

Support for UNC Grant Writers – Descriptions of UNC units and available resources

The descriptions provided here should be included in grant proposals only if they add something that is specific to the project being proposed, in which case each description should be modified as necessary to make it applicable to the project. We suggest that you copy and paste the relevant resource, keeping the boldface font in the paragraph, rather than including a separate heading for each resource.

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University of Northern Colorado

The **University of Northern Colorado (UNC)** is a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University offers a comprehensive array of over 100 baccalaureate programs and 100-plus master's and doctoral degrees in five colleges. UNC has statewide authority to offer graduate programs for the preparation of education personnel. From its beginning in 1889, UNC has maintained a strong tradition of serving the community and the state as one of the original educational institutions. UNC commits to the success of its students by providing a solid liberal arts foundation, relevant professional coursework and real-world experiences in an environment where faculty and staff value personal attention as a key to learning. With more than 2,000 courses available, university advisors help more than 12,000 students from all 50 states and 49 countries build an education that will make them competitive in the global job market. The student population is 62 percent female, 38 percent male and 19 percent minorities. Since 1916, UNC has been fully accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) for ALL academic programs, whether delivered on-campus, off-campus, or online.



COLLEGES

College of Education and Behavioral Sciences (EBS)

UNC's **College of Education and Behavioral Sciences (EBS)** has a long history of excellence in professional preparation, research and global educational leadership. From our beginnings as a State Normal School in 1889 to our current status as a doctoral intensive university, UNC has a long and rich tradition in the preparation of education professionals. In 2007, the college won the prestigious Christa McAuliffe Award for Exemplary Programs in Teacher Education. The College of Education and Behavioral Sciences consists of three schools (Psychological Sciences, Special Education, and Teacher Education), six departments (Applied Statistics and Research Methods, Counseling Psychology, Counselor Education and Supervision, Educational Technology, Leadership, Policy and Development: Higher Education and P-12 Education, and School Psychology), and one program (Distance Opportunities Interpreter Training). All of these units provide high quality teaching and excellent academic programs at the undergraduate and graduate levels. At the undergraduate level the College offers degree programs in psychology, special education and educational interpreting. The School of Teacher Education works with academic programs in other Colleges to prepare teacher candidates for licensure. Through programs administered at the graduate level, the College prepares the education professionals (e.g., teachers, school psychologists, principals, school counselors), researchers, and academics of the future. The College of Education and Behavioral Sciences offers off-campus programs in several settings across Colorado. Programs in the College are accredited by several organizations including the American Psychological Association, Colorado Department of Higher Education, Colorado Department of Education, Counsel for the Accreditation of Counseling and Related Educational Programs, and the Council for Accreditation of Educator Preparation (CAEP). UNC prepares the largest number of teachers across the widest array of areas (early childhood, elementary education, 16 secondary areas, all categories of special education, art, music, and physical education) in the state of Colorado.



College of Humanities and Social Sciences (HSS)

The **College of Humanities and Social Sciences (HSS)** offers a broad range of academic pursuits. Major areas of study are organized into 15 units designated as schools, departments, or programs. These various disciplines give students a fuller understanding of the past, present, and future roles of both the individual and society in shaping human experience. The humanities and the social sciences are cornerstones of a liberal arts education. In courses and other learning experiences provided by the college, students become familiar with the most significant accomplishments of the human intellect and spirit and gain appreciation for the potential we have as humans and as societies. The College of Humanities and Social Sciences is committed to the liberal arts tradition of advancing human knowledge through serious scholarship, superior instruction, and the freedom of academic inquiry. The faculty employs the latest teaching and learning technology while emphasizing accessibility and the benefits of student-teacher interaction. Humanities and Social Sciences majors are broadly educated to think critically and independently, to articulate ideas and appreciate diverse perspectives, and to exercise reason and make informed judgments. These tools prepare graduates for life in a complex world, help them enter a wide variety of professions, and lay the foundations for lifelong learning.



Kenneth W. Monfort College of Business

The **Monfort College of Business (MCB)** is committed to preparing students for a successful future in the business world. With an average class size of only 26 students, students have state-of-the-industry facilities, hardware, software, and tools at their fingertips and personal attention from award-winning faculty comprised of experienced business professionals, professors and talented educators. There are six different areas of emphasis offered at MCB (Accounting, Computer Information Systems, Finance, General Business, Management, and Marketing), as well as a separate Software Engineering program and a Master's of Accounting. Professional experience opportunities are required and are available at a wide variety of local and regional companies, including the nonprofit sector. Graduating seniors consistently place in the top 4-10 percent on the national standardized exit business exams over the past 10 years. MCB is the only business college ever to receive the coveted Malcolm Baldrige National Quality Award from the Office of the President of the United States.



College of Natural and Health Sciences

The **College of Natural and Health Sciences (NHS)** offers programs at the baccalaureate, master's and doctoral levels in the natural, health, human, and mathematical sciences. NHS's 132 full-time faculty serve approximately 3,000 undergraduate and 550 graduate students and are national and international experts in their fields, who provide meaningful research opportunities in state-of-the-art facilities. NHS includes five academic schools, three academic departments, four institutes, two centers, the Speech-Language Pathology and Audiology Clinic, and a variety of programs that provide the framework for high quality teaching, scholarship, and service activities in the natural, health, and human sciences. Graduates leave with a first-class education that has prepared them to contribute to society, whether they become health-care providers, teachers, scientists, dietitians, speech therapists, rehabilitation counselors, mathematicians, criminologists, recreation program directors, gerontologists, or work in some other public service-oriented field. Regardless of their area of expertise, graduates make a difference in the communities in which they live and work.



College of Performing and Visual Arts (PVA)

The **College of Performing and Visual Arts (PVA)** is a vibrant arts community of practitioners, scholars and learners representing a wide range of arts traditions and disciplines. The College is comprised of three fully accredited entities: the School of Music, the School of Art and Design, and the School of Theatre Arts and Dance. A dedicated and talented faculty and staff of more than 90 professionals are devoted to helping students prepare for careers in the arts. PVA's current population includes nearly 1300 arts students—more than 10% of UNC's total student population. The UNC Arts experience combines the best of the time-honored academy traditions and the most current and forward-thinking ideas in the arts with the liberal arts education of a major university. PVA maintains an annual calendar of more than 300 events in a wide variety of genre. These activities are open to the public, and members of surrounding communities are invited to share in the excellent offerings of music, theatre, dance, and visual arts. The College of Performing and Visual Arts (PVA) and its Center for Integrated Arts Education were listed by the Dana Foundation in the publication *Transforming Arts Teaching, The Role of Higher Education* (Pollin & Rich, 2008), as one of 24 selected universities improving K-12 arts education.



University College (UC)

University College (UC) is a student-centered undergraduate college that advances UNC's goal of transformative education by providing rich interdisciplinary academic programs, undergraduate research opportunities, professional academic support, and a climate of pedagogical innovation. Informed by the values of justice, excellence, collaboration, and transformation, UC seeks to be an exemplar of the teaching and learning required to produce citizen-scholars for the 21st century. It offers opportunities for students who want to explore new ways of thinking through its Center for Honors, Scholars and Leadership; Interdisciplinary Studies, including self-designed majors; Academic Support and Advising; Liberal Arts Core classes; and New Student Orientation. From a comprehensive introduction to university life to civic engagement and interdisciplinary programs, UC helps students find the path that is right for them. The Office of Undergraduate Research (OUR) provides support and recognition for undergraduate student research for all Colleges at the University of Northern Colorado to further University goals for active learning and original research.



University Libraries

Michener Library, named for and endowed by one of America's most popular authors, James A. Michener, houses a collection of approximately 1.5 million units of hardbound volumes, periodicals, monographs, government documents, archival materials, maps, software programs, videos, and microforms. In addition, several hundred databases are available and provide access to more than 3 million articles. The Library houses the James A. Michener Special Collection and the Mari Michener Art Gallery. University Libraries provides an environment and resources for learning, research, and problem solving in the academic community. Faculty librarians and staff serve the entire range of scholarship through the selection, organization, retrieval, interpretation, and conservation of intellectual resources and provide instruction for faculty, staff, and students through courses, class sessions, and one-on-one consultations. The University Libraries extends its services beyond the university community through outreach activities. The University Library and Educational Media Services provide a rich resource of print and electronic media for professional training, academic instruction, and research.

Michener Library contains the most comprehensive, current professional education, special education library in Colorado. University Libraries participate in the Colorado Association of Research Libraries, which facilitates inter-library loans and exponentially increases the resources available to UNC scholars. The library is accessible to individuals with disabilities via online access and adaptive technology stations; search capabilities are available to off-campus and distance education students.

The **Howard M. Skinner Music Library** specializes in curricular support of the School of Music and Musical Theatre Programs. Its collections comprise more than 100,000 scores, books, periodicals, and recordings.

Digital UNC is a digital repository service that captures, stores, organizes, indexes, preserves, and provides access to UNC information resources and intellectual output. It brings together selected digital materials from across campus to create a cohesive and sustainable repository of the educational, scholarly, research, and historical assets of the University. Digital UNC encourages intellectual curiosity and facilitates access to information, while also showcasing the work of the University's schools, departments, and individuals. It also provides open access to scholarly work and publicly disseminates the results of agency-funded projects, such as the work proposed in this application. Digital UNC is the University of Northern Colorado's implementation of the Alliance Digital Repository (ADR), a consortia digital repository service offered by the Colorado Alliance of Research Libraries.



ACADEMIC CENTERS AND INSTITUTES

Bresnahan-Halstead Center on Disabilities Education and Behavioral Sciences

The Bresnahan-Halstead Center seeks to increase the knowledge and skills of professionals who work with students with disabilities for the purpose of improving the academic, social, emotional, and vocational outcomes of individuals with disabilities. The Center works in partnership with various state and local agencies in Colorado, the nation, and internationally to achieve these missions. The Center provides funding on an annual basis to assist faculty in the School of Special Education at UNC to conduct research that is aligned with the mission of the Center. Scholarship funds are available to support students in the School of Special Education and practicing educators attending Center sponsored professional development events.



Center for Integrated Arts Education Performing and Visual Arts

The Center for Integrated Arts Education (CIAE) provides research and professional development for multi-disciplinary learning, centered in an understanding of the arts, offering leadership training, facilitated planning, and arts workshop opportunities for Colorado teachers, administrators, artists, and arts education advocates. CIAE specializes in arts planning, formation of arts policy, professional collaborations and curriculum development. The Center is engaged in a variety of research projects based on contemporary arts theory and practice including: (a) The impact of the arts on school ecology; (b) best practices in classroom

instruction; (c) nature of inquiry; and (d) student perception of learning. CIAE is supported by private foundations, state funding, and the School of Art and Design at the University of Northern Colorado and is working in partnership with *Colorado Creative Industries* and *Think 360: Arts Complete Education*.



Center for the Education and Study of the Gifted, Talented, Creative Learners (CESGTC)

Education and Behavioral Sciences

The Center for the Education and Study of Gifted, Talented, and Creative Learners (CESGTC) supports and promotes all aspects of gifted and talented education. The Center provides graduate-level programs in gifted education through the School of Special Education designed for teachers at all grade levels in all content areas. In addition to direct service to educators, CESGTC provides opportunities for consultation, collaboration, and research for school and district programming development. The Center also provides education and support to parents and serves gifted, talented, and creative students through day and residential summer programs. Through the integration of Collaboration, Research, Communication, Direct Services to schools and families, and ongoing financial Development, the Center also: (a) Provides scholarships for students to attend the Summer Enrichment Programs; (b) provides tuition assistance for graduate students to pursue advanced degrees; (c) supports research initiatives in gifted, talented, and creative education; and (d) offers workshops and symposia for educators and parents of children and youth who are gifted, talented, and/or creative



Center for Urban Education

Education and Behavioral Sciences

The Center for Urban Education is located in Denver at UNC's Lowry Campus. It offers bachelor's degree program that prepare students to be elementary, special education, or early childhood teachers in contemporary schools and provides the opportunity to immediately apply what they learn in their college courses. Throughout the four-year program, students spend weekday mornings in K-12 classrooms as part of apprenticeships that are supervised by veteran teachers.



Distance Opportunities for Interpreter Training (DOIT)

Education and Behavioral Sciences

The Distance Opportunities for Interpreter Training (DO IT) Center designs and delivers quality education for and about Sign Language Interpreters. The Center offers a CCIE-accredited pre-service baccalaureate program (ASLEI) online during the fall and spring semesters, with one-month onsite sessions each summer. This state of the art curriculum, delivered to students throughout North America, is facilitated by a nationally recognized teaching staff. Scholarships are available for eligible candidates through grant awards from federal and state education agencies. The Mid-America Regional Interpreter Education (MARIE) Center is housed here and offers a variety of in-service training events. The Teaching American Sign Language (TASL) Program is a distance delivered master's degree with required onsite summer sessions which prepares instructors to teach American Sign Language (ASL) in a number of settings, including secondary and post-secondary settings. This program focuses on pedagogical coursework applicable to teaching ASL as a foreign or as a modern language, thus requiring students to demonstrate ASL proficiency prior to acceptance into the program.



East Colorado Small Business Development Center

Monfort College of Business

The East Colorado Small Business Development Center offers business consulting and training that maximizes the economic potential of entrepreneurs within Northeast-East Central Colorado. The Center's mission is to help existing and new businesses grow and prosper by assisting emerging and existing entrepreneurs to gain control of their business operations. The Center provides free guidance and counseling in all aspects of funding and developing small business; strives to help grow and start businesses; and works to minimize risk by helping clients write comprehensive business plans, conduct financial forecasts, strategize marketing tactics, apply for funding, and improve operations. The Center is a partnership among the Colorado Office of Economic Development, the US Small Business Administration, Colorado's institutions of higher education, and local economic development organizations. It is partially funded by the US Small Business Administration, UNC's Monfort School of Business, and local businesses and is housed and sponsored by the Greeley Chamber of Commerce.



Education Innovation Institute

Academic Affairs

The Education Innovation Institute (EII) was created by the Colorado legislature to leverage new and existing applied research to address practical problems in education. The institute engages three groups critical to systemic change – researchers, policy makers, and educators – to encourage greater understanding among the three sectors by facilitating the sharing of ideas and information. Its mission operates around three points that inform any project: (a) Supporting the advancement of EDUCATION as a respected profession and the pursuit of productive accountability in higher education; (b) INNOVATION, pushing on the status quo, to foster a proactive climate in a rapidly changing world; and (c) accountability, as an INSTITUTE at the University of Northern Colorado, to the university as a whole and not to the interests of any one unit. EII serves as a neutral information source in the policy-making process by staying abreast of scholarship in key areas and relaying findings from rigorous research in ways that are useful and relevant to policy makers, practitioners, and scholars. Policy briefs and white papers highlight goals, problems, popular solutions, unintended consequences, and practical recommendations to help policymakers manage the ongoing challenge of developing and refining policies to respond to local, state, and national demands. Other projects seek to make selected policies and the conventions of research more accessible to educators and the general public.



Frontiers of Science Institute

Natural and Health Sciences

The Frontiers of Science Institute (FSI), founded in 1959, was inspired by the launch of Sputnik. At that time, university educators recognized the need to generate stronger U.S. interest in science. FSI was one of the very first state-focused science Institutes that provided enrichment for bright science-oriented students. FSI focuses on enhancing scientific aspiration and achievement of Colorado's high school juniors and seniors who possess strong interest and aptitude in science. FSI balances rural and urban participation, maintains gender equity, and recruits students from underrepresented groups. FSI's primary goal is to provide students with authentic, engaging experiences to stimulate their knowledge, skills, and interest in STEM subjects. Consistent corporate and private funding has permitted FSI to continue to prosper for more than 50 years. For six summer weeks, 25-30 students become immersed in a learning environment with dedicated instructors and mentors, boosting their self-confidence and facilitating self-discovery. FSI seeks to reach beyond the high-school curriculum by introducing new scientific concepts within a workshop setting by immersing students in learning-for-the-thrill-of-learning and residential STEM experiences that stimulate their interests, so they can set and work toward personal, educational, and professional goals.



Hewitt Institute

Humanities and Social Sciences

The William E. Hewitt Institute for History and Social Science Education was established in June 1998 by an endowment from the estate of William E. Hewitt to support K-12 education in history and the social sciences. It primarily serves schools, teachers, and students in Colorado and the Rocky Mountains-Plains region. The primary focus of Hewitt Institute programs is teacher education, materials development, and research in the teaching and learning of history and the social sciences. Its programs are primarily supported by grants.



Institute for Civic Education

Humanities and Social Sciences

The Institute for Civic Education offers content-related professional development opportunities for K-12 teachers in many aspects of American and comparative government, civics, political philosophy, and history. Its mission is to advance civic education at all grade levels in the state of Colorado and throughout the country. The Institute believes that teaching young people to be informed and engaged citizens is a primary goal of K-12 education.



Institute of Professional Ethics

Humanities and Social Sciences

The UNC Institute of Professional Ethics was founded in 1992 to foster research, teaching, and training in applied ethics. Consistent with UNC's statutory status as the primary institution for undergraduate and graduate teacher education in the state of Colorado, this institute focuses on ethics across the teaching

professions (including K-12, undergraduate liberal arts, and professional education), but also in business and health care professions. Institute programs are designed to serve both the UNC campus and the wider community. Currently, the Institute: (a) hosts an online, ethical deliberation tool which provides concise information on a wide variety of ethical perspectives within a detailed deliberation process designed to enhance ethical decision-making; (b) facilitates ethics across curriculum initiatives both on and off campus; and (c) provides training and consulting services to working professionals in the fields of education, business and healthcare.



Math and Science Teaching Institute (MAST)

Natural and Health Sciences

The Mathematics and Science Teaching Institute (MAST), established in 1987, provides leadership and coordination for projects and programs to improve mathematics and science education, within the University, the State and nationally. The MAST Institute is committed to equitable and systemic reform in the teaching and learning of science, mathematics and technology education. The MAST Institute is sponsored by UNC's School of Biological Sciences; School of Chemistry and Biochemistry; School of Earth Sciences and Physics; and School of Mathematical Sciences. Nearly fifty UNC faculty members in the College of Natural and Health Sciences and the College of Education and Behavioral Sciences have been involved in MAST-related projects over the past twenty years, participating in Institute projects, working in collaboration with K-12 educators, faculty from other higher education institutions, and business/community representatives. Since its inception in 1987, the MAST Institute has grown by obtaining several million dollars from external funding for research, and through the pre-service and in-service training of teachers of mathematics and science of grades K-16 throughout Colorado and the Rocky Mountain region. In 2008, MAST began its transformation to web-based services, and MAST WebConnect, a free service to students and faculty, was created.



Monfort Institute

Monfort College of Business

In the Spring of 2006, the Monfort Institute was established as an integral part of the Monfort College of Business to create, manage and disseminate, and apply knowledge for sustainable global excellence. Since that time the Institute has facilitated research with high performing organizations and their CEOs, disseminated research in various forums, and facilitated speaking and learning opportunities for executives, community leaders, and students. The Monfort Institute is a research, executive education, and applications lab focused on helping leaders learn to lead the design and redesign of their organizations and organizational systems to achieve and sustain high performance. Its work focuses on building bridges between theory and practice and between researchers and executives to foster the design of new organization models, methods, and systems to achieve sustainable high performance for multiple stakeholders, including employees, customers, investors, suppliers and partners, the public, and the natural environment. This focus incorporates several key concepts including: performance excellence, sustainability, systems thinking, design thinking, innovation, and leading change. The Monfort Institute is on the forefront of the issues and challenges defining success for today's high performing organizations. Its Research Agenda addresses Leadership, People, Culture, innovation and Creativity, Stakeholder education, Knowledge Management, Strategy, Processes, Measurement, Integration, and the Malcolm Baldrige National Quality Award (MBNQA) Criteria System.



National Institute for Nursing Education and Scholarship (NINES)

Natural and Health Sciences

The University of Northern Colorado's National Institute for Nursing Education & Scholarship (NINES) impacts and facilitates scholarly resources and leadership for effective, high-quality health professions education in the 21st Century. NINES engages nursing educators and scholars in research, professional development and policymaking with its Nursing Research Center, Learning Resource Center, Faculty Development Center and Assessment and Evaluation Center. The purpose of NINES is fourfold: To (a) engage in scholarly exploration and promotion of best-practice approaches to nursing education; (b) facilitate the utilization of evidence-based pedagogy and teaching-learning strategies in the delivery of nursing education models; (c) enable scholarly exploration of best practice approaches to recruitment, professional development, and retention of the health education workforce; and (d) provide resources to effectively enhance teaching-learning, scholarship and leadership in nursing education. The Institute has initiated the implementation of Quality

Matters, a set of standards and rubrics for quality assurance of online education. The NINES vision is to serve as a resource and repository for nursing educational research, best practice design of education delivery, teaching-learning pedagogy, doctoral monographs, and high-low fidelity teaching-learning techniques. The Learning Resource Center features a state-of-the-art High Fidelity Simulation Laboratory. One of its functions is research and scholarly activity to identify best practice approaches to low/high fidelity simulation pedagogy and utilization of interactive technology to increase access to health care education. The Assessment and Evaluation Center performs targeted assessment and evaluation activities directed at: Identifying priority evidence-based pedagogy needs nationally and assessing national stakeholders' faculty capacity needs and innovative models of nursing education, evaluating the impact of nursing scholarship on models of nursing education, nursing faculty job satisfaction and quality of nursing education delivery.



Rocky Mountain Cancer Rehabilitation Institute (RMCRI)

Natural and Health Sciences

The Rocky Mountain Cancer Rehabilitation Institute (RMCRI), located in the Ben Nighthorse Campbell Center (BNCC), was established in 1996 to investigate the role exercise plays in the rehabilitation of cancer survivors. The Institute provides clinical cancer rehabilitation services, conducts cutting edge research, and provides educational opportunities for those committed to the rehabilitative efforts of cancer survivors. While the Rocky Mountain Cancer Rehabilitation Institute is available to cancer survivors throughout Northern Colorado, the research performed here is used to improve understanding of exercise rehabilitation and the benefits of exercise for cancer survivors worldwide. Clinical rehabilitation services have grown to over 1000 adult patients with all types of cancer in various stages of treatment and with increasing severity of illness. Research initiatives have produced over 130 national juried presentations and manuscripts, culminating in a published textbook. Educational endeavors have resulted in more than 500 undergraduate students trained as cancer exercise specialists and 215 master's and doctoral graduate students mentored to conduct clinical and basic research in cancer rehabilitation. The Institute presently is the only facility of its kind in the country and is recognized as a frontrunner in cancer rehabilitation. International and national educational programs to teach others how to implement and manage cancer rehabilitation centers in concert with numerous public and private sector consultations have established RMCRI staff as leaders in the field of utilizing exercise and nutrition as an intervention for cancer treatment-related symptoms.



Sport Marketing Research Institute (SMRI)

Natural and Health Sciences

The **Sport Marketing Research Institute (SMRI)** enriches the learning experience of sport administration graduate students by conducting field research for sport enterprises. SMRI provides high quality research opportunities for both graduate students preparing for careers in sport management and organizations in need of management assistance.



Teaching with Primary Resources at UNC

Education and Behavioral Sciences

The mission of the Library of Congress **Teaching with Primary Sources (TPS)** program is to: (a) build awareness of the Library's educational initiatives; (b) provide content that promotes the effective educational use of the Library's resources; and (c) offer access to and promote sustained use of the Library's educational resources. The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. Teaching with Primary Resources (TPS) at UNC first received grant funding from the Library of Congress in late 2006 and began offering workshops to teachers in 2007. Since that time, it has reached hundreds of teachers in 6 congressional districts of Colorado and is now offering workshops in Wyoming as well. TPS workshops address the Common Core standards, embedded in Colorado and Wyoming state standards. This program contributes to the quality of education by helping teachers use the Library's digitized primary sources to engage students, develop their critical thinking skills and construct knowledge.



Technical Assistance and Continuing Education (TACE) Region VIII

Natural and Health Sciences

UNC has been a mainstay in rehabilitation education since 1964 and has provided continuing education and technical assistance for rehabilitation professionals since 1974. UNC and the Center for Technical Assistance

and Training (CTAT) were awarded the Technical Assistance and Continuing Education (TACE) Region 8 from the Rehabilitation Services Administration. This collaborative project brings together the staff, experience, resources, and established networks to work toward a shared purpose: To promote the employment of people with disabilities by providing quality technical assistance and continuing education to State Vocational Rehabilitation agencies and their partners in Region 8. TACE Region 8 accomplishes this mission through a unique partnership of academic, governmental, and community expertise that ensures a broad base of knowledge and networks necessary to effectively deliver technical assistance and continuing education, and support the mission of the State-Federal Rehabilitation Program to enhance employment outcomes, independence and quality of life for people with disabilities. TACE Region 8 is a partnership between the University of Northern Colorado and CTAT Training at Rocky Mountain Human Services. CTAT has provided continuing education and technical assistance for 19 years, first at UNC and now as a division of Denver Options, a non-profit community rehabilitation program.



Tointon Institute for Educational Change

Education and Behavioral Sciences

The Tointon Institute for Educational Change has provided high quality leadership training to K-12 administrators throughout the state of Colorado since 1995. This enormously successful program's goal is to increase the effectiveness of school leaders so that overall student achievement will be increased. Since its inception, the Tointon Institute has worked with more than 670 principals in Colorado and 74 school teams with a total of 543 teacher leaders. Participants in this program are given an opportunity to learn from many of the state's premier practicing educators and staff developers and to network with colleagues from districts across Colorado. The program is comprised of residential academies that focus on leadership skill building with an emphasis on instructional leadership. Staff also provide ongoing support for academy participants in the years following their attendance. The Tointon Institute seeks to create effective schools through effective leadership at all levels. The program gives school leaders additional leadership skills to function successfully in a rapidly changing school environment while also giving them opportunities to work with other colleagues and to gain from their experiences and expertise. All Tointon academies provide participants with an academic and stimulating learning environment where they can reflect on their current contexts, move leadership decisions to a more conscious level and focus actions and strategies on critical issues related to school effectiveness and ultimately, to increased student achievement. The Tointon Institute for Educational Change develops a formal and informal state networking apparatus for school leaders that has and continues to foster a sustained exchange of ideas as well as a forum in which to explore the dilemmas facing today's school leaders.



CLINICS

Speech-Language Pathology and Audiology Clinic

Natural & Health Sciences

Established in 1958, the UNC Speech-Language Pathology & Audiology Clinic provides a variety of diagnostic and rehabilitative services to individuals with speech, language, hearing, and/or balance difficulties. The clinic facility is equipped with the latest instrumentation for diagnosing and treating communication disorders of any age. Referrals from physicians, teachers, speech-language pathologists, audiologists, parents, or other clients are accepted but are not necessary. The Speech-Language Pathology and Audiology Clinic is a non-profit organization. Services are provided by graduate students under the supervision of faculty and staff who are certified by the American Speech-Language-Hearing Association (ASHA).



Psychological Services Clinic

Education & Behavioral Sciences

The Psychological Services Clinic offers counseling to couples, families, and individuals, including children, adolescents and adults, as well as play therapy and group therapy. The Clinic also provides assessments to evaluate disorders that may affect academic or occupational success and overall well-being. These include cognitive, personality, and neuropsychological assessments that are offered to individuals ages 5 to 90 years. All assessments include consultation, testing and feedback sessions, and a written report providing recommendations and professional referrals. Doctoral and master's level graduate clinicians in counseling and

psychology programs provide services. All services are closely supervised by licensed mental health professionals, and UNC's Counselor training programs are accredited by the American Psychological Association (APA) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).



OUTREACH PROGRAMS AND SERVICES

Mathematics and Science Teaching Hotline

Now webconnect@unco.edu. [See also MAST.](#)



Performing Arts Series

Performing & Visual Arts

The Performing Arts Series presents performances in music and the arts and includes performances by the University Bands, University Symphony Bands, Choirs, Jazz Bands, Vocal Jazz Ensembles, and Opera Theater at Greeley's Union Colony Civic Center; theatre performances at the Norton Theatre; faculty and student recitals; and a world-renowned jazz festival. Visual arts are displayed in the Mariana Gallery, Oak Room Gallery, and the Lydia Ruyle Room of Women's Art. Music and arts instruction are offered to the community members as well. Besides the jazz festival, the College also sponsors and/or hosts the Orff Schulwerk Training Workshop; Ward Method Workshop; a Jazz Camp; the Western States Honor Orchestra; Trumpet Festivals; Piano Festival; Conducting Symposia; the Open Space Festival of New Music; the Colorado All-State Band Festival; a Marching Band Festival; and Summer Concerts Under the Stars.



Region VIII Technical Assistance and Continuing Education

[See TACE](#)



Retired Senior Volunteer Program (RSVP)

The Retired and Senior Volunteer Program (RSVP) connects adults age 55 and older with the people and organizations that need them most. RSVP matches volunteers' skills, talents, interests and time availability with appropriate volunteer assignments such as mentoring, coaching, providing companionship to people in need and contributing job skills and expertise to community projects and organizations. RSVP is sponsored by UNC and receives funding from the Corporation for National and Community Service, Area Agency on Aging, United Way of Weld County, Colorado Division of Insurance, Wells Fargo and private donors.



UNC Extended Campus

The UNC Extended Campus provides continuing education and other outreach activities on behalf of UNC. Through UNC Extended Campus, students have access to continuing education opportunities and more than 50 undergraduate and graduate academic programs, offered online or face-to-face in Loveland, Denver and Colorado Springs. All of the extended studies activities and programs support its mission to extend the resources of the University to promote lifelong learning, and most courses are taught by on-campus faculty. Through the Extended Studies centers and online programs, UNC serves students throughout the world. UNC has offered distance education since 1902 and was an early adopter of the online education model, beginning its first online degree program almost two decades ago. UNC maintains a national reputation for quality online education and was recently ranked eighth in the nation for its online graduate programs in education, the top rated school in the state of Colorado. Extended Studies serves about 2,000 students each year.



INSTITUTIONAL RESOURCES

Accounting Services

The General Accounting Office monitors all University accounts to ensure compliance with University and state reporting requirements. General Accounting verifies and processes journal entries and EIOs, manages University property and inventory, monitors grants, federal loans and scholarships, and provides required reports to private, state and federal entities. The Purchasing and Contracts Department provides the University community with the efficient procurement of goods and services that ensures maximum value for dollars spent.



Center for the Enhancement of Teaching and Learning (CETL)

The Center for Enhancement of Teaching and Learning (CETL) provides educational opportunities for the community, state, and region by extending the resources of the University in order to promote continuous learning. The Center supports (a) undergraduate and graduate degree programs online, in compressed video, and extension courses; (b) certificate and licensure programs, professional development programs, independent study courses, and non-credit classes in communities across the United States and Colorado; (c) affordable corporate contract training, in-house seminars, and workshops to improve performance and increase productivity for Colorado businesses; (d) planning, budgeting, administrative, and coordination services for quality, content-rich conferences and institutes; and (e) a variety of production and support services to assist UNC faculty and staff with campus-wide integration of electronic media and technology. CETL assists faculty with online course development and designs web pages for the University. CETL provides professional development and training in all aspects of online and in-class instruction. CETL also provides various media services (tape and CD duplication) and instructs faculty in emerging technologies.



Information Management and Technology (IM&T)

Information Management & Technology is responsible for providing information in support of university strategic planning. It also provides data analysis and projections for planning and decision-making; coordinates the design, implementation and analysis of major institutional studies; reports official data in internal and external reports; and assists other offices in obtaining and analyzing information. In addition, Information Management & Technology supports faculty, staff, students and administrative departments in their use of information technology to successfully achieve their missions. This is accomplished through the application of technical expertise, consulting, and training. UNC's network carries a site license for SAS 9.2 and the SPSS Statistical Package that can be accessed from any computer on the network.



Institutional Animal Care and Use Committee (IACUC)

UNC's Institutional Care and Use Committee (IACUC) oversees the University's animal program, facilities, and projects involving the use of animals. The IACUC is devoted to the principle of carrying out meaningful scientific research through the use of laboratory animals in accordance with humane standards. The primary function of UNC's IACUC is to assist faculty, students, and staff in upholding UNC's commitment to providing the finest care and most humane utilization of laboratory animals. Every project involving the use of vertebrate animals must be reviewed and approved by the IACUC prior to initiation. The IACUC and Principal Investigator (PI) share the responsibility for the ethical decisions made regarding the care and use of animals. However, the PI assumes the primary responsibility to ultimately assure the fulfillment of the institutional commitment to these values and the continuance of animal-based research at the University of Northern Colorado.



Institutional Reporting and Analysis Services (IRAS)

The Office of Institutional Reporting and Analysis Services (IRAS) is part of the department of Information Management and Technology (IM&T). IRAS's purpose is to analyze and disseminate information in support of university strategic planning, policy formulation, enhanced decision-making, assessment, and compliance reporting. IM&T and in particular IRAS strives to provide information of the highest quality to UNC constituents and external entities that is understandable, insightful, timely, and easily accessible.



Institutional Review Board (IRB)

UNC's Institutional Review Board (IRB) reviews all proposed research involving human participants that is conducted under the auspices of the institution (e.g., by faculty, students, and staff). The board helps to ensure that UNC researchers conform to ethical standards and thus shares responsibility for the protection of human participants, researchers, and the university. Furthermore, the board is committed to carrying out this charge in a manner that will support and assist researchers. UNC is guided by the ethical principles set forth in the National Commission for the Protection of Human Subjects of Research: The Belmont Report and is guided by the procedures of Title 45, Part 46 of the Code of Federal Regulations (45 CFR 46). The use of human participants in research at UNC is addressed by University Regulation 3-8-104, enacted by the Board of Trustees to ensure that all research carried out under the auspices of UNC conforms to ethical standards:

3-8-104 Human Subjects. It is the policy of the University that all research and research-related activities, in which humans are used as subjects, shall be subject to review under current Public Health Service regulations by an Institutional Review Board (IRB). The involvement of human subjects in research covered by this policy shall be prohibited until the IRB has reviewed and approved the research protocol. Current IRB procedures can be found in the Graduate School's thesis and dissertation manuals or obtained directly from the Graduate School.



Office of Sponsored Programs

Academic Affairs

The Office of Sponsored Programs (OSP) provides leadership and support to the UNC community in the acquisition and management of funding for research and scholarship, creative activities, instructional programs, and service and outreach activities. It strives to provide the highest quality service while protecting the interests and integrity of scholars, researchers, and the University. OSP assists principal investigators and project directors with all aspects of managing a funded award, from negotiation and acceptance of the award, to creating accounts and monitoring compliance with EDGAR policies and procedures, to the final close out of the grant award. OSP provides administrative support to UNC's Institutional Review Board, and coordinates with the Office of Environmental Health and Safety and the Animal Care and Use Committee in addition to making training in Responsible Conduct of Research available through the Collaborative Institutional Training Initiative (CITI).



Research Consulting Laboratory

Education & Behavioral Sciences

Besides the technology infrastructure common to all universities, UNC makes available a Research Consulting Laboratory that consults with students and faculty at no cost on all aspects of research design and analysis. This lab maintains a list of persons who have specialized knowledge and/or skills and who are willing to provide research and statistical consultation on a no-fee basis. Furthermore, it is affiliated with the Program in Applied Statistics and Research Methods, which offers a large number of courses in statistical, research and evaluation methodologies in support of graduate programs campus-wide. The courses include qualitative and quantitative research methodologies, basic and advanced statistics, sampling, non-parametric statistics, statistical and qualitative computer applications, and research and evaluation methodology. The College of Education & Behavioral Sciences maintains a secure data office, including dedicated computers, for data analysis.



Social Research Lab

The Social Research Lab at UNC is a one stop shop for qualitative and quantitative research needs. The SRL is staffed by professional trained, unbiased researchers who are also UNC faculty. We have experience and expertise in conducting and consulting on a variety of research projects at all stages of development. The SRL does everything from project design to data collection, analysis and report writing. Furthermore, the SRL specializes in data security as computers are password protected in a locked room with dedicated, secured servers. The SRL exists to serve UNC and the surrounding community by utilizing highly trained faculty and undergraduate and graduate students to produce affordable, customized research solutions.



Stryker Institute for Leadership Development

The purpose of the Stryker Institute for Leadership Development is to advance the leadership development of talented students from under-represented groups of females such as ethnic persons, non-traditional aged students, and individuals with substantial financial need. The Institute provides students with leadership seminars, an accompanying educational scholarship, opportunities to exercise their emerging leadership skills, and a sustained program of support. The Women's Resource Center and Stryker Institute are Proud to announce that we are Institutional members of the Association for Non-Traditional Students in Higher Education (ANTSHE).



UNC Science Facilities

The Earth Sciences, Chemistry, Biology, and Physics disciplines, plus the Math and Science Teaching (MAST) Institute, are housed in the \$43 million expansion and renovation of the Ross Hall complex. The departments are equipped with instrumentation facilities supporting research and teaching. Our capabilities in microscopy

and materials characterization include an atomic force microscope (AFM), a confocal laser scanning microscope (CM), an X-ray diffractometer (XRD), and a JEOL 6610LV scanning electron microscope (SEM). The primary goal of the Imaging Suite is to provide high quality imaging support for the students and faculty in the College of Natural and Health Sciences, the members of the UNC community, and collaborators. The use of equipment in this facility has also been arranged for off-campus investigators.



STUDENT RESOURCES AND SUPPORTS

Academic Support and Advising

The mission of Academic Support and Advising is to promote the academic success of new and continuing undergraduate students by providing tutoring services, orientation programming, academic advising, academic coaching, and select coursework. The Academic Bridge Program provides advising and academic coaching for target populations (First Generation, Independent students, Denver Scholarship Foundation Scholars, and Daniel's Fund Scholars). The Center for Human Enrichment-is a TRiO funded program for identified and selected first-generation and limited income students. New Student Orientation-is a program for new first-time freshman and entering transfer students. Advising Services-provides assistance in selecting an academic major and support for individuals experiencing academic difficulties. The Tutoring Center provides access to individual and group tutorial services. University 101-is a first year seminar course designed for entering freshman

The mission of the Student-Athlete Academic Success is to provide student-athletes the maximum opportunity for academic achievement. The Student-Athlete Academic Success renders quality academic support and life skills development for student-athletes. To provide the best possible collegiate experience, the staff will work in partnership with coaches, faculty and administrators to empower student-athletes.



Assault Survivors Advocacy Program

The Assault Survivors Advocacy Program (ASAP) offers confidential services to any member of the UNC community who has been impacted by sexual assault, intimate partner violence, and/or stalking. This includes victims/survivors, as well as concerned others. In addition to providing crisis support services, ASAP provides educational programs to raise awareness about gender violence, interpersonal violence, consent and healthy relationships. ASAP consists of professional and graduate student staff that supervises UNC Student Victim Advocates. Victim Advocates participate in extensive training in gender violence, crisis intervention and advocacy. ASAP is under the umbrella of Prevention Education & Advocacy Services, whose primary purpose is to provide the campus community with tools and resources necessary to successfully navigate the college environment while promoting a positive college experience for students..



Campus Recreation Center

The Campus Recreation Center is a multipurpose facility designed to meet the recreational and fitness needs of the UNC community. The UNC Fitness and Wellness program is housed in the Campus Recreation Center offering resources and services in order to promote a healthy lifestyle. Services include personal training, massage therapy, nutrition services, and group fitness.



Career Services

Career Services works with and supports UNC students and alumni in determining and implementing their career related goals. Services include deciding on majors and careers; starting/updating resumes and cover letters; discovering job and internship searching techniques and resources; searching and applying for graduate programs ; developing interviewing skills; changing career paths; and locating career information. Services are provided through individual and group appointments, workshops, and job fairs. Testing services for career planning, graduate entrance exams, and graduate level credit are offered for a fee.



Center for Honors, Scholars and Leadership

Established in 2005, the Center for Honors, Scholars and Leadership enriches the university campus through academic opportunity, scholarship, leadership, civic engagement and community service. The seven university

programs that operate out of the center bring together diverse and active students who share a common goal of making the most of their college academic experience. The University Honors Program (provides outstanding students with enriched course and research experiences, extra faculty attention, a community of intellectually challenging peers and recognition at commencement), Life of the Mind (where faculty and students together explore various readings as possible answers to central human questions and come to value the social, ethical and spiritual significance of intellectual activity), McNair Scholars Program (provides disadvantaged college students with effective preparation for

doctoral study through research and scholarly activities, summer internships, seminars and workshops, mentoring, and assistance with graduate school admission processes), President's Leadership Program (a four-year program that helps students explore their values, expand their skill set of leadership tools, and prepare them for leadership positions beyond college), Reisher Family Scholarship Program (replaces student loans for qualified recipients who show promise of making a future contribution to the community through service, leadership, work or unique experiences), and Stryker Institute for Leadership Development (supports the personal, social, and academic achievement of underrepresented women-identified students) each has its own eligibility requirements and distinctive program characteristics. The Schulze Endowment fosters a university-wide interest in interdisciplinary studies with various activities. Collectively, the seven programs provide a broad spectrum of academic enrichment opportunities for students on the university campus.



Center for Human Enrichment

The mission of the Center for Human Enrichment/Student Support Services (CHE) program is to provide comprehensive academic services to support the academic, professional, and personal success of 200 identified and selected UNC first-generation college students. Additionally, the Center for Human Enrichment (CHE) supports UNC's mission by helping to create and maintain a harmonious multicultural scholastic environment for the University's students, faculty, and staff.



Center for International Education (CIE)

The Center for International Education (CIE) provides academic, cultural, and educational support for international and American students and advocates for a global perspective on the UNC campus. Its programs work individually but constantly collaborate to provide the services necessary to support both international students and scholars as well as the growing numbers of UNC students and faculty involved in education abroad. The CIE mission is to provide international students with English language instruction for academic purposes at appropriate levels in order to prepare students for academics at an American university; to provide on-going language support in the form of language tutors; and to increase international students' understanding of inter-cultural communication. UNC's CIE has been designated by the U.S. Department of State as a Passport Application Acceptance Facility serving all U.S. citizens. The CIE Passport Office is a full-service passport office that accepts U.S. Passport applications, takes passport photos, and provides customer assistance with passport questions.



Center for Peer Education

The Center for Peer Education is an undergraduate student led organization that provides prevention education to student peers about alcohol, tobacco, drugs and overall healthy decision making. The Center hopes to equip its peers with the necessary tools to make safe and responsible decisions in an effort to create a safe and healthy campus experience for all.



Cultural Centers

Asian/Pacific American Student Services (APASS)

Asian/Pacific American Student Services (A/PASS) was founded in 1995 to support and promote the academic persistence and social development of Asian and Pacific Islander students while serving as a source of cultural education for the UNC campus. Since then, multiple various student organizations have been created—The Japanese Culture and Anime Club, Japanese Language Club, Ha'aheo 'O Hawai'i, Chinese Culture Club, and Halau Hula 'O Ha'aheo (Hula Club), allowing for students to engage in extra-curricular activities and community service.



Cesar Chavez Cultural Center (CCCC)

The César Chávez Cultural Center (CCCC) supports educational attainment and persistence of Latino students and serves as a resource to the larger campus community regarding the Latino culture. The Center develops programming designed to identify, engage, support, and encourage the academic and cultural development and success of all students. Toward this end, students are contacted consistently by the CCCC, notified of special academic and cultural programming, and afforded the opportunity to access supplemental academic support at and through the Chavez Center.



Marcus Garvey Cultural Center (MGCC)

The staff and programs of the Marcus Garvey Cultural Center (MGCC) are designed to challenge, support, and increase retention and graduation of Black students. Established in 1983, the Center supports and fosters the development of African American/Black students and delivers programs and services to assist the broader university community to increase its knowledge and understanding of African American/Black experiences and culture. The Marcus Garvey Cultural Center is student-centered and serves as an advocate for all students, with an emphasis on those who identify as African American/Black. Through our programs and services, MGCC promotes collaboration between the students it serves and university departments in order to enhance a positive college experience for its students.



Native American Student Services (NASS)

Native American Student Services (NASS) offers services tailored to promote the cultural, academic, and career goals of UNC's Native American student population. The mission of Native American Student Services is to serve as a bridge between native people and the University of Northern Colorado community by supporting traditions and culture to increase awareness. All services provided by NASS stem from a culturally responsive practice that focuses upon infusing Native ways of living and knowing into the student experience. Such services include academic advising, career services, leadership development, and service learning programs. In addition, NASS also provides college advising to all prospective students, which includes guidance through the UNC admissions and financial aid process.



Cumbres

Education and Behavioral Sciences

The Cumbres Teacher Preparation Program recruits, supports and mentors undergraduate students who pursue a degree in education (Early Childhood, Elementary, Secondary, or Special Education) and who also declare an endorsement in English as a Second Language (ESL) to work with and support the growing numbers of linguistically and culturally diverse students in K-12 education. What sets these teacher education students apart is that they are specifically trained to teach public school children who may be bilingual in English or Spanish, or whose primary language is not English. Cumbres (which means "Peaks" in Spanish) has more than 80 current students seeking licensure endorsements in English as Second Language (ESL), more than 50% of whom are considered to be first-generation college students. The average Cumbres student Grade Point Average (GPA) exceeds a 3.2 cumulative GPA. Using a cohort model, incoming freshmen reside in the same dormitory and are encouraged to take courses together throughout their time at UNC. Cumbres aims to improve teacher preparation so that students at all levels, including English Language Learners, meet or exceed state standards. The main goal of the Cumbres program is to help education students become the type of teacher that schools will want to hire, parents will want to work with, and students will want to learn from. Leadership development is a crucial part of the program, and all students are required to attend workshops, complete community service activities, and complete a leadership project prior to graduation.



Disability Support Services (DSS)

Disability Support Services (DSS) develops partnerships with students, faculty, and staff to assist in creating an accessible university community, where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. DSS provides access, accommodations, and advocacy for UNC students who have documented disabilities. Academic needs are determined by the documentation and a student interview. The University of Northern Colorado offers Assistive Technology use and training for students registered with DSS and also assists students who require alternative text such as

audio format, Braille, and/or enlarged print. DSS provides other services for students with disabilities, including advocacy and learning strategy workshops; distraction-reduced testing areas and extended testing time; assistive listening devices; interpreter services; assistance in arranging volunteer note-takers; and other accommodations as needed by individuals with disabilities.



Financial Aid

The Office of Financial Aid connects students and family members to financial solutions such as Grants, Scholarships, Student Employment, and loans to help bridge the gap between what you can afford to pay for your college expenses and the cost of attending. More than 70% of UNC students receive some type of financial assistance. The Office assists students in learning about and qualifying for the various federal, state, and private financial aid programs available.



First Generation College Student Support

See [Center for Human Enrichment](#)



Gay, Lesbian, Bisexual, Transgender and Allies Resource Center (GLBTA)

Gay, Lesbian, Bisexual, and Transgender and Allies (GLBTA) Resource Center reflects UNC's commitment to promoting an environment in which students develop an appreciation for diversity; culture is respected; and equal opportunity is afforded. The GLBTA Resource Center ensures unrestricted access and full involvement of GLBTA students in all aspects of the University and serves as the catalyst to create a campus environment free from prejudice, bigotry, harassment, and violence. Through educational, cultural, social, and recreational programs the GLBTA Resource office fosters opportunities for student intellectual growth, personal growth, leadership, and social responsibility. The GLBTA Resource Center provides Safe Zone training to faculty and staff to assist them in crafting a strategy for being affirming and inclusive individuals for others in an effort to create a network of folks who are dedicated to creating and sustaining a long-term safe community.



Intramural and Club Sports

UNC offers more than 25 Intramural and Club Sports on campus. Student-led and student-funded, Club Sport teams represent UNC in competitions and tournaments both regionally and nationally. Intramural sports offer participants the opportunity to play organized sports in a recreational but competitive atmosphere, learn new sports skills, recreate in a social environment, and have fun with fellow friends and students.



Outdoor Pursuits

Outdoor Pursuits offers the UNC community the opportunity to get outdoors. The Outdoor Gear Shop, Adventure Trips, Bike Share Program, Climbing Wall, and the Ropes Course give participants the opportunity to experience the outdoors in many different avenues.



Student Health Center Medical Clinic

The Student Health Center Medical Clinic staff includes medical assistants, nurse practitioners, chiropractors, massage therapists, physician assistants, and physicians from the local community. The Student Health Center Medical Clinic accepts and bills most all insurance companies. Services offered include treatment for fever and common colds; minor injuries to physical rehabilitation; infections to weight management; and vital statistics checks. Students are referred to specialists and local hospitals when necessary.



Veterans Services

UNC maintains a full-time Veterans Services Office for the convenience of veterans, military members, and their dependents. UNC proudly supports its military students by accepting military credit, VA education benefits, and offering unlimited contributions and an uncapped number of students for the Yellow Ribbon Program (which pays all resident tuition and fees). The Office serves as a liaison and advocate for its military student community, providing the appropriate resources and giving each student the individual attention he or she deserves. This focus gives military students every opportunity to reach their social and educational goals, allowing for the greatest potential of success in the civilian world. Roubush Cottage is designed to

provide a sense of place for veterans and military students and is set up to be utilized by students for a lounge, study space, and campus advocacy. Amenities include: lounge, kitchen, study room, student computers, CAC Card Reader, free printing, wireless internet, and helpful and friendly staff.



Women's Resource Center

The Women's Resource Center provides programs, discussions, and materials about women's issues, initiatives and development. The Center promotes leadership, celebrates the achievements of women, and raises awareness on the status of women. The Women's Resource Center serves as a location for seminars, workshops, training sessions, meetings, and dissertation defenses and offers a private conference room, spacious lounge area, kitchen facility, and a resource library with student computer use.



Writing Center

The Writing Center fosters confidence, growth, and self-sufficiency in writers by teaching students how to revise their own work. It offers tutors who work with all types of writing to writers from all levels and abilities; tutoring assistance for all writing from essays to scholarship letters to doctoral dissertations; help with all stages of the writing process; help with understanding and using documentation styles; handouts covering almost every writing concern from punctuation to documentation; and help for those writing in English as an additional language. Tutors offer help on any writing assignment across the curriculum, in any course or discipline at any level, from undergraduate to post-graduate work.



EQUITY AND DIVERSITY STATEMENTS

Affirmative Action/Equal Opportunity/Title IX

The University of Northern Colorado is an Affirmative Action/Equal Opportunity employer that is committed to a culturally diverse staff, faculty, and student body. The University will not engage in unlawful discrimination in employment or educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in employment or educational services on the basis of sexual orientation or political affiliation. The University will likewise take affirmative action to ensure that student applicants and enrolled students are treated during the enrollment at the University without regard to race, religion, gender, age, national origin, disability or veteran status. Such affirmative action shall include, but not be limited to the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising; layoff, retirement, or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Furthermore, the University will post in conspicuous places, notice setting forth the provisions of this University's Equal Opportunity Policy. Human Resources Services is responsible for implementation of affirmative action, programs, and coordination of Title VI and VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1973, the Vietnam Era Veteran's Readjustment Act of 1974, and Section 504 of the May 9, 2006 Act of 1990. For more information about these provisions or about issue of equity or fairness, or claims of discrimination contact the UNC AA/EEO/Title IX Officer, Marshall Parks, Director, Human Resource Services, University of Northern Colorado, Campus Box 54, Carter Hall 2002, Greeley, Colorado, 80639, or call 970-351-2718.

Also see the following Board Policy Manual sections:

1-1-404 Equal Opportunity for Students

2-2-201 Discrimination Review Procedures (prohibited conduct)

Discrimination Review (investigations)

University Regulations Section 3-6-103, Equal Opportunity



Equity and Diversity

At UNC, the concept of Diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical

abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment that UNC hopes to facilitate for all members of the campus community. We are dedicated to creating a welcoming and inclusive learning community where diversity of thought and culture is respected, intellectual freedom is preserved, and equal opportunity is afforded to every University community member. We will do so by engaging the community in thinking about diversity in its broadest sense as part of all that we do; by facilitating campus dialogue on diversity, equity, and climate issues; by helping UNC develop and initiate institutional strategies for achieving greater diversity of students, faculty and staff; and by promoting University community members' engagement in Greeley and beyond.

The University of Northern Colorado is dedicated to being a safe, ethical, caring, and diverse community where our students, faculty, staff, and visitors feel welcome. Because we value intellectual and academic freedom, open exchange of ideas, and well-being of our community, we will speak out against intolerance and support efforts that promote an inclusive community based on respect for all persons. The University will not seek to discipline or prosecute individuals for expressing views in a manner protected by their rights under the First Amendment of the Constitution of the United States, but may challenge protected speech that conflicts with institutional values by speaking out against it, providing educational opportunities, offering support to those affected, and using other legal means, if and when appropriate.

GOAL 1. Foster a welcoming and inclusive campus climate. Enhance our effort to promote a welcoming and supportive climate for all students, faculty, and staff; and build a campus community that embraces diversity in the broadest sense.

GOAL 2. Recruit diverse students and faculty. Increase our effort to recruit diverse students and faculty to create and inclusive learning environment for all and reap educational benefits of diversity.

GOAL 3. Retain underrepresented students, faculty, and staff. Make a greater effort to retain underrepresented students, faculty, and staff by providing appropriate support and resources.

GOAL 4. Integrate diversity into the curriculum. Diversity in the broadest sense will be integrated into curriculum both in content and delivery. All students will benefit from diversity in education.

GOAL 5. Create mutually beneficial partnerships with the Greeley and surrounding community. UNC will increase its effort to build partnerships with the Greeley and surrounding community in a way that creates mutual benefits.

GOAL 6. Increase professional development opportunities to enhance teaching and learning through diversity and enhance campus climate. Offer regularly scheduled seminars and training sessions on diversity-related issues for all faculty and staff.

GOAL 7. Continually assess the outcome of diversity efforts and the needs of the campus community. Develop diversity-related objectives at program, school and college levels and regularly assess the outcomes and continue to reexamine the objectives.

GOAL 8. Coordinate efforts and resources to enhance diversity. Increase resources where needed. UNC will coordinate all diversity-related efforts, so that we can use resources in a more efficient, effective and creative manner.



Nondiscrimination in Employment

UNC actively practices nondiscrimination on the basis of diversity related to age, disability, ethnicity, gender, national origin, race, religion, and sexual orientation and supports that practice with Board policy:

[Board Policy 1-1-508(1)] Non-Discrimination Policy. The University will not engage in unlawful discrimination in employment or educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in employment or educational services on the basis of sexual orientation or political affiliation. The University will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to race, religion, gender, age, national origin, disability, or veteran status in accordance with the laws of the United States and the State of Colorado. The University will likewise take affirmative action to ensure that student applicants and enrolled students are treated during enrollment at the University without regard to race, religion, gender, age, national origin, disability or veteran status. Such affirmative action shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising; layoff, retirement, or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Furthermore, the University will post in conspicuous places, notice setting forth the provisions of this University's Equal Opportunity Policy.

[University Regulations 3-6-103] Equal Opportunity. Equal Opportunity in employment and education is an essential priority for the University of Northern Colorado and one to which the University is deeply committed. The University of Northern Colorado is dedicated to providing an equal opportunity climate and an environment free from discrimination and harassment. In accordance with established laws, the University prohibits discrimination based on race, religion, gender, age, national origin, disability, military service, or political affiliation. In addition, discrimination on the basis of sexual orientation for employees in all aspects of employment and for students in academic programs and activities is prohibited.



Nondiscrimination in Program

UNC implements several Board policies that assure Nondiscrimination in Access to Programs, from housing, to architectural access, to nondiscrimination in admissions and extracurricular activities:

[Board Policy 1-1-413] All officially recognized UNC student activities are open to all students without regard to race, religion, gender, age, national origin, disability, sexual orientation, military service, or political affiliation, except those organizations exempted by Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, or other exemptions allowed by law. New organizations must submit their constitutions to a student committee and the appropriate Vice President for review to ensure they meet Student Senate constitutional requirements and Affirmative Action/Equal Opportunity requirements.

[Board Policy 1-1-414] All University-owned housing is available to university students in compliance with federal and state non-discrimination laws. Necessary accommodations will be made for disabled students. Before landlords may list off-campus housing units with the University Residence Life, they must agree to comply with federal and state nondiscrimination laws.

[Board Policy 2-1-108(10)] Affirmative Action/Equal Opportunity Facilitator. The Student Rights Advocate, student body, and Student Senate; ensures that all policies and procedures affecting students are not discriminatory according to all University, State and Federal AA/EO regulations; shall act on all student complaints regarding affirmative action/equal opportunity as allowed by law and the policies of the Student Senate; shall maintain communication channels with the University Director for Affirmative Action/Equal Opportunity.

