



**Graduate Executive Committee**

**02/14/2025**

**Minutes**

**Attendees:**

**Voting Members:** Bob Camley, Carlos Diaz, Cerian Gibbs, Heather Song, James Pearson, James Van Scotter, Jeremy Bono, Johanna Cresswell Baez, Kara Carnes-Holt, LaVonne Johnson, Lei Zhang, Leilani Feliciano, Mandi Elder, Patrick Brady, Patty Witkowski, Robin Kempf, Steve Tragesser, TS Kalkur

**Non – Voting Members:** Andrea Williams, Andrew Lac, Asjia Trotter-McGill, Bee Bish, Brandon Vogt, Bri Newland, Candida Bennett, Chris Beiswanger, David DuBois, David Moon, Deanna Johnson, Diep Dao, Eugenia Olesnick, Hillary Fouts, Holly Sandler, Janel Owens, Jennifer Newcomb, Jenny Russell, Jessica Kirby, Jose Mora, Jugal Kalita, Karin Larkin, Karlye Enkler, Kim Paine, Kylie Swanson, Lauren Harriott, Mary Rupp, Monica Yoo, Rory Lewis, Sam Adams, Sarah Long, Scott Kupferman, Stephani Hosain, Stephanie Trujillo, Sudhanshu Semwal, Tylor Teel, Wendi Clouse

**Agenda Items:**

- COE proposal for Special Education AMP Pathway (Scott Kupferman, Kylie Swanson and Holly Sandler)  
GEC voted to recommend the approval of the Proposal in COE for Special Education AMP Pathway (13 in favor, 0 against, 0 abstain)
- Salesforce Update (Chris Beiswanger)
- LAS proposed revision to MA in Applied Geography requirements (Cerian Gibbs)  
GEC voted to recommend the approval of the Proposal to revise the MA in Applied Geography requirements (18 in favor, 0 Against, 0 abstain)
- LAS proposal for joint MA between Anthropology, Geography and Environmental Studies in Cultural Heritage and Environmental Resource Management (Karin Larkin, Brandon Vogt, Minette Church and Colin Wren)  
GEC voted to recommend the approval of the Proposal in LAS for joint CHERM MA (14 in favor, 0 against, 1 abstain)
- Recruiting International Students for Online Programs with AdmitEase (Bri Newland)
  - If you have any questions please reach out to Bri Newland: [bnewland@uccs.edu](mailto:bnewland@uccs.edu)

**Informational Items:**

- ME Engineering Management, ME Space Operations, and ME Systems Engineering applications no longer require a letter of recommendation and have added a summer start date beginning summer 2025
- MA in Sociology and Sociology-MPA Dual Degree programs will require a writing sample from applicants starting with the Fall 2025 application
  - “The writing sample in English (5-15 double-spaced pages), which can be a literature review, a research proposal, or a term paper of an undergraduate-level social science or philosophy course.”

- Mechanical & Aerospace Engineering (PhD), Aerospace Engineering (MS), Mechanical Engineering: Dynamics & Controls (MS), Mechanical Engineering: No Concentration (MS), Mechanical Engineering: Solid Mechanics (MS) and Mechanical Engineering: Thermal Fluid Sciences (MS) have a summer start beginning Summer 2025
- PhD Computer Science and PhD Cybersecurity students can now transfer up to 9 hours of graduate credit that does not directly map to UCCS course offerings

#### Announcements:

- Please complete this survey on graduate recruitment efforts: <https://forms.office.com/r/gqwTFunfft>
- The Graduate School is offering free headshots for Grad Students on Thursday, April 3, 10am-12:30pm in the Career Center. RSVP through Mountain Lion Connect: <https://mlc.uccs.edu/event/11033526> or use the QR code on the flier.
- The Graduate School held its 3-Minute Thesis Finals on February 4th, and the winners were:
  - 1st Place: Julia Bradshaw (Psychology: Clinical, PhD – Trauma): College Intimate Partner Violence Victimization: Examining Moderators of Individual Risk
  - 2nd Place: Zara Kenigsberg (Psychology: Clinical, PhD – Trauma): Potential Effects of Intimate Partner Violence Disclosure Experiences on Mental Health Outcomes
  - People’s Choice: Bonnie Rushing (Cybersecurity, PhD): Understanding Disinformation Consequences
  - Cafe Scientifique is back March 11, 2025 in Clyde’s Pub. Please see attached flyer for details
- **Mentored Doctoral Award:**
  - Very few students have completed applications for the Mentored Doctoral Fellowship in the scholarship portal; if you have students eligible, please encourage them to apply for this \$20k-25k award. It is a competitive, merit-based award that supports the professional development of doctoral students. Awards are for outstanding advanced doctoral students who are engaged in mentored professional development activities (e.g., additional research, teaching, clinic work, practicum, etc.). International students are eligible. Students apply directly through the UCCS scholarship webpage and must complete an essay as part of the application. All applications are due by **March 1**.

GEC Meetings for (Academic Year) all meetings are from 10:00-11:30

- Spring GEC Meetings
  - 3/14, 4/12, 5/9

## **Accelerated Master's Program in Special Education**

The Accelerated Master's Program (AMP) in Special Education allows high-achieving students to pursue the Bachelor's of Arts in Inclusive Elementary Education (IELM BA) and Master's of Arts in Special Education (SPED MA) degrees in an accelerated manner. AMP is a combination of these two existing programs, allowing for 12 credits of graduate credits to count toward the requirements of both degrees. The program is essentially a recruiting tool that motivates students to pursue their MA at UCCS, which is beneficial to both the Department of Teaching and Learning and the overall career development of the student.

### **Program Requirements**

Requirements for the combined AMP are the composite of the IELM BA and SPED MA degrees. Specifically, 12 credit hours of graduate-level courses count towards the special education endorsement requirements of the IELM BA degree, while also counting toward the requirements of the SPED MA degree. Below is the program plan:

#### **AMP Courses (12 Credits):**

- SPED 5004 – Transition and Self-Determination
  - Replaces IELM 3200 – Designing Transitions
- SPED 5020 – Significant Support Needs
  - Replaces IELM 3250 – Complex Support Needs
- SPED 5021 – Positive Classroom Environments
  - Replaces IELM 4005 – Classroom Management
- SPED 5022 – Consultation and Collaboration
  - Replaces IELM 3300 – Collaboration and Co-Teaching

#### **Additional Courses Needed for SPED MA (18 Credits):**

- LEAD 5700 – Introduction to Research and Statistics
- SPED 5000 – Disability Studies in Education
- SPED 5001 – Foundations of Special Education
- CURR 5090 – Applied Research Project
- Elective #1
- Elective #2

Total Credit Hours: 30

### **Program Justification**

The proposed AMP is a common pathway in teacher preparation programs across the country. For example, the University of Colorado Denver has a similar program, called the BA to MA program (BAMA) in Education and Human Development, with 9 credits of shared elementary

and special education undergraduate to graduate coursework. Similar programs are offered by other universities throughout the Mountain West, ranging from 9 credits to 18 credits, with 12 credit hours of shared coursework being the most common.

AMP encourages students to continue their education beyond the IELM BA (they are already 40% of the way toward completion of the SPED MA with the same number of credits as IELM BA-only students), which makes students much more marketable for employment as educators within local school districts. Additionally, AMP will allow students to begin their teaching career at a higher pay scale, as well as serve as a steppingstone to advanced degrees, such as an EdD, PhD, or administrative certification program.

### **Program Costs**

There are no additional courses, faculty, or costs needed to implement this program. Rather, it is an arrangement of existing courses and programs to encourage students to pursue the SPED MA while still working on their IELM BA. The special education graduate courses currently have capacity for the anticipated additional students, so additional sections will not need to be offered.

### **Program Admission and Administration**

Students may apply for AMP after they have:

- Completed at least 30 credit hours at UCCS
- Completed at least 15 credit hours in the IELM BA program
- Earned Junior class standing or higher
- Maintained a cumulative UCCS GPA of at least 3.00
- Interviewed with a SPED MA faculty member
- Completed an Intent Application
- Addressed any MAPS deficiencies

After the application is accepted, the student may take up to 12 credit hours of graduate classes as an IELM BA student. The 12 credit hours of graduate coursework will be applied toward special education endorsement requirements for the IELM BA, as well as toward course requirements for the SPED MA.

Continuous enrollment (Fall and Spring semesters) from IELM BA to SPED MA is needed for courses to double count towards both degrees. Further, while students are in AMP, they must maintain at least a 3.0 GPA throughout the program. Lastly, if admission to another UCCS Master's or Doctoral program is sought, admission must follow completion of the IELM BA to SPED MA AMP.

## Summary of changes to MA in Applied Geography

- Add new required graduate course, GES 6000: Graduate Forum on Geographic Research & Professional Development

Origin of change: Request from graduate students for increased space to engage in research relevant dialogue with each other, faculty, and geography professionals.

The current program for the MA in Applied Geography includes the following required courses electives:

Required courses:

- GES 5010 (Seminar in Geographic Research), 3 credits
- GES 5770 (History and Nature of Geography), 3 credits
- GES 5000 (Quantitative Methods for Geography), 4 credits
- GES 7000 (Master's Thesis), 6 credits

Electives:

- 14 credits of GES 5xxx

Total – 30 credits

The department approved change for the MA in Applied Geography would include the following required and :

Required courses:

- GES 5010 (Seminar in Geographic Research), 3 credits
- GES 5770 (History and Nature of Geography), 3 credits
- GES 5000 (Quantitative Methods for Geography), 4 credits
- GES 7000 (Master's Thesis), 6 credits
- GES 6000 (Graduate Forum on Geographic Research & Professional Development), 2 credits
  - 1 credit of GES 6000 taken in first semester of program. Students can petition the graduate director to take the second credit at a different time during their program.

Electives:

- 12 credits of GES 5xxx

**The anticipated benefits of the change include:**

1. Provide students a space for knowledge sharing and research (ideas, methods etc.) early in program and beyond the interactions experienced with advisor and in coursework
2. Provide students networking opportunities for building professional relationships that can lead to collaboration, mentorship, and opportunities
3. Professional development
4. Foster a collaborative environment within the department, space to exchange ideas, get feedback on thesis ideas etc.
5. Build community
6. Enhance department reputation

# MA in Cultural Heritage and Environmental Resource Management Proposal

## Introduction

GES and Anthropology envision this degree as an interdisciplinary master's level program that combines archaeology, geography and environmental studies, and museum studies fields to create a holistic educational opportunity for students. This degree fills an identified gap in student training for students who go on to a career in cultural heritage or environmental resource management. These types of careers are often located within governmental agencies, non-profit institutions, or private sector resource management firms. Often the basis for public agencies and private industries in environmental science and heritage management are founded on state and federal requirements such as the National Environmental Protection Act (NEPA), the National Historic Preservation Act (NHPA), and other related legislation ([Federal Historic Preservation Laws, Regulations, and Orders - Historic Preservation \(U.S. National Park Service\) \(nps.gov\)](#)). There has been growth in jobs in eco- and heritage tourism regionally and beyond, as well as new demand resulting from the Inflation Reduction Act. This proposed degree will train students across the many intersections of environmental resource and cultural heritage management for a credential that will make them stand out as potential employees. Combining the pursuit of discovery with a commitment to public education, community-engaged research, and cultural heritage and environmental resources impact assessment and preservation, the master's program will provide students with a thorough understanding of the theoretical, legal, and technical implications of heritage management. Students will learn how to advocate for the preservation of cultural sites and natural resources while also interpreting and protecting cultural heritage and environmental resources with stakeholders and the public ethically.

Environmental resources and cultural heritage intertwine in several ways, therefore, understanding the multiplicity of issues related to the preservation and interpretation of these resources is critically important to making ethical and justifiable decisions at all levels. This interdisciplinary program leads to a Master of Arts degree in Cultural Heritage and Environmental Resources Management offering three emphases: Cultural Resource Management (CRM), public heritage interpretation and tourism, and environmental resource management. Environmental resources and cultural Heritage intertwine in several ways. These areas are affected by a common framework of legislation, policy formulation, fiscal management and national and international systems. Students who find employment in these interrelated fields do so in non-profit institutions, museums, government agencies, or firms that ensure client compliance with local, state, and federal laws around cultural heritage and natural resources.

This program will have a common core and variety of available paths to specialization in cultural heritage or environmental resources management.

## Description of Program

In recognition of these interconnections, all students in the program take a common core of coursework, linking cultural heritage and environmental resources management before they pursue their more specialized interests. We believe well-prepared heritage managers must understand problems and opportunities associated with the full range of cultural and environmental work. Program objectives include qualifying students for positions in heritage or environmental preservation, and/or heritage tourism, public education and engagement around environmental and heritage values, and promoting wiser and more effective management of resources in the future.

**Overarching program goals includes the following:**

- Introduce students to professional practices in environmental, cultural, and economic contexts;
- Prepare students for roles as heritage managers, public interpreters and collaborators, preservationists, and compliance administrators;
- Examine the status of heritage management and ethical considerations related to balancing public and stakeholder perceptions;
- Learn definitions of and common challenges related to environmental and cultural heritage;
- Familiarize students with the history and theory related to environmental and cultural heritage management including related laws and policies;
- Expose students to various methods and techniques commonly used in cultural and environmental heritage management to formulate and implement policy choices from environmental, cultural, and economic perspectives;
- Introduce students to integrated resource management with an interdisciplinary and holistic focus;
- Understand indigenous, descendant, and other cultural perspectives on resource management issues and how to integrate those perspectives into policy and practice;
- Develop critical thinking, research, writing, and presentation skills in a heritage management context.

**Program Requirements include:** a Cultural Heritage and Environmental Resources Management core followed by elective paths in cultural heritage, environmental heritage, public interpretation. Each student will also complete an internship and thesis.

**Core Curriculum:** (18 credits)

The core curriculum will provide students with the foundational history, theory, law, and practice of heritage management. Most of these classes need to be developed but could include:

- ANTH 3180/5180: Archaeology in the Public: Heritage Law, Ethics, and Community Engagement (3 credits)
- ANTH 6250: Project Management for Cultural Heritage and Environmental Resource Stewardship (3 credits) (New class to be developed)
- TCID 3080/5080: Advanced Professional and Technical Writing (3 credits)
- Choose one of:
  - GES 5770: History and Nature of Geography (4 credits)
  - ANTH 4600/6600: Archaeological History and Practice (3 credits)
  - MSGP 4070/6070: Collections Management (3 credits)
- Internship (3-6 credits)
- Capstone Thesis/Project (3-6 credits)

**Electives (12 credits - must choose at least 6 credits from Methods and 6 credits from Topical)**

**Methods (at least 6 credits)**

- GES/ANTH 5000: Quantitative Methods
- GES/ANTH 5030: Introduction to GIS for Graduate Students
- GES/ANTH 5040: Spatial Database
- GES/ANTH 5060: Intro to Remote Sensing
- GES/ANTH 5070: Cartography and Geovisualization
- GES/ANTH 5080: Advanced GIS
- GES/ANTH 5090: Image Processing
- GES/ANTH 5130: Intro to Geospatial Computing
- GES 5170: Field Studies
- GES 5310: Principles in Geomorphology
- GES 5450: Analysis of Environmental Systems
- ANTH 3190/5190: Field Practicum in Archaeology



- ANTH 3210/4210/5210: Archaeological Laboratory Methods
- ANTH 3215/5215: Mapping Archaeology
- ANTH 3500/5500: Ethnographic Methods
- MSGP 3060/5060: Museum Exhibit Design and Development
- MSGP 3070/5070: Museum Collections and Repositories

**Topical Electives: (at least 6 credits)**

- GES 5260: Biogeography
- GES 5280: Forest Geographies
- GES 5290: Plant Communities of Colorado
- GES 5420: Conservation and US Public Lands
- GES 5500: Water Resources
- GES 5510: Hydrology
- GES 5560: Cultural and Political Ecology
- GES 5570: Militarization, Environment, and Society
- GES 5600: The Cultural Landscape
- GES 5650: Restoration Geographies
- GES 5660: Urban Ecology
- GES 5700: Energy, Power, and Justice (Currently special topics only...propose graduate number and requirements)
- GES 5750: Recreation, Tourism, and Environment
- ANTH 4270/6270: Landscape Archaeology (propose graduate number and requirements)
- ANTH 3220/5220: Archaeology of Native North America
- ANTH 3260/5260: Archeology of the Recent Past (propose graduate number and requirements)
- ANTH 3290/5290: Archaeology of Colorado (propose graduate number and requirements)
- ANTH/MSGP 4220/6420: Museums and Meaning (propose graduate number and requirements)
- ANTH/MSGP 3080/5080: Museum Education (propose graduate number and requirements)
- ANTH/MSGP 4090/6090: Museum Administration (propose graduate number and requirements)
- ANTH/MSGP 3100/5100: Cultural Heritage and Descendant Communities
- ANTH 5200: Advanced Topics in Archaeology (e.g.: Architectural History for CRM, Public Archaeology)

**Commented [MC1]:** ANTH 3290 - need to change to 3000 level course, add 5290 grad section

**Commented [MC2]:** We already have this on the books, as "5200 Advanced Topics in Archaeology" - which we could broaden by saying Anthropology or Heritage Management instead of Archaeology - or not.

**Experiential Electives:**

- ANTH 3190/5190 or GES...Field experience (propose graduate number and requirements)

## Student and Workforce Demand

This degree would be unique compared to other programs in Colorado and across the country because it marries the traditional anthropological archaeology and geography curriculum with classes in technical writing, heritage law and ethics, and project management. Larkin has worked with heritage management professional organizations and employers to identify needs and gaps in student training. Working with a colleague in the heritage management field, Michelle Slaughter, Larkin co-created a survey to identify gaps in training at the undergraduate and graduate levels. Larkin also participated in a taskforce through the American Cultural Resource Association (ACRA) to create synergies between the cultural heritage management field and academia. This program addresses these identified gaps in training to offer students a better educational foundation for entering the workforce. Students gain the depth of understanding in cultural and natural resource management, anthropological archaeology, and museum practice needed to succeed, alongside invaluable direct experiential learning. UCCS graduates with a MA in Cultural Heritage and Environmental Resource Management will have a distinct advantage over other MA level museum studies, geography, or anthropology graduates through their cross-curricular training in both natural resources and cultural heritage management, museum training, technical writing skills, heritage law and ethics, and project management knowledge. Many cultural and

natural resource jobs are housed together in government agency or private sector engineering firms; our MAs will be able to work with a team of diverse people on a variety of projects.

With around 90% of archaeology careers in the U.S. falling within the Cultural Resource Management (CRM) sector, and an equally high proportion of geography careers in GIS or urban, regional, transportation, and environmental restoration planning, this degree is ideally positioned to offer students the knowledge, training, and experience graduates will need to enter these fields. Additionally, many of these natural and cultural resource positions are housed in firms that handle both in compliance with Federal, State, and local legislation related to the management of these resources which intersect and overlap.

According to a 2021 History Colorado press release on their recently released report titled *Archaeology for a Changing Colorado*, “Carefully managing some of the world’s most beautiful archaeological sites helped Colorado draw \$10.5 billion from heritage tourism in a single year (New Report Highlights Massive Economic Benefits of Archaeology in Colorado - historycolorado.org).” The report explains “The economic impact of CRM employment from 2012 to 2019 is estimated to have resulted in almost \$109 million in direct wages to professional archaeologists and anthropologists (not including academic archaeologists and anthropologists). Between 2012 and 2019, professional employment in the CRM industry supported the creation of almost 1,750 additional jobs, almost \$85 million in earnings for other households, and over \$134 million in indirect impact (i.e., value-added across all other industries). In total, the CRM industry had almost \$241 million in impact on the state economy.” All of this growth predates the opportunities and growth initiated as a result of the incentives in the 2022 Inflation Reduction Act.

The Inflation Reduction Act of 2022 (IRA) would spend \$386 billion on energy and climate provisions ...Although CRM was not the focus of the bill, its size and scope mean it will impact the profession in a number of ways, including through additional funding to federal agencies to support “efficient, accurate and timely reviews,” and spending \$40 billion for projects that increase the domestic supply of critical minerals through production, processing, manufacturing, recycling or fabrication of mineral alternatives. ([Your Congress in Action: December 19, 2022 | American Cultural Resources Association \(acra-crm.org\)](#))

Altschul and Klein explain the need for the type of program we propose here in their 2022 article titled *Forecast for the US CRM Industry and Job Market, 2022–2031*, “In the next 10 years, the US cultural resource management (CRM) industry will grow in terms of monies spent on CRM activities and the size of the CRM labor force. Between US fiscal years 2022 and 2031, annual spending on CRM will increase from about \$1.46 to \$1.85 billion, due in part to growth in the US economy but also to an added \$1 billion of CRM activities conducted in response to the newly passed federal infrastructure bill. This economic growth in cultural resource management and related fields is part of a continuing trend. The increased spending will lead to the creation of about 11,000 new full-time positions in all CRM fields. Archaeologists will be required to fill more than 8,000 positions, and of these, about 70% will require advanced degrees. **Based on current graduation rates, there will be a significant MA/PhD-level job deficit.**”

Our degree program can help address this job deficit by focusing student education and training on these types of positions. There are few programs that explicitly train students for resource management as most are tied to traditional anthropology or geography departments that do not offer courses in resource management law or practice.

According to [Indeed.com](#), in 2020, there were 1418 cultural resource management jobs in Colorado and as of September 2022 that number had risen to 2289 available jobs. Right now (9/11/2024) in real

time there are 700+ jobs available in Colorado and more than 35,000 available in the US overall. [ZipRecruiter](#) listed 16,614 CRM jobs in Colorado in September 2022 ranging in salary from \$57,000 to \$122,649 with an average of \$79,053. This year right now (9/11/2024), annual salaries range from \$63,000 to \$116,500, with an average of \$99,019, the increase affected by the 7 investments of the Inflation Reduction Act of 2022. Anecdotally, cultural resource managers say that they are having trouble finding qualified applicants to fill positions. The industry is growing but education of students has lagged behind.

The Bureau of Labor statistics projects a 8% increase in labor demand for environmental scientists, geoscientists, and conservation scientists by 2033. Similar growth is expected for regional planners and cartographers. The Colorado Front Range hosts a national concentration of geospatial industries, yet academic degrees, particularly at the Masters level, are limited. Geographic Information Systems (GIS), Remote Sensing, and geovisualization technologies are increasingly incorporated into all forms of cultural heritage and environmental resource management.

Karin Larkin and Michelle Slaughter conducted a recent systematic survey of cultural heritage resource managers across the state, in the private sector and in government agencies, which further illuminates the gaps in currently available student education and training. This survey indicated that students graduating with a traditional degree in anthropology were lacking core skills and knowledge upon graduation that they need to succeed in the Cultural Resource Management or agency archaeology fields at both the undergraduate and graduate levels. This program is designed to address these gaps described by survey participants' - future employers of our students – including observations and suggestions that would make graduates more competitive entering the job market in heritage management, whether in a private sector CRM firm, an anthropology/natural history museum, or an agency position (for example, in a Park Service, Bureau of Land Management, Forest Service, State Historic Preservation Office, etc.) role, or at a historic house museum or archaeological site.

Larkin has been part of a Task Force (TF) sponsored by the American Cultural Resource Association for the past several years. This TF has further identified training gaps and exemplary programs throughout the United States. Based on this work, the TF has stated that **Master's level programs that address the unique combination of training needed for cultural heritage and natural resource management are rare**. The TF also noted that while some programs are designed to train students for these types of positions, some skills and education are lacking such as technical writing, basic business knowledge, and field-based experience. The innovative cross-curriculum and experiential learning opportunities would make the Cultural Heritage and Environmental Resource Management master's degree most desirable because it supplements traditional education with experiential learning and addresses many of the deficiencies noted by the survey participants and the ACRA Task Force.

## Resources Existing and Needed

Facilities for the program are housed in the departments of Anthropology and Geography. Our existing resources include our well-appointed laboratories and current faculty expertise. Laboratories include:

- Cultural Anthropology Laboratory
- Bio-anthropology and forensics laboratory and classroom
- GIS laboratory classroom
- Geomorphology and Soils and Geology laboratory and classroom
- Human Osteology collection
- Archaeology laboratories and classrooms (total of 2 lab/classrooms and 2 laboratories)
- Seyhan Dwelis Curation Facility
- Tree Ring Laboratory
- Forest Hydrology Research Laboratory

Resources needed would include:

- Graduate Student Assistantships (5 per academic year lasting 2 years each - will include Curation RA)
- Graduate Advisor stipend and offload for Anthropology
- Two lecturer courses offered per semester for specialized classes in Historic Preservation, CRM Law, Natural Resource law, etc.
- Collections Manager

## Faculty Expertise

### In Anthropology and Museum Studies:

Dr. Colin Wren – Data and database management, GIS, quantitative analysis, spatial data analysis

Dr. Karin Larkin – Museum practice and theory, archaeological laboratory and field techniques, work with descendant communities, public archaeology ethics and law, and Colorado, US Southwest, and plains archaeology, material culture studies, archaeology of recent past, cultural resource management.

Dr. Minette Church – Museum studies, material culture studies, archaeology history and theory, plains and borderlands archaeology and history, cultural resource management, archival research methods, ethnobotany, landscape archaeology, decolonizing approaches, site interpretation, archaeology of recent past

### In Geography and Environmental Studies:

Dr. Christine Biermann: Forest conservation and management, and dendrochronology

Dr. Diep Dao: Spatial analysis and modelling, GIS, data management, mapping and spatial visualization

Dr. Cerian Gibbes: remote sensing, land use and ecosystem analysis and change, ecosystem services

Dr. John Harner: GIS and cultural landscape analysis, historical geography, architecture, urban stakeholders

Dr. Dylan Harris: intersections of nature and society, climate and environmental change, and energy, power and social justice

Dr. David Havlick: laws, policies, and uses of federal and military lands, ethics of restoration, tourism/recreation and impacts on land use and conservation

Dr. Curt Holder: water cycles, policies and utilization, spatial distribution of plants and animals

Dr. Brandon Vogt: geomorphology, remote sensing techniques and conservation

Dr. Fuzhen Yin: Geographical Information Science (GIScience); Geospatial Artificial Intelligence (GeoAI); Urban Complexity and Agent-Based Modeling; Social Network Analysis; Crisis Response, Informatics and Disaster Resilience Urban Geography

## Other Information

Description of other like programs in Colorado and US (which are few and far between)

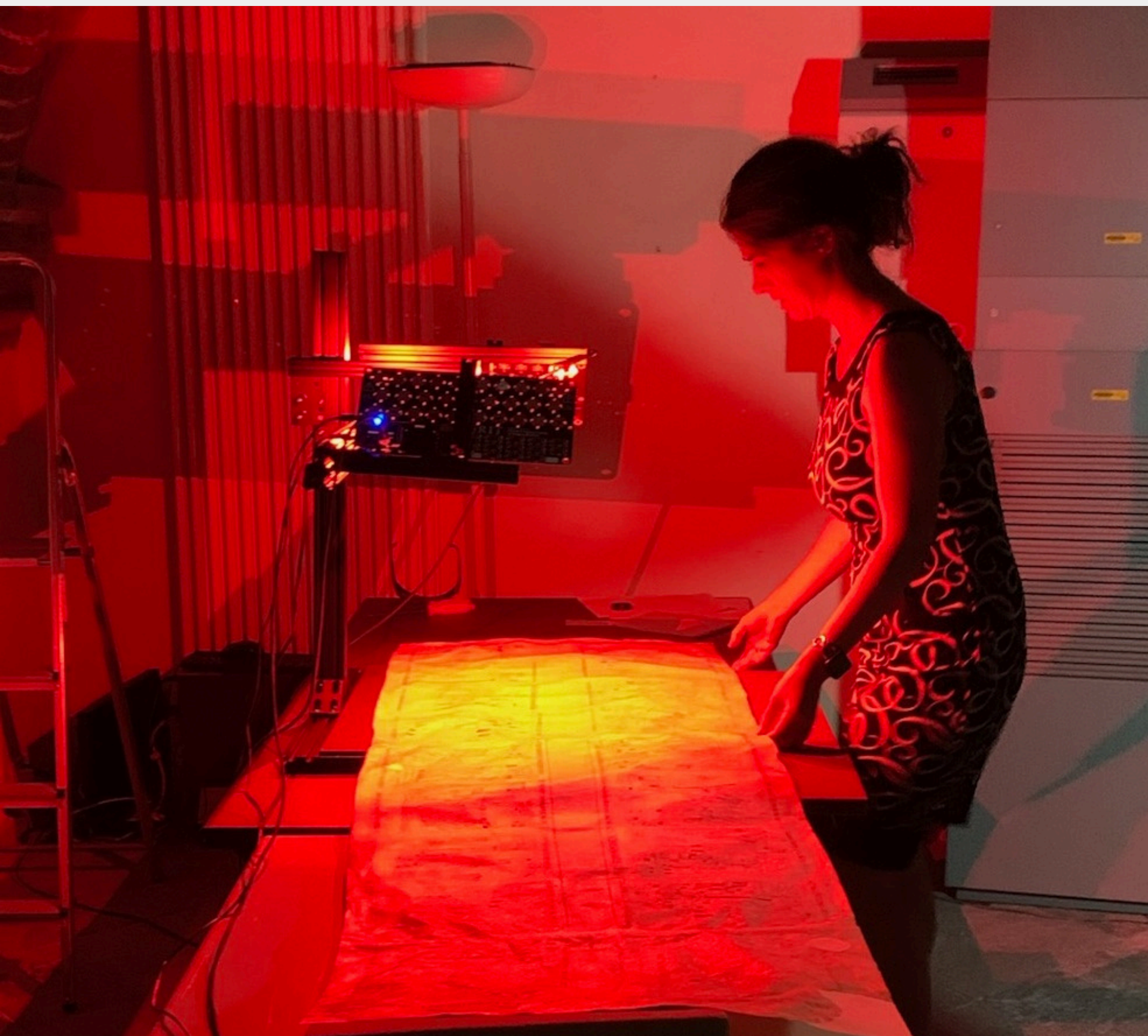
Colorado:

- Western Colorado University (BA/certificate) - not MA level
- Adams State (MA) - narrowly CRM

Nationally:

- Central Washington University (MA) - similar to ours
- Johns Hopkins (MA) - only Cultural Heritage Management (CRM and Museums)
- Oregon State (MA) - 3 field applied anthropology
- Eastern Carolina University (MA) - only CRM/Applied archaeology
- University of South Florida (MA) - grad tracks in CRM or Heritage Conservation
- Ball State (MA) - Natural Resources and Environmental Management and separate MA in Applied Archaeology
- Western Michigan University (MA) - similar but currently on hold
- U of Maryland (MA) - only cultural and heritage management
- U of Washington (MA) - only cultural heritage management
- U of Iowa (MA) – CRM track within Anth MA
- New Mexico State University (MA) - only CRM
- U of Montana (MA) - informal tracks in museology, ethnography, CRM – all Anthropology





## OLD TEXTS, NEW WORLDS: UNCOVERING LOST TEXTS WITH MULTISPECTRAL IMAGING

**Dr. Helen Davies**

Assistant Professor and Co-Director for the Center for  
Research Frontiers in the Digital Humanities English

Old scrolls and parchments can hide monumental insights—if only we can decipher their ghostly traces. Learn how researchers harness the magic of multiple light wavelengths and full spectrum cameras to expose the hidden or missing words behind the wear. This talk reveals how cutting-edge imaging transforms the barely legible into a treasure trove of long-lost tales.

**MARCH 11, 2025**

**4:30-6:00 PM**

**CLYDE'S PUB/ UCCS CAMPUS**

UCCS GRAD SLAM

# 3-MINUTE THESIS



## Winners

**1ST PLACE: JULIA BRADSHAW,**  
Psychology PhD (Trauma)

**2ND PLACE: ZARA KENIGSBERG,**  
Psychology PhD (Trauma)

**PEOPLE'S CHOICE: BONNIE RUSHING,**  
Cybersecurity PhD

**TUESDAY, FEB 4TH**



**GRADUATE  
STUDENT  
APPRECIATION  
WEEK  
2025**

**FREE  
HEADSHOTS  
FOR GRAD STUDENTS**



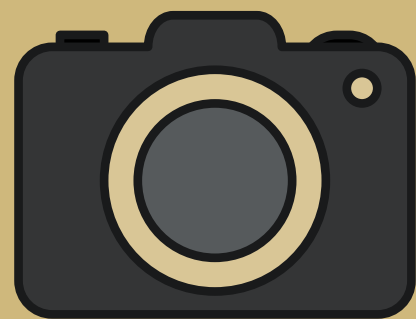
.....  
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**THURS,  
APR 3  
10:30  
- 12:30**

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Connection with employers  
Interview preparation ... and MORE

**Questions?**  
[gradinfo@uccs.edu](mailto:gradinfo@uccs.edu)  
**719-255-3417**