompaniment. Same as MUSC 4405.
MUSC 6325-2. Seminar in Piano Literature. Provides an intensive study of a selected area of repertoire or history. Offered fall only.

Instrumental
MUSC 1326-1. Guitar Sight Reading. Studies 19th- and 20th-century approaches to improving sight reading, including practical applications and exercises.
MUSC 3176-2, 3186-2. Conducting 1, 2. Introduces conducting and rehearsal techniques. Coreq., performance participation in the appropriate ensemble (band, choir, orchestra).
MUSC 3176 offered in fall only; 3186 offered in spring only.
MUSC 4106-2. Guitar Literature. Analytically and historically studies guitar literature from the Middle Ages through the 20th century.
MUSC 5036-2. Brass Literature. Investigates major traditional solo works for trumpet, horn, trombone, euphonium, and tuba, and ensemble literature including chamber and large settings.
MUSC 5106-2. Guitar Literature. Analytically and historically studies solo works, chamber music, concerto, and other music for guitar. For graduate students.
MUSC 5256-3. Jazz Studies Administration and Pedagogy. Studies the organization and administration of collegiate jazz programs. Topics include curriculum, program philosophy, funding, teachers training, and evaluation. Prereq., MUSC 3253 or equivalent.


MUSC 5346-3. Woodwind Pedagogy. Provides students with the opportunity to acquire the knowledge and skills to teach woodwind instruments in both private studio and collegiate class settings. Considers pedagogical techniques addressing all levels of instruction.


MUSC 5666-2. Chamber Music Literature. Woodwinds. Provides a stylistic-historical survey in various genres from Baroque era to present. Offered every other spring.

Theses and Recitals

MUSC 2987-1. Introduction to Music Research. Introduces music research and writing skills to provide tools necessary for successful composition of formal research papers. Applies research and curricular goals to specific topics of student choice.

MUSC 3997-1. Junior Recital.

MUSC 4907-2. Arts Management Techniques. Includes marketing, fund raising, budget, personnel management, contracts, and other facets of arts management.

MUSC 4977-1. Senior Thesis.

MUSC 4997-1. Senior Recital.

Choral Music

MUSC 5158-2. Symposium in Choral Music. Provides an advanced study of choral repertoire by style period. Required of all choral graduate students for a minimum of two semesters.

Interdepartmental Courses

MUSC 2668-1. Alexander Technique. Investigates the discoveries and writings of F.M. Alexander regarding kinesthetic perception and coordination. Applies these contexts to specific musical activities.

MUSC 5708 (2-3). Introduction to Music Bibliography and Research. Explores basic informational sources about music and musicians and a study of bibliographic forms, research, and writing techniques employed in music research papers, theses, and dissertations. Required in all master's degree programs.


MUSC 7138-2. Contemporary Issues in College Teaching. Examines music teaching within colleges and universities, including the evolution of university music programs, undergraduate and graduate music curricula, music professors and their work, and sociopolitical issues. Offered fall of even-numbered years.

Performance Music

Courses in composition and vocal or instrumental technique and interpretation may be found under the RMUS section of the Registration Handbook and Schedule of Courses. For individual applied music instruction, the equivalent of one hour of individual instruction (lesson) and one hour of literature class are required. Undergraduate performance majors carry 4 credit hours per semester; music education majors, 3 hours per semester (1 hour recitation); bachelor of arts in music majors, 2 or 4 hours per semester; minors, 2 hours per semester. Graduate performance majors normally carry 3 hours per semester (including ensemble credits if required); minors, 2 hours per semester.

Thesis Music

TMUS 4403 through 4403 (1-3). Special Studies. Offers advanced studies in specific areas or special projects in selected areas. For undergraduate majors only. See current Registration Handbook and Schedule of Courses for specific course number. May be repeated for additional credit.

TMUS 5504 through 5504 (1-3). Special Studies. Offers graduate studies in specific areas or special projects in selected areas. For music major's degree students only. See current Registration Handbook and Schedule of Courses for specific course number. May be repeated for additional credit.

TMUS 5605 through 5605 (1-3). Special Studies. Offers advanced graduate studies in specific areas or special projects in selected areas. For doctoral degree students only. See current Registration Handbook and Schedule of Courses for specific course number. May be repeated for additional credit.


TMUS 8029-1. Candidate for Doctor of Musical Arts.

TMUS 8219-3. Dissertation Project 1 (Solo Recital, Chamber Concert, Composition).

TMUS 8229-3. Dissertation Project 2 (Solo Recital, Chamber Concert, Composition, Vocal Pedagogy Project).

TMUS 8239-3. Dissertation Project 3 (Chamber Music Recital, Chamber Project, Composition Recital).

TMUS 8249-3. Dissertation Project 4 (Chamber Music Recital, Chamber Project, Composition Recital, Wind/Percussion Practicum).


TMUS 8269-3. Dissertation Project 6 (Research Lecture).


TMUS 8319-3. Repertoire Project.

TMUS 8329 (2-6). Document/Pedagogy Project.

TMUS 8339 (4-6). Major Composition.


FACULTY

DANIEL SHER, Dean, Professor (Piano). B.Mus., Oberlin College Conservatory of Music; M.M., Juilliard School of Music; Ed.D., Columbia University.

PHILIP A. AHO, Professor (Clarinet). B.A., M.M., University of Wisconsin; D.M.A., University of Arizona.

MICHAEL ALLEN, Instructor (Tuba). B.M., University of Denver.

JAMES R. AUSTIN, Associate Professor. B.M.Ed., University of North Dakota; M.A., Ph.D. in Music Ed., University of Iowa.

FRANK BARKD, Professor Emeritus.

GRETHEL HENDERSON, Professor Emeritus.

GIORGI BEYER, Professor Emeritus.

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EVERETT HILTY, Professor Emeritus.

WARNER IMIG, Dean Emeritus and Professor Emeritus.

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WILLIAM KEARNS, Professor Emeritus.

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TOM MYER, Assistant Professor (Saxophone). B.S., University of Wisconsin-La Crosse; M.M., North Texas State University.

LAURA OKUNIEWSKI, Lecturer (Harp). B.M., Cleveland Institute of Music; M.M., Cleveland State University.

PATTI PETERSON, Associate Professor (Voice). B.M., Salem College; M.M., D.M.A., University of Colorado at Boulder.

DAVID PINKOW, Associate Professor (Horn and Theory). B.Mus., Eastern School of Music; M.F.A., Carnegie-Mellon University; D.M.A., University of Maryland.

THOMAS QUINN, Professor (Musicology). B.A., Oberlin College; M.A., Ph.D., University of Michigan.

BRENDA ROMERO, Assistant Professor (Musicology, Ethnomusicology). B.M., M.M., University of New Mexico; Ph.D., University of California-Los Angeles.

BARBARA KINSEY SABLE, Professor Emerita.

GORDON SANTFORD, Professor Emeritus.

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F. WAYNE SCOTT, Professor Emeritus.

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ROBERT SPELLMAN, Professor (Piano). B.M., M.M., Eastern School of Music.


ALEXANDRA STILLER, Associate Professor (Flute). B.M., University of Auckland; M.M., D.M.A., Sunnybrook Brook.

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LYNN WHITTEN, Professor Emeritus.

CHARLES WOLZIEN, Associate Professor (Guitar). B.Mus., San Francisco Conservatory; M.M., D.M.A., University of Colorado at Boulder.

Takats Quartet

EDWARD DUSINBERRE, Associate Professor (Viola). Graduate, London Royal College of Music.

ANDRAS FEJER, Associate Professor (Cello). Graduate, Franz Liszt Academy of Music, Budapest.

KAROLY SCHRAIN, Associate Professor (Violin). Graduate, Franz Liszt Academy of Music, Budapest.

ROGER TAPPING, Associate Professor (Viola). B.A., Queen Mary's 6th Form College; M.A., Cambridge University; Honorary Doctorate, Nottingham University.
Snowy branch supports standing in high and low ranks rise against the snow.

-Seishi Yamaguchi
Other Academic Programs

PREPROFESSIONAL PROGRAMS

Preprofessional programs have been developed at CU-Boulder to prepare undergraduate students for further study at professional schools. None of Boulder’s preprofessional programs offers an undergraduate degree, and completion of any of the programs does not guarantee later admission to a professional school. However, these programs are linked to professional schools within Colorado, and completion of a preprofessional program can prepare a student well for later professional study.

Preprofessional programs include:
- Prehealth Sciences
- Prechild Health Associate
- Predental Hygiene
- Predentistry
- Prenursing
- Prepharmacy
- Premedicine
- Preveterinary Medicine
- Prejournalism
- Prelaw

Students can prepare to enter undergraduate health science programs at the University of Colorado Health Sciences Center in Denver in the areas of child health associate, dental hygiene, nursing, pharmacy, and physical therapy by taking classes on the Boulder campus.

Students whose goals include entering the medical, dentistry, or physical therapy schools at the University of Colorado Health Science Center in Denver, or the veterinary medicine program at Colorado State University in Fort Collins, can complete any undergraduate major at CU-Boulder. In most cases, these students are required to complete a baccalaureate degree before entering professional school.

CU-Boulder has the School of Journalism and Mass Communication, to which students can apply after completing the required course work, and the School of Law. Students typically earn an undergraduate degree before entering law school.

Advising for preprofessional study in the health sciences and law is conducted through the Academic Advising Center, Willard 226, 303-492-8811. Students can receive information about course requirements, test deadlines, enrollment limitations, and discuss other concerns about professional study. For more information, refer to the Office of Academic Advising.

Prehealth Sciences

Preprofessional students interested in pursuing a career in a health field should complete prerequisite courses that are included in the prehealth programs at CU-Boulder. Prerequisite courses are determined by the different professional schools and programs at the University of Colorado Health Sciences Center. Most professional schools and programs require applicants to complete all prerequisite courses before applying to that professional school or program.

Transfer students who have completed the necessary prerequisites should apply for admission directly to the desired school or program.

There is no specific prehealth degree, and completion of any of the prehealth programs does not guarantee later admission into a professional school.

The Academic Advising Center provides academic advising for prehealth students on the CU-Boulder campus. The prehealth programs office within the Academic Advising Center also includes a preprofessional file service, a preprofessional library, a premedicor preceptor program, a prehealth e-mail list, and other services. All prehealth students are strongly encouraged to take advantage of the services offered through this office.

Students interested in applying to medical, dental, physician assistant, and physical therapy schools and programs should complete all prerequisite courses while pursuing a bachelor’s degree at CU-Boulder. Students interested in these schools or programs may major in any area. For example, premedical students may be found majoring in both science and non-science departments in the College of Arts and Sciences, as well as in such colleges as engineering, business, and music. Generally, there is no advantage of one college or academic department over another in gaining admission to a professional school or program. All students are urged to consult with advisors in their major department and the prehealth advisor for more information.

Students interested in applying to nursing, medical laboratory sciences, pharmacy, and dental hygiene schools have the option of completing prerequisite courses only, or completing the prerequisite courses while pursuing a bachelor’s degree on the CU-Boulder campus before entering a professional school or program.

It is important that students interested in these professional schools and programs protect themselves by satisfying requirements for an undergraduate degree at CU-Boulder. Many of the required prerequisite courses overlap in core and major requirements, so students are advised to take care in selecting courses. For example, CHEM 1051 and CHEM 1071 fulfill part of the natural sciences content area in the arts and sciences core curriculum.

At the time of application to a professional school, students are judged on several factors, including performance in undergraduate courses. For this reason, no required course may be taken on a pass/fail basis. Some fields require specific preprofessional examinations before application. For most fields, interviews are an essential part of the application process. In all cases, admission committees are concerned with students’ compassion, coping, and decision-making abilities, intellectual capabilities, realistic self-appraisal, sensitivity in interpersonal relations, and staying power (physical and motivational). In addition to formal course work, students should have experience in people-related activities (especially those related to their field of choice), so they can be more certain of their motivation for health careers.

Some of the professional programs at the University of Colorado Health Sciences Center give preference to Colorado residents and residents of WICHE (Western Interstate Commission for Higher Education) states; interested students should check with individual programs for specific policies. Students from other states usually can obtain at CU-Boulder the preprofessional courses required by their state schools, but should check with those schools in advance. Students are encouraged to apply both to their state school and to private professional schools to increase their chances of gaining acceptance to the professional program of their choice.
During the preprofessional years, personal intellectual development leads many students to change professional goals. Since there are usually more applicants for these programs than there are spaces available, many students need to pursue alternative goals. Under these circumstances, students should plan college programs to give themselves the greatest flexibility in considering other vocations.

For information about other health-related fields not available at the University of Colorado, check with the academic advising or career services offices.

A summary of current preprofessional health science requirements follows, although the requirements are subject to change without notice. For current information, keep in contact with the prehealth advisor.

Two-Year Prehealth Programs
The following are programs that require approximately two years of undergraduate study prior to entrance into the professional school or program.

Dental Hygiene
Students normally apply at the beginning of their sophomore year. A minimum of 60 semester hours is required for acceptance. ACT scores also are required.

The two-year professional program at the University of Colorado Health Sciences Center leads to a bachelor of science degree in dental hygiene.

Required Prehealth Courses Semester Hours
Biology (EPOB 1210 and 1230, 1220 and 1240, or MCD 1150 and 1151, 2150 and 2151) (Note 1) ................................................. 8
Chemistry, with laboratory (CHEM 1111 and 1131) ................................................. 10
English composition (ENGL 1191 and 2021 or 2051 or 3152) ................................................. 3
Mathematics ................................................. 3
Speech (COMM 1300) ................................................. 3
SOCY 1001 ................................................. 3
PSYC 1001 ................................................. 3
Curriculum Note
1. MCD 1150 and 2150 provide a strong foundation for advanced MCD biology courses, but do not cover all of "general biology." Students who require this information for the Dental Admission Test, the Medical College Admission Test, or other reasons should consider taking EPOB 1220 as an elective.

Pharmacy
Students normally apply during their sophomore year. A minimum of 60 semester hours is required for admission.
The four-year program at the University of Colorado Health Sciences Center leads to a degree in advanced practice as a clinical pharmacy specialist.
The following required courses are effective for admission to the School of Pharmacy fall 1999 and thereafter.

Required Prehealth Courses Semester Hours
Chemistry, general with laboratory ................................................. 8-10
Chemistry, organic with laboratory ................................................. 8-10
Biology, general with laboratory ................................................. 8-10
Microbiology with laboratory ................................................. 4
Anatomy or anatomy and physiology ................................................. 4
Physical, algebra or calculus-based (effective fall 2000) ................................................. 4
Calculus (for math/science majors) ................................................. 3
English composition ................................................. 6
Public speaking ................................................. 3
Economics (macro or micro) ................................................. 3
Social sciences (cultural anthropology, history, psychology, or sociology) ................................................. 3
General education (does not include vocational, arts and crafts, or physical education courses) ................................................. 10-14

Curriculum Note
1. MCD 1150 and 2150 provide a strong foundation for advanced MCD biology courses, but do not cover all of "general biology." Students who require this information for the Dental Admission Test, the Medical College Admission Test, or other reasons should consider taking EPOB 1220 as an elective.

Three-Year Prehealth Programs
The following are programs that require approximately three years of undergraduate study prior to entrance into the professional school or program.

Child Health Associate
A minimum of 90 semester hours is required for admission as well as completion of the Graduate Record Examination (GRE). Many applicants have more than these minimal requirements.
The professional program at the University of Colorado Health Sciences Center requires three years in addition to three years of preprofessional work at CU-Boulder. A B.S. degree may be obtained at the end of the first year of professional study. At that time students may apply for acceptance into the M.S. degree program, which can be completed by the end of the third professional year.

Required Prehealth Courses Semester Hours
Chemistry, general (for science majors) with laboratory ................................................. 8
Biology, general (for science majors) with laboratory ................................................. 8
Psychology ................................................. 6
Humanities ................................................. 12
Statistics ................................................. 3
General Upper-division science, including human physiology ................................................. 6
Total upper-division course work ................................................. 18

Curriculum Note
1. MCD 1150 and 2150 provide a strong foundation for advanced MCD biology courses, but do not cover all of "general biology." Students who require this information for the Dental Admission Test, the Medical College Admission Test, or other reasons should consider taking EPOB 1220 as an elective.

Four-Year Prehealth Programs
The following are programs that require approximately four years of undergraduate study prior to entrance into the professional school or program.
Dentistry

Students normally apply between their junior and senior years for entry into the dentistry program after they have earned their bachelor’s degree. Students planning to enter with 90 hours also can apply, between their sophomore and junior years, and have the option of earning a bachelor’s degree and a dental degree. This double-degree program takes seven years. Students can satisfy all course requirements for the bachelor’s degree by counting hours from the dental curriculum.

The University of Colorado Health Sciences Center offers a four-year program leading to the doctor of dental surgery (D.D.S.).

The Dental Admission Test (DAT) is required for admission.

Required Prehealth Courses Semester Hours
Biology (EOPB 1210 and 1230, 1220 and 1240, or MCD 1150 and 1151, 2150 and 2151) (Note I) ........................................... 8
Chemistry, general (CHEM 1111 and 1131, or CHEM 1151 and 1171) ................................................................. 8-12
Chemistry, organic (CHEM 3311 and 3321, 3331 and 3341, or CHEM 3351 and 3361, 3371 and 3381) .................. 8-10
Physics, general, with laboratory ........................................... 6
Physics, general, with laboratory ........................................... 8-10
Mathematics (minimum college algebra and trigonometry) ................................................................. 6
Lecture ................................................................. 6
Lecture ................................................................. 6
English composition (UWRP 1150 or 3020) ........................................... 3

Curriculum Note
1. MCD 1150 and 2150 provide a strong foundation for advanced MCD courses, but do not cover all of “general biology.” Students who require this information for the Dental Admission Test, the Medical College Admission Test, or other reasons should consider taking EOPB 1220 as an elective.

Physical Therapy
A baccalaureate degree is required (CU-Boulder hours may exceed minimum requirements shown). The minimum GPA is 3.00, and the Graduate Record Examination (GRE) is required.

The program also requires that a student has a certain amount of physical therapy experience. See the prehealth advisor for further information.

All science courses must be for non-science majors. In addition, science courses have a seven-year limit (students who are returning to complete their program after seven years must retake the following science courses to remain up-to-date with new information).

The program at the University of Colorado Health Sciences Center leads to a master of science degree in physical therapy.

Required Prehealth Courses Semester Hours

Medicine

Students normally apply between their junior and senior years. The Medical College Admission Test (MCAT) is usually taken in the spring of the junior year; science requirements also are completed at that time. Admission preference is given to Colorado, Alaska, Wyoming, and Montana residents and to a few other applicants from other states who have high GPAs and high MCAT scores.

The School of Medicine at the University of Colorado Health Sciences Center offers a four-year program leading to the doctor of medicine (M.D.) degree.

Most applicants enter medical school with a baccalaureate degree or at least 120 hours.

Required Prehealth Courses Semester Hours
Biology, general (EOPB 1210 and 1230, 1220 and 1240, or MCD 1150 and 1151, 2150 and 2151) (Note I) ........................................... 8
Chemistry, general (CHEM 1111 and 1131, or CHEM 1151 and 1171) ................................................................. 10-12
Chemistry, organic (CHEM 3311 and 3321, 3331 and 3341, or CHEM 3351 and 3361, 3371 and 3381) .................. 8-10
Physics, general, with laboratory ........................................... 9-10
Mathematics (minimum college algebra and trigonometry) ................................................................. 6
Lecture ................................................................. 6
Engliah composition (UW RP 1150 or 3020) ........................................... 3

Curriculum Note
1. MCD 1150 and 2150 provide a strong foundation for advanced MCD courses, but do not cover all of “general biology.” Students who require this information for the Dental Admission Test, the Medical College Admission Test, or other reasons should consider taking EOPB 1220 as an elective.

Course work is recommended in mechanical, kinesiology or biomechanics and embryology.

Veterinary Medicine
A minimum of 68 semester hours, including the following courses, is required for acceptance into the program. Most accepted applicants already have a bachelor’s degree, although it is not necessary for admission.

Pre-veterinary students are encouraged to follow the required courses of an EOP biology or MCD biology major, since the courses listed below are most consistent with those areas of study. Other majors require additional course work.

It is strongly advised that students take science courses beyond those required. Courses in areas such as cell biology, microbiology, developmental biology, nutrition, and computer science are recommended.

The Colorado State University (CSU) School of Veterinary Medicine offers a four-year program leading to the doctor of veterinary medicine (D.V.M.)

CSU requires that all applicants take the Graduate Record Examination (GRE), morning tests only. Scores must be received by October 1 of the year in which they apply. Additional information can be obtained from the CSU website at www.cvmbs.colostate.edu.

Receiving Advanced Placement (AP) credit for any of the required courses normally requires taking a higher level course in the same subject area. In some cases this can be waived; check with the CSU Veterinary School for specifics.

Colorado residents are eligible to apply for entry into veterinary schools other than CSU. These schools usually have requirements other than those listed below.

For more information, to check on additional courses that meet the requirements below, or to find out about other veterinary schools, contact Professor Anne Bekoff, the CU-Boulder pre-veterinary advisor in EOPB, Ramsey Hall 1379, 303-492-5114, or e-mail at vetadvis@stipe.colorado.edu.

Required Prehealth Courses Semester Hours
Genetics (EOPB 3260 or MCD 2150 and 2151) (Note I) ........................................... 3-4
Biochemistry (CHEM 4711)(Note 2) ........................................... 3-4
Physics, with laboratory (PHYS 2110 or PHYS 1110, 1120, and 1140) ........................................... 9-10
Statistics (PSCY 2101, EOPB 4410, EDUC 5716, ECON 3818, OFMG 2010, APPM 3570, MGEN 4120, MATH 2510, or MATH 4520) ........................................... 3-4
English composition (UW RP or any writing course) ........................................... 3

Humanities and social science electives ........................................... 12
Curriculum Notes
1. A prerequisite for genetics is general biology with laboratory. At CU-Boulder this prerequisite can be met by taking either EPOB 1210 and 1230, 1220 and 1240, or MCDB 1150 and 1151. If prerequisites are taken elsewhere, CSU requires a laboratory associated with a biological science course.
2. Prerequisites for biochemistry are general chemistry with laboratory, and organic chemistry with laboratory. At CU-Boulder these prerequisites can be met by taking CHEM 1111 and 1131 and CHEM 3311 and 3321, 3331 and 3341.

Prejournalism
A specific prejournalism and mass communication major is offered at CU-Boulder in the College of Arts and Sciences. Students complete two specific courses while working toward arts and sciences core curriculum requirements. See the School of Journalism and Mass Communication for more specific information.

Prelaw
Students who plan to apply to law school upon completing their baccalaureate degree do not have to complete any specific requirements for admission to law school. Instead, they should major in the discipline that best suits their intellectual interests and talents. Prelaw students should seek a rigorous and broad-based education that will ensure them a fundamental understanding of American society and its institutions. Students should become familiar with mathematical analysis and scientific reasoning, and develop excellent oral and written communication skills.

Prelaw advising is available in the Academic Advising Center. In addition, there are faculty members who have special interest and expertise in the theoretical and practical aspects of the law and judicial systems. These faculty advisors are available for consultation with all students on the CU-Boulder campus. Contact the Academic Advising Center for more information.

PRESIDENTS LEADERSHIP CLASS

The Presidents Leadership Class is a specially designed two-year curriculum that focuses on leadership development, personal development, and community service initiatives. Skills are developed in an interdisciplinary, experiential environment through exposure to government, education, the humanities, business, and science. Students from all of the schools and colleges participate in the Presidents Leadership Class curriculum as a part of their regular course work.

The Presidents Leadership Class is a program of the Student Leadership Institute and is overseen by a 35-member Board of Trustees representing the Colorado business, educational, and governmental communities.

Admission and Enrollment
Admission to the Presidents Leadership Class is considered one of the highest honors awarded to incoming University of Colorado at Boulder students. Presidents Leadership Class scholars are admitted prior to the beginning of their first year. Selection criteria include academic excellence, a demonstrated commitment to community service, and demonstrated leadership potential. A separate admissions application must be obtained from the Student Leadership Institute Office and returned prior to February 1. Applications may be obtained by writing the University of Colorado at Boulder, Student Leadership Institute Executive Director, Campus Box 363, Boulder, CO 80309-0363 or by calling the institute office at 303-492-8342.

Only students who are accepted into the Presidents Leadership Class are eligible to enroll in PRLC courses. Each year, approximately 60 first-year scholars are enrolled, comprising 50 Colorado residents and 10 out-of-state students. Only first-year scholars may continue into the sophomore year program. Students are awarded credit hours for participating in PRLC, which vary by school and college.

Upper-division scholars (juniors and seniors) are encouraged to continue their participation in the Presidents Leadership Class as class advisors or as administrative staff members. Staff members continue to receive merit-based scholarships during their tenure in the Presidents Leadership Class. Additional courses for juniors and seniors also may be available.

Two-Year Academic Program
The Presidents Leadership Class is a rigorous academic and experiential two-year program that focuses on leadership development at personal, organizational, community, and global levels. The curriculum is centered on empowerment of others, open mindedness, a bias toward action, service to the broader good, the ability to balance reason and intuition, the ability to recognize and work with interconnectedness, ethical considerations, and the capacity to inspire a shared vision.

Fundamental intellectual skills are developed in the program, including effective research ability, speaking and writing, multicultural and gender communication, critical thinking, ethical thinking, interdisciplinary thinking, introspection and self-awareness, facilitation of group processes, and basic teaching skills.

First-year courses focus on leadership theory and its application, ethical considerations of leadership, and community issues in leadership. Experiential programs include Outward Bound activities, a weekly speaker series, off-campus seminars, a student-run high school leadership conference, and other community service projects.

Sophomore-year courses focus on global issues in leadership and change (such as environmental issues, economics, and politics) and multilevel analysis of leadership areas (issues originating at the organizational level that carry community and global implications). Experiential programs include Outward Bound activities, a monthly lecture workshop series, and individual contract learning. An important capstone experience is the "walkabout," a semester-long 15-hour-per-week internship with an institution from the local area.

Scholarship Programs and Opportunities
First-year and sophomore scholars receive a minimum merit-based scholarship of $4,000 ($1,000 each semester of participation). Scholars must enroll in PRLC course work to maintain their scholarship.

Scholars are also eligible to be selected for a variety of other merit-based scholarship programs, including the FirstBank Colorado Scholarship Fund ($6,000 over four years) and the Alvin G. Flanagan Scholarship Fund (annual $1,000 minimum awards).

Junior and senior staff members also receive merit-based scholarship awards.

Course Descriptions
PRLC 1820-3. Community Issues in Leadership. Explores challenges to leadership at the community level such as drug abuse, poverty, decline of infrastructure, care of the aged, etc. Gives particular attention to the development of effective leadership responses to community difficulties at university, city, state, and national levels.
PRLC 2810-3. Global Issues in Leadership. Examines the challenges of leadership posed by change and major global issues affecting everyone. Explores issues such as human rights, hunger, disease, large-scale collective violence, and environmental deterioration with a special emphasis on effective, long-term leadership strategies.
PRLC 2820-3. Multilevel Issues in Leadership. Studies multilevel issues that originate in
organizational settings but carry community and global implications. Encourages students to fully explore the complexity and interconnectedness of issues with a special emphasis on leadership and ethical implications.

Faculty
RONALD G. BILLINGSLEY, Associate Director; Associate Professor of English, A.B., University of Redlands; M.A., Ph.D., University of Oregon.

ADAM J. GOODMAN, Executive Director. B.S., M.P.A., University of Colorado.

RESERVE OFFICERS TRAINING CORPS

Enrollment in Reserve Officers Training Corps programs is open to both men and women, and ROTC courses are open to all students whether or not they are enrolled in ROTC programs.

All services provide undergraduate and selected graduate students with the opportunity to combine academic study with a military officer's educational program. The three services conduct courses in their respective areas leading to a regular or reserve commission upon graduation. The Navy also offers a program leading to a regular or reserve commission in the Marine Corps.

Air Force Aerospace Studies
U.S. Air Force ROTC offers several programs leading to a commission in the U.S. Air Force upon receipt of at least a baccalaureate degree.

Standard Four-Year Program
This standard program is designed for incoming freshmen, or any student with four years remaining until degree completion. It consists of three parts: the General Military Course (GMC) for lower-division (normally freshman and sophomore) students; the Professional Officer Course (POC) for upper-division students (normally juniors and seniors); and the Leadership Laboratory (LLAB) attended by all cadets. Completion of a four-week summer training course is required prior to commissioning.

Modified Two-Year Program
All undergraduate and graduate students are eligible for this program. It is offered to full-time, regularly enrolled degree students and requires at least two years of full-time college work (undergraduate or graduate level, or a combination). Those selected for this program must complete a six-week field training program during the summer months as a prerequisite for entry into the Professional Officer Course the following fall semester.

Leadership Lab
All AFROTC cadets must attend Leadership Lab (one and one-half hour per week). The laboratory involves a study of Air Force customs and courtesies, drill and ceremonies, career opportunities, and the life and work of an Air Force junior officer.

Other Air Force ROTC Programs
Other programs are frequently available based on current Air Force needs. Any AFROTC staff member in Boulder (303-492-8351) can discuss best alternatives. Interested students should make initial contact as early as possible to create the best selection opportunity, as selection is on a competitive basis. There is no obligation until a formal contact is entered.

Air Force College Scholarship Program
Normally a scholarship board is held at the end of each semester for students who have at least one semester of full-time college credit. Minority students and those in technical degrees can sometimes be admitted for scholarships throughout the year. Prior participation in AFROTC is not required to compete for these scholarships. Students selected for this program are placed on scholarships that pay tuition, a book allowance, non-refundable educational fees, and subsistence of $150 per month, tax-free. All cadets enrolled in the Professional Officer Course receive $150 per month subsistence during the regular academic year. These scholarships are available in all academic disciplines and are two to three years in length.

Flight Opportunities
During the third year of the AFROTC program, qualified AFROTC students can compete for pilot allocations. Selection for Undergraduate Pilot (UPT) and Navigator (UNT) training are made during the junior and senior year. After commissioning, UPT selectees attend a six-week flight screening program near San Antonio, Texas. All cadets are eligible to fly with the Civil Air Patrol while enrolled in AFROTC.

USAF Medical Programs
Qualified premed or nursing students can compete for medical or nursing scholarships. These scholarships can lead to a career as an Air Force officer, serving as a doctor or nurse. The prehealth scholarship pays for an undergraduate degree and medical school.

Air Force ROTC Course Credit
AFROTC credit for graduation varies with each college. Students should contact the appropriate college for credit determination.

Registration
CU-Boulder students who wish to register for AFROTC classes sign up for them through the normal course registration process. AFROTC classes begin with the AIRR prefix.

Military Science (U.S. Army)
The Department of Military Science offers programs leading to an officer's commission in the active Army, U.S. Army Reserve, or National Guard in conjunction with an undergraduate or graduate degree. Military science courses are designed to supplement a regular degree program by offering practical leadership and management experience.

Four-Year Program
The four-year program consists of two phases: the basic course (freshman and sophomore years) and the advanced course (junior and senior years). The basic course offers a 2- or 3-credit course each semester, covering Army history and organization as well as military leadership and management. Laboratory sessions provide the opportunity to apply leadership skills while learning basic military skills. Enrollment in the basic course incurs no military obligation.

The advanced course covers leadership, tactics and unit operations, training techniques, military law, and professional ethics, and includes a leadership practicum each semester. A summer advanced camp at Fort Lewis, Washington, provides challenging leadership training, and is a prerequisite for commissioning.

Two-Year Program
The two-year program consists of the advanced course, preceded by a six-week summer ROTC basic camp. Veterans or students who have participated in Junior ROTC, Civil Air Patrol, or similar organizations may be eligible to enroll in the advanced course without attendance at basic camp or completion of the basic course. Inquiries on advanced placement should be directed to the professor of military science.

Scholarship Programs
Four-year college scholarships are available to high school seniors, who should apply before December of their senior year. Competition for two- and three-year scholarships is open to all University of Colorado students, whether or not they are currently enrolled in ROTC. Scholarship students receive tuition assistance, laboratory fees,
a book allowance, and an allowance of $150 per month for each academic year. Students interested in the scholarship program should contact the scholarship officer no later than the beginning of the spring semester to apply for the following academic year.

**Simultaneous Membership Program**

Students entering the advanced phase of instruction may participate with a Reserve or National Guard unit as an officer trainee. Students participating in this program earn $100 per month in addition to the monthly allowances from the Reserve or National Guard.

**Professional Education**

The Army ROTC course curriculum cuts across traditional subject boundaries. It involves elements of various disciplines and encourages students to integrate their academic training with the problem-solving and decision-making challenges they will encounter as junior officers in the Army. Additionally, the formal curriculum is supplemented by field trips, guest speakers, and specialized military training. The goal is to involve academically superior students in activities emphasizing the responsibilities and challenges of junior officers in an Army undergoing the greatest leadership and technological changes in its history.

**Leadership Laboratories**

These 90-minute periods are an integral part of all military science courses. The laboratory periods concentrate on tasks that provide cadets with practical training needed in the Army. Diagnostic evaluations are administered during laboratory periods.

**Professional Military Education**

This program provides cadets with an academic foundation to support continued intellectual growth. It is required of all officers. Requirements include receipt of the baccalaureate degree and completion of one course in written communication, military history, or computer literacy. A list of courses that meet these requirements is available from the instructor.

**Preprofessional Programs**

Students pursuing medical or nursing degrees may enroll in military science and may be eligible for specially funded programs in these disciplines.

**Naval Science**

Naval science course work is offered in the fall and spring semesters only. All naval science students enroll in NAVR 1010, 2010, 4010, and 4020. Those desiring commissions in the U.S. Navy enroll in NAVR 3020, 3030, 3040, and 4030 for upper-division work.

Those desiring commissions in the U.S. Marine Corps enroll in NAVR 3101 and 4101 for upper-division work.

**Scholarship Programs**

NROTC offers two-, three-, and four-year scholarship programs, and two-year and four-year college (non-scholarship) programs. Navy scholarships may be earned while students are enrolled in the college program. Scholarship students receive tuition and fees, books, and a $150 per month subsistence allowance. College program students receive a $150 per month subsistence allowance during their last two years in the program.

Navel science scholarship students must complete course work in calculus, physics, one year of English, one semester of American military affairs or national security policy, and one semester of computer science. Students should check with their naval science instructor to determine specific course offerings that fulfill the above requirements.

**Degree Credits**

The number of NROTC semester hours of credit that may count toward degree requirements is determined by the individual colleges. Students should therefore consider their college's policy when formulating their degree plan.

**Commissioned Service**

Opportunities for commissioned service are presently available in the unrestricted line (surface, subsurface, aviation, special warfare, and special operations) and staff corps (nursing) in the U.S. Navy. Opportunities in ground and aviation specialties are available in the U.S. Marine Corps. Students interested in other programs leading to commissions in either the U.S. Navy or U.S. Marine Corps are encouraged to contact the NROTC unit on campus. All commissioning programs require that the student be working toward, and receive, a college degree.

**Course Descriptions**

The following courses are offered in the ROTC programs on the Boulder campus. This listing does not constitute a guarantee or contract that any particular course will be offered during a given year.

For current information on times, days, and instructors of courses, students should consult the Registration Handbook and Schedule of Courses issued at the beginning of each semester.

Courses are organized numerically by ROTC unit. The number after the course number indicates the semester hours of credit that can be earned in the course.

Abbreviations used in the course descriptions are as follows:

- Prereq.—Prerequisite
- Coreq.—Corequisite
- Lab.—Laboratory
- Rec.—Recreation
- Lect.—Lecture

**Air Force Aerospace Studies**

AIRR 1010-1. The Air Force Today 1. One-1 hour lecture and one 1 1/2-hour lab per week. Introduces students to the U.S. Air Force and the USAF officer profession. Uses instructor lectures, films and videos, and group activities to examine Air Force issues, officer selection, and military customs and courtesies. Emphasizes the communication skills necessary for an Air Force officer.

AIRR 1020-1. The Air Force Today 2. A continuation of AIRR 1010-1. One 1-hour lecture and one 1 1/2-hour lab per week.

AIRR 2010-1. Development of Air Power 1. One 1-hour lecture and one 1 1/2-hour lab per week. Studies air power from balloons and dirigibles through the jet age and historically reviews air power employment in military and nonmilitary operations in support of national objectives. Looks at the evolution of air power concepts and doctrine and introduces the development of communicative skills.

AIRR 2020-1. Development of Air Power 2. A continuation of AIRR 2010-1. One 1-hour lecture and one 1 1/2-hour lab per week.

AIRR 3010-3. Air Force Management and Leadership 1. Two 1 1/2-hour seminars plus one 1 1/2-hour lab per week. Provides an integrated management course emphasizing concepts and skills required by the successful manager and leader. Includes individual motivational and behavioral processes, leadership, communication, and group dynamics while providing foundation for the development of the junior officer's professional skills (officership). Emphasizes decision making and use of analytic aids in planning, organizing, and controlling in a changing environment. Discusses organizational and personal values (ethics), management of change, organizational power, policies, managerial strategy, and tactics within the context of military organization. Uses actual Air Force case studies throughout the course to enhance the learning and communication process.

AIRR 3020-3. Air Force Management and Leadership 2. Two 1 1/2-hour seminars and one 1 1/2-hour lab per week. Continuation of AIRR
3010. Emphasizes basic managerial processes while employing group discussions, case studies, and role playing as learning devices. Continues to emphasize the development of communicative skills.

AIRR 4010-3. National Security Forces in Contemporary American Society. Two 1 1/2-hour seminars and one 1 1/2-hour lab per week. Studies U.S. national security policy which examines the formulation, organization, and implementation of national security policy, context of national security; evolution of strategy; management of conflict; and, civil-military interaction. Also includes blocks of instruction on the military profession/officership, the military justice system, and communicative skills. Provides future Air Force officers with the background of U.S. national security policy so they can effectively function in today's Air Force.

AIRR 4020-3. National Security Forces in Contemporary American Society. Two 1 1/2-hour seminars and one 1 1/2-hour lab per week. A continuation of AIRR 4010. Includes defense strategy and conflict management, formulation/implementation of U.S. defense policy, and organizational factors and case studies in policy making, military law, uniform code of military justice, and communicative skills.

**Military Science (U.S. Army)**

MLIR 1011-2. Adventures in Leadership 1. Introduces the fundamentals of leadership, including the examination of developing leadership styles in various functional areas applicable to the Army. Covers selected military subjects. Requires written and oral presentation. $35 lab fee.

MLIR 1021-2. Adventures in Leadership 2. Continues the investigation of developing leadership styles. Examines the implementation of leadership for small organizations. Covers selected military subjects. Requires written and oral presentation. $35 lab fee.

MLIR 2031-3. Methods of Leadership and Management 1. Comprehensive review of contemporary leadership and management concepts including motivation, attitudes, communication skills, problem solving, human needs and behavior, and program self-development. $35 lab fee.

MLIR 2041-3. Methods of Leadership and Management 2. Continuation of MLIR 2031 stressing practical application of leadership concepts. Requires students to be mid-level leaders for their cadre organization. $35 lab fee.

MLIR 3052-3. Military Operations and Training 1. Examines the organization and operations of tactical U.S. Army units, focusing on the planning level. Studies various leadership styles and techniques as they relate to small unit tactics. Introduces basic military skills and familiarizes students with actual military equipment. Involves the potential for hands-on training with military systems. $35 lab fee.

MLIR 3062-3. Military Operations and Training 2. Focuses on the military decision-making process and the operations order. Exposes the student to tactical small unit leadership in a variety of environments. Covers advanced tactics and small unit weapons systems. $35 lab fee.

MLIR 4072-3. Officer Leadership and Development 1. Examines management and leadership functions within organizations of the U.S. Army. Focuses on variables such as interaction flow, leadership, morale, decision-making processes, and formal and informal organizations. Includes a $35 lab fee.

MLIR 4082-3. Officer Leadership and Development 2. Examines the characteristics and historical evolution of a profession, ethical reasoning, and decision-making. Also examines personal and professional values and value conflicts. Introduces the military justice system. Includes a $35 lab fee.

**Naval Science**

NAV 1010-2. Introduction to Naval Science. Introduces the structure, mission, and functions of the United States Navy and Marine Corps. Also covers military lan, leadership, naval history, and concepts of sea power.

NAV 2020-3. Seapower and Maritime Affairs. Studies the importance of seapower in history including naval, maritime, and other commercial uses of the sea. Examines significant milestones in the history of the U.S. Navy and Marine Corps and their role in the nation's strategies in the United States.

NAV 3020-3. Naval Operations and Maritime Law. Examines the International and Maritime Rules of the naval Code, including court interpretations, principles of relative motion and vector analysis with the maneuvering board, ship handling procedures, weather, communications, tactical operations, and maritime law.


NAV 3040-3. Weapons and Systems Analysis. Introduces theoretical concepts upon which modern naval weapons systems are designed and constructed. Specific areas of study include physics of underwater sound propagation, pulse and odor theory, automatic tracking principles, and fundamentals of missile guidance.

NAV 3101-3. Evolution of Warfare. Traces the development of warfare focusing on the impact of military theorists and technical developments. Assists students to acquire a sense of strategy, develop an understanding of military alternatives, and see the impact of historical precedent in the military actions.

NAV 4010-3. Leadership and Management 1. Comprehensive studies organizational behavior and management in the context of the naval organization. Topics include planning, organizing, and controlling, individual and group behavior, professional ethics, motivation and leadership, and decision making, communication, responsibility, authority, and accountability.

NAV 4020-3. Leadership and Management 2. Studies junior naval officer responsibilities in naval administration. Includes sounding methods, military justice, human resources management, directives, correspondence, personnel administration, material management, and maintenance and supply systems.


**Faculty**

**Aerospace Studies**

MICHAEL G. RUOTOLA, Colonel, USAF; Professor of Aerospace Studies, B.B.A., University of Wisconsin, Madison, M.A., Texas Christian University.

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**Military Science (U.S. Army)**

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JEFFREY P. PELOT, Sergeant Major, U.S. Army; Instructor, B.B.A., National University, San Diego.

STEVEN WALTER, Captain, U.S. Army; Assistant Professor of Military Science and Enrollment Officer, B.S., Aeronautical Engineering.

**Naval Science**

MICHAEL J. McCAMISH, Captain, USN; Professor of Naval Science, B.A., University of California at Los Angeles, M.P.A., Naval University.

MARK O. BESON, Lieutenant, USN; Instructor, B.S., University of Central Florida.

STEVEN N. McLAUGHLIN, Commander, USN; Instructor, B.S., University of Massachusetts.

TIMOTHY E. McWILLIAMS, 1st Lieutenant, USMC; Instructor, B.S., M.B.A., Lehigh University.
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