

**UCCS**

College Of Education

UNIVERSITY OF COLORADO COLORADO SPRINGS



# Annual Report

2014-2015



# The College of Education Welcomes a New Dean

A former professor of higher education and student affairs at Ohio University's Gladys W. and David H. Patton College of Education will lead the UCCS College of Education.

Valerie Martin Conley, formally professor and chair of the Department of Counseling and Higher Education at Ohio University, was selected following a national search to be dean of the UCCS College of Education. She began her new position July 1.

"Dr. Conley brings more than 27 years of experience as a university administrator, researcher author and professor to our campus," Mary Coussons-Read, executive vice chancellor, Academic Affairs, said. "I am pleased she has agreed to be part of the future of UCCS."

Since 2002, Conley has served Ohio University, a 21,000 student public university based in Athens, Ohio. During her tenure at Ohio, she has served as director of the Center for Higher Education, as coordinator of the higher education and student affairs program, and as both associate and assistant professor.



Dr. Valerie Martin Conley

Prior to joining Ohio University, she led her own education and computer consulting firm, worked as an administrator at Virginia Tech, and in private industry education research consulting firms.

She earned a Ph.D. from Virginia Tech and both bachelor's and master's degrees from the University of Virginia. In addition, she completed the American Association of Colleges for Teacher Education Leadership Academy and the Higher Education Resource Services Bryn Mawr Summer Institute.

"I am delighted to join the UCCS community and to contribute to the mission and vision of the institution at such an exciting time in its history, Conley said. "I look forward to working with faculty, staff, students and alumni of the College of Education to engage the college in service and commitment to the positive changes necessary for our continued success. "

Conley replaces Mary Snyder who retired Jan. 1 after serving as dean since 2011. Dr. Joseph Wehrman served as Interim Dean From Jan 1 to June 30.



# Dean's Welcome



Dr. Valerie Martin Conley

Greetings students, alumni, community partners, parents, and friends. We hope you find these pages informative and engaging, highlighting not only the exciting programs we have to offer, but also the outstanding faculty, staff, and students that contribute to our success.

We enroll undergraduate and graduate students, preparing them to be successful professionals in schools and communities. Our programs include master's degrees in Counseling and Human Services, Teaching and Learning, Leadership, Research and Foundations, and a Bachelor of Innovation in Inclusive Early Childhood Education.

Currently, we serve over 500 students and have 36 tenure-track and non-tenure track faculty. The result of our 2014-2015 student survey indicates that 100% of our program completers would recommend their program to others and express full confidence that they are prepared to work effectively in their future position.

Our education programs are accredited by the North Central Association of Colleges and Secondary Schools, the Colorado Department of Education (CDE), and the Colorado Department on Higher Education (CDHE). The College of Education at the University of Colorado Colorado Springs is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of 2 years, from spring 2015 to spring 2017. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes. For more information about our accreditation, please visit our CAEP webpage.



We advocate for education and community-centered goals and initiatives that align with our mission, vision, and values and strive to achieve positive academic and community-focused outcomes. We endeavor to be the foremost regional College of Education, fostering an academic community that embraces equity, inquiry and innovation.

We understand that the decision to pursue higher education is an important one. For this reason, we invite you to learn more about our programs and the many activities we engage in to serve our communities. We hope you will consider joining and supporting this energetic, intellectually engaged, and personally supportive community, and welcome the opportunity to show you what we have to offer in person.

Sincerely,  
Valerie Martin Conley



# College of Education Faculty

## Counseling and Human Services

Wherman, Joseph (Chair)  
Fenell, David  
Field, Julaine  
McGuinness, Mari  
Morgan, Leann  
Notestine, Lori  
Rivas, Bitá  
Saunders, James  
Williams, Rhonda

## Leadership, Research & Foundations

Martinez, Sylvia (Chair)  
Bingham, Andrea  
Carpenter, Dick  
Killingsworth, Tacy  
Martin Conley, Valerie  
Ramirez, Al  
Scott, Margaret  
Strawn, Dallas  
Winters, Marcus  
Witkowsky, Patty

## Teaching and Learning

Grant, Leslie (Chair)  
Anderson-Pence, Katie  
Button, Linda  
Callahan, Tim  
Cheeseman, Elaine  
Clayton, Grant  
Cutter, Beth  
Ewing, Vanessa  
Follari, Lissanna  
Frye, Barbara  
Hanson, Mary  
Harmon, Corrine  
Kaka, Sarah  
Kasa, Christi  
Kupferman, Scott  
Marshall, Laura  
Malone, Mark  
McGuire, Patrick  
Tuthill, Laura  
Yoo, Monica

## UCGS Teach

Newkirk, Vickie (Coordinator)  
McGuire, Patrick (Co-Director)  
Christensen, Tom (Co-Director)  
Gagnon, Bobby  
Lanotte, April  
Turner, Curtis

# Administrative Staff

## Valerie Martin Conley (Dean)

Abilia, Patricia  
Brown, Cindy  
Laney, Peggy  
Streeb, Nicole

# Student Resource Office

Zomchek, Cindy  
Jardon, Julie



## Exit Survey Results

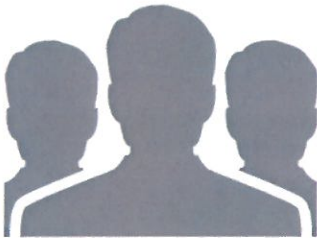
All survey results are a combination of Somewhat Agree, Agree, and Strongly Agree

My courses within the College of Education gave me ample opportunity to apply new knowledge and skills.

89% Agree

The content of my coursework within the College of Education was substantive.

92% Agree



The adjunct faculty provided quality instruction.

93% Agree

The permanent UCCS faculty provided quality instruction.

98% Agree

My advisor demonstrated concern about me as an individual and my academic success.

82% Agree

**The College's mission states, "We prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation."**

To what level do you agree or disagree that the College applied an appropriate emphasis on:

Equity? 100% Agree  
Inquiry? 100% Agree  
Innovation? 76% Agree

As a result of my courses within the College of Education, I feel confident that I am prepared to work effectively in my future position.

94% Agree



# Student Resource Office

COE Annual Report 14-15

The Student Resource Office (SRO) provides prospective and current students with support as they select, begin and complete their degree programs in the College of Education.

Current and potential students can contact the SRO to:

- Inquire about degree, endorsement or certification programs
- Obtain assistance with admissions materials
- Schedule an advising or interview session with a faculty member

**92%**

of COE Student Completers agreed that the SRO provided them with quality service

**89%**

of COE Student Completers agreed that the application process was seamless and easy to complete

In 2014, the SRO converted and archived **thousands** of student files, making the COE the first **paperless** College at UCCS!

**Cherwell**  
SOFTWARE

With the implementation of Cherwell Software, the SRO is able to track student information in real-time! This eliminates the need for paper files and allows the College to collect, sort and analyze data electronically with a degree of accuracy that was never possible before.

Cindy Zomchek



Director of Field Experience and Community Outreach

Julie Jardon



Academic Specialist



The SRO also employs Graduate Assistants, providing On-Campus Jobs!



In 2014-2015, the SRO processed over

**17,000 Emails**

**8,700 Phone Calls**

**503 Applications**

**1,400 Student-Faculty Appointments**





The philosophy behind our training programs emphasizes that counselors assist clients and students with life challenges through dynamic, holistic, developmentally appropriate, strength based interventions which emphasize the creation of healthy coping skills.

### MA in Counseling and Human Services

- Clinical Mental Health
- School Counseling
- Counseling and Leadership (Air Force Officer Command)

### Programs Details

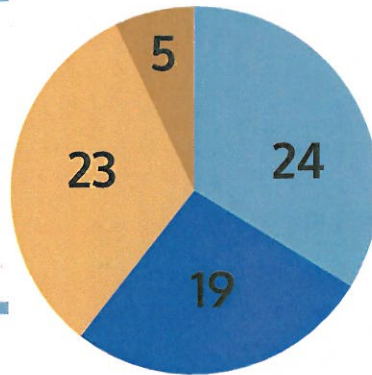
2014-2015

### Human Services Minor

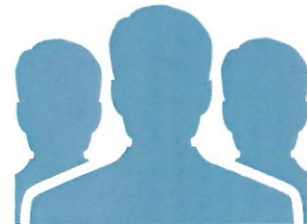
### Addictions Emphasis

### # of Graduates in 2015

- Clinical Mental Health Counseling
- School Counseling
- Counseling and Leadership
- Human Services Minor



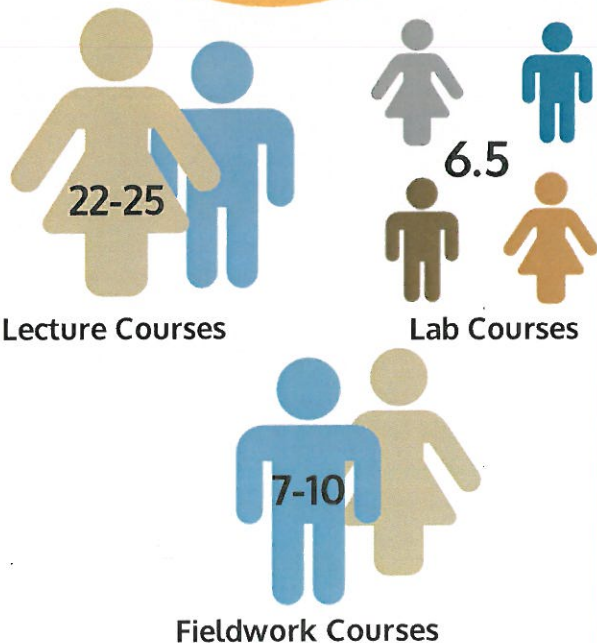
### 9 Full Time Ph.D. Faculty



### 13 Adjunct Faculty



### Average Class Sizes



### 2 Year Program Completion Rates

School Counseling 88%

Clinical Mental Health Counseling 92%

Counseling and Leadership (1 Year program) 100%

Both School and Clinical Mental Health tracks are nationally accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) and Council for the Accreditation of Educator Preparation (CAEP)



The school counseling track is also accredited by:



National Council for the Accreditation of Teacher Education (NCATE)



Colorado Department of Education (CDE)



Current Student Satisfaction Survey

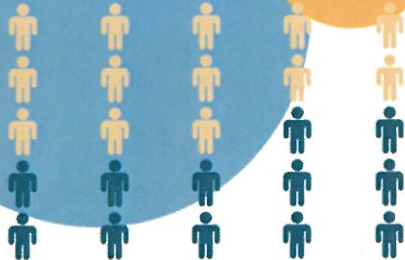
Survey Results

2014-2015

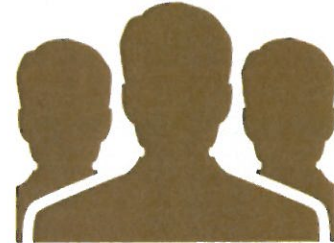
All survey results are a combination of agree and strongly agree

The cohort model contributes to my academic success.

82% Agree



87% Agree



My advisor is concerned about me as an individual as well as my academic success.

The quality of instruction contributed to my overall development as a counselor.



90% Agree

I feel safe to discuss challenging topics in the classroom.

77% Agree

The coursework I have completed thus far will enable me to become an effective counselor.

90% Agree



Faculty provided diversity/multicultural and global perspectives within their coursework.

92% Agree

Supportive, Empathy, Growth, Helping, Safe, Hope, Encouraging, Compassion, UNCONDITIONAL, Advocacy, Flexibility, Empowering, Reframe, Integrity, EQUITY, Self-Actualization, Reflection, Patience, Understanding, ACCEPTANCE, Unassuming, Diverse, TRUST THE PROCESS.





Program Completion Survey

Survey Results

2014-2015

All survey results are a combination of agree and strongly agree

I feel culturally and socially aware and am able to work with a wide range of people.

100% Agree

I feel capable of complying with professional ethical and legal standards.

100% Agree

I understand how to intervene in a crisis situation and use trauma informed counseling strategies.

94% Agree

I understand counseling theories and techniques in my specialty area and know how to apply them with clients/students.

94% Agree

“My learning has been compared to online professionals in the field and it does not compare. The amount of hands on experience is crucial in this field.”



97% Agree

Faculty were available to address my questions and provided quality information and feedback.

96% Agree

Faculty provided constructive feedback and supervision regarding my counseling skills and professional

94% Agree

Faculty care about my personal and professional success in this program.

97% Agree

Faculty provided me with opportunities for professional development and growth outside the classroom.

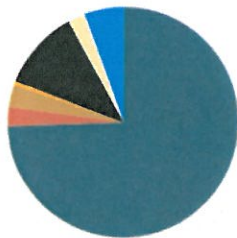


### Gender



Male Female

### Ethnicity



Caucasian African America Asian  
 American Indian Hispanic Two or more  
 Unknown

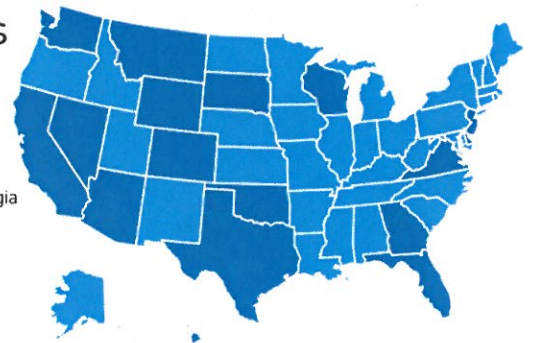
## Facts and Figures

2014-2015

## Student Population and Assessment Scores

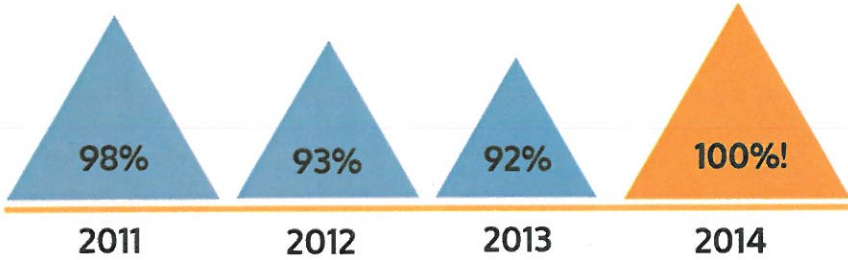
Statistics based on students enrolled Summer 2014 - Spring 2015

### Where our students come from!

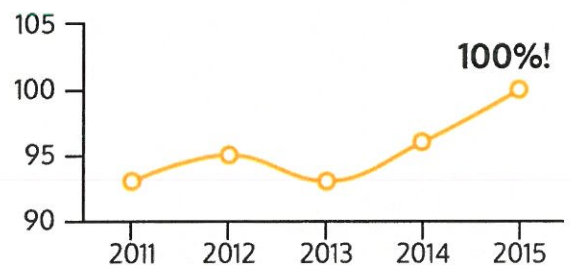


## National Counselor Exam

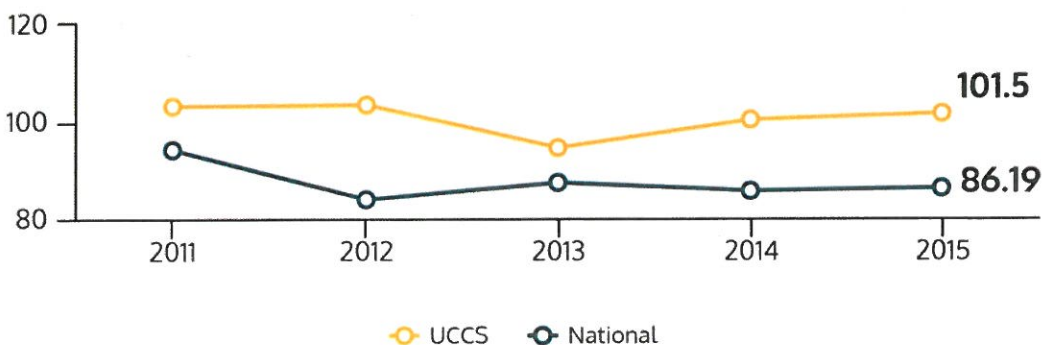
### UCCS Pass Rate



### Pass Rates for PLACE Exam (School Counselor)



### Counselor Preparation Comprehensive Exam (CPCE)



Pass Rate

**3.91**  
 Average Cumulative GPA





# College of Education Leadership, Research & Foundations

UNIVERSITY OF COLORADO  
COLORADO SPRINGS

Warren Bennis has written that the primary goal of leadership is the creation of a human community held together by a common purpose. True leaders, he said, demonstrate a balance of competence, virtue, and vision. It is our mission to guide you in developing all three.

## MA in Leadership

P-12 Education  
and  
Student Affairs in  
Higher Education

## Program Details

2014-2015

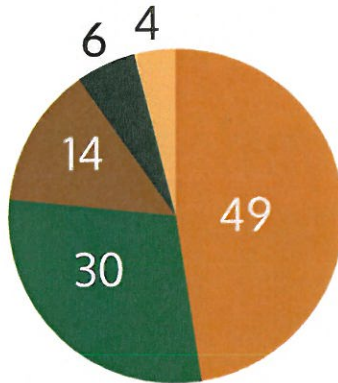
## Licensure Programs

Principal,  
Administrator,  
and Director of Special  
Education

## Ph.D. in Educational Leadership, Research and Policy

## # of Graduates 2014-2015

- Principal Licensure Endorsement
- P-12 MA
- SAHE MA
- Ph.D. in Leadership, Research and Policy
- Administrator Licensure Endorsement



## Full Time Faculty Qualifications



5 Ph.D.  
2 Ed.D.  
1 MA



8 Adjunct Faculty

## Average Class Sizes



Seminars



Lectures



Practicum



Lab

All programs satisfy  
the accreditation  
requirements of:



**COLORADO**  
Department of Education



**COLORADO**  
Department of  
Higher Education





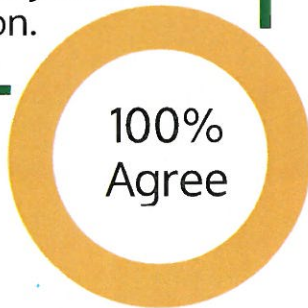
Program Completion Survey

Survey Results

2014-2015

All survey results are a combination of somewhat agree, agree, and strongly agree

As a result of my courses within the College of Education, I feel confident that I am prepared to work effectively in my future position.



100% of program completers would recommend their program to others

According to students: The best elements of the program are:

The College's mission states, "We prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation."

Level in which students agree or disagree that the College applied appropriate emphasis on:

Equity: **100%**  
Inquiry: **100%**  
Innovation: **85%**

- Convenience
- Diversity
- Flexibility
- Networking
- Helpful Faculty
- Support
- Professor Engagement

82% Agree



My advisor demonstrated concern about me as an individual and my academic success.

The expectations in my College of Education courses were rigorous.



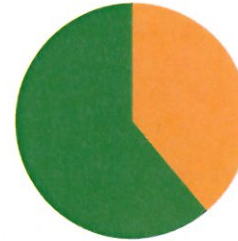


## Student Population and Assessment Scores

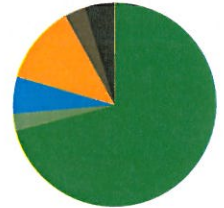
Statistics based on students  
enrolled Summer 2014 -  
Spring 2015

## Facts and Figures 2014-2015

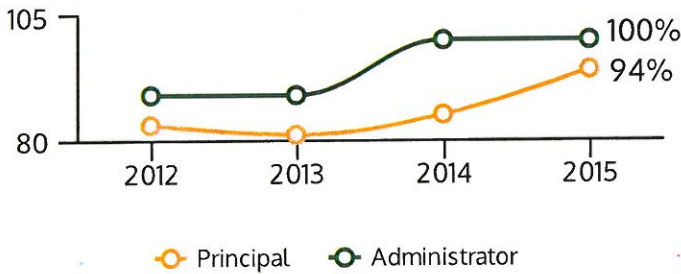
### Gender



### Ethnicity



### Passing Rates for PLACE Exam



## Faculty Grant Procurement Highlight

In June 2015, LEAD PhD-graduate Dr. Grant Clayton joined Dr. Marcus Winters and Dr. Dick Carpenter in producing two new research reports on charter schools in Denver Public Schools. One report—

*Heading for the Exits: Comparing Characteristics of Leavers from Charter Schools to Traditional Public Schools in Denver Public Schools*

—examined differences in the likelihood of students exiting charter schools as compared to traditional public schools.

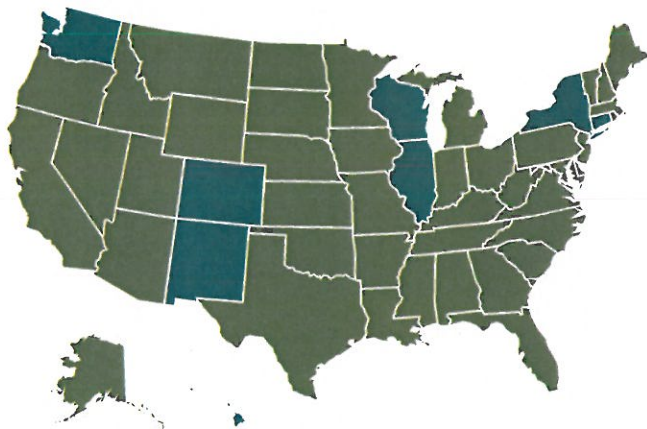
The other report—

*Choices, Choices: Determining Significant Predictors of Choosing a School and Choosing Charters in Denver's Universal School Enrollment Program*

—examined differences in choosing charters compared to traditional public schools.

Both reports can be found at  
<http://www.uccs.edu/csgj/news.html>

### Where our students come from!



International!

New York  
Illinois  
Wisconsin  
Washington  
Colorado  
New Mexico  
Connecticut  
Armed Forces in the Pacific

4  
Student-Faculty  
Publications

3.90  
Cumulative  
GPA



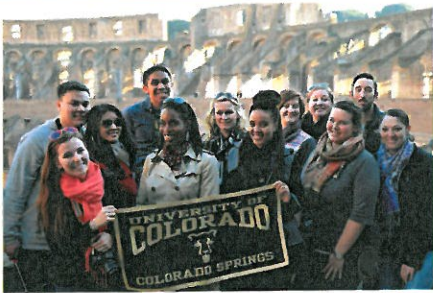
# SAHE Goes Abroad!

In January 2015, 13 SAHE students and alumni, 6 faculty and staff members, and 14 family and friends of the program ventured to Italy for the second biennial SAHE Study Abroad Trip.

Over the course of 9 days, participants traveled to Venice, Florence, and Rome. Students had the opportunity to visit Ca'Foscari University, Campus Bologna, Gonzaga University Florence, and La Sapienza University.

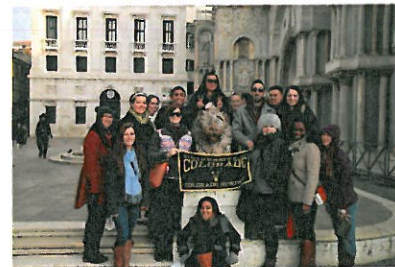
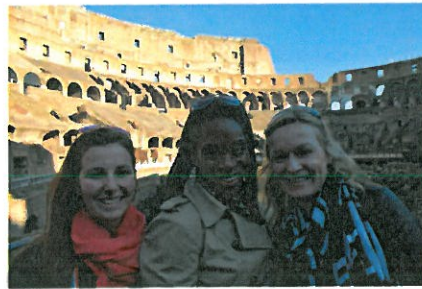


"I loved the Italy trip! It was a great experience to see the similarities and differences in our higher education systems." - Corrie Keener, SAHE '16



Italy, in short, was amazing! Lots of great food, experiences, and opportunities to learn about higher education abroad. We visited three different regions that each offered a different perspective on higher education. One common thread that ran throughout the Italian higher education system was the lack of Student Affairs support services. As an American, it is easy to take for granted the services that are provided within our system of higher education.

While the division of Student Affairs is relatively new to the Academy, American institutions seem to have forged ahead nearly thirty years in front of the Italian higher education school of thought. In Italy, services such as residential life and career services are typically offered through outside organizations. In my observation, the Student Affairs offices that exist, are primarily focused on production and efficiency and not on student development. As an American, the thought of this campus set-up seems slightly less convenient. I gather that culturally, Americans hold different perceptions and expectations of the college experience. While American students are focused on development, maturity, opportunities, and having fun, Italian students seem to be on campus for one thing, that is, to further their education. - Terainer Brown, SAHE '15



The next SAHE Study Abroad adventure is scheduled to take place in Spring 2017





# Teaching and Learning

In 2015, the Curriculum and Instruction Department and the Special Education Department merged to become the Teaching and Learning Department!

The Department of Teaching & Learning consists of dedicated faculty with extensive teaching experience. We offer programs that prepare educators to embrace equity, model and foster inquiry, and utilize innovative practices that engage students and support them in reaching their fullest potential. We serve current and prospective teachers who seek licensure, endorsements, certificates, and/or graduate level study.

## Vision

We endeavor to be the foremost regional College of Education, fostering a just and inclusive global society.

## Goals

- ◆ Embrace equity, diversity, and social justice
  - ◆ Ensure high quality preparation of education and counseling professionals
- ◆ Engage in research-based inquiry and practice
  - ◆ Provide continual professional growth opportunities
- ◆ Infuse and enhance the use of technology
  - ◆ Collaborate with campus and community partners to effect change
- ◆ Work across college and university to optimize efficiency and effectiveness

## Mission

We prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

Gifted and Talented  
 Literacy Alternative Licensure  
 Teacher Education and Licensure  
 TELP Inclusive Early Childhood Post-Baccalaureate  
 Space Studies ALP TESOL Special Education  
 Instructional Technology CLD Master's UCCS Teach  
 IECE Undergraduate  
 TESL Curriculum and Instruction  
 Bachelor's of Innovation TEFL  
 Culturally and Linguistically Diverse  
 Inclusive Elementary Education  
 Teaching English as a Second Language





# College of Education Teaching & Learning

UNIVERSITY OF COLORADO  
COLORADO SPRINGS

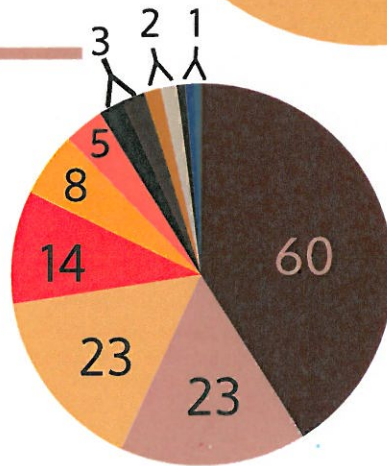
The mission and goals of the Department of Teaching & Learning is to guide graduate students to not only develop and enhance the knowledge and skills expected in graduate study, but also to provide a meaningful structure for supporting the essential elements of each program.

## # of Graduates in 2014-2015

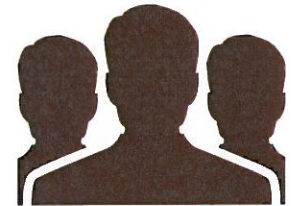
### Program Details

2014-2015

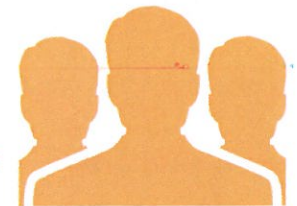
- TELP
- SPED MA
- C&I MA
- UCCS Teach
- ALP w/ MA
- TESOL
- Literacy
- IECE
- SPED UG
- LDE
- Educational C&T
- Space Studies
- G&T



## Full Time Faculty Qualifications



15 Ph.D  
3 Ed.D  
8 M.A.



29 Adjunct Faculty

## Types of Programs Offered



## Teaching and Learning Programs are accredited by:

- Council for Accreditation of Educator Preparation (CAEP)
- Colorado Department of Education
- Colorado Commission of Higher Education
- Council for Exceptional Children
- North Central Association of Colleges and Secondary Schools
- National Council for the Social Studies (NCSS)
- National Council for Teachers of English (NCTE)
- Association for Childhood Education International (ACEI)
- National Science Teachers Association (NSTA)

\* The NEW Bachelor's in Inclusive Elementary Education was approved September 2015





# College of Education Teaching & Learning

UNIVERSITY OF COLORADO  
COLORADO SPRINGS

Program Completion Survey

## Survey Results

All survey results are a combination of somewhat agree, agree, and strongly agree

2014-2015

My courses within the College of Education gave me ample opportunity to apply new knowledge and skills.

**83%** Agree

Faculty members were able to help me when needed.



The permanent UCCS faculty provided quality instruction.

**100%** Agree

**88%** Agree

Students stated that the best elements of their programs were:

Contacts with the school districts

Student teaching

In-school experience

Opportunity

Flexibility of instructors

Inclusion

Meeting people in my field

Hands on application

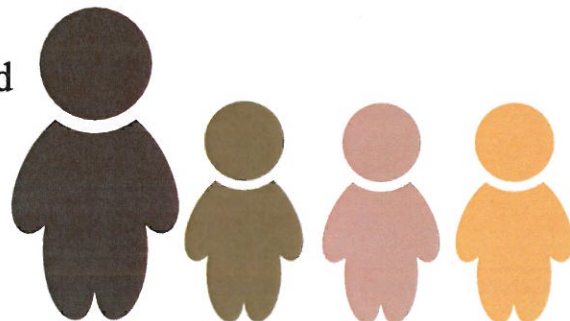
Practicum and student teaching site choice

Personal attention

The new ideas I learned about teaching

Early school-based field experiences helped confirm that I want to pursue a career as a special education or inclusive early childhood education teacher.

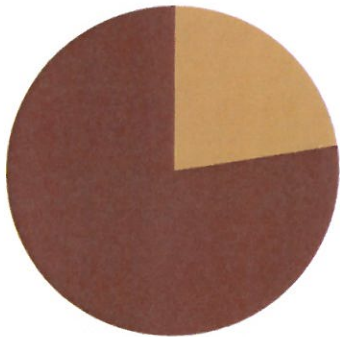
**91%** Agree





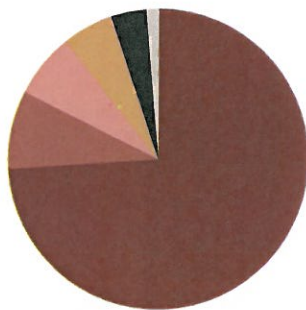


### Gender



Male Female

### Gender



Caucasian African American Hispanic Asian Unknown Two or More

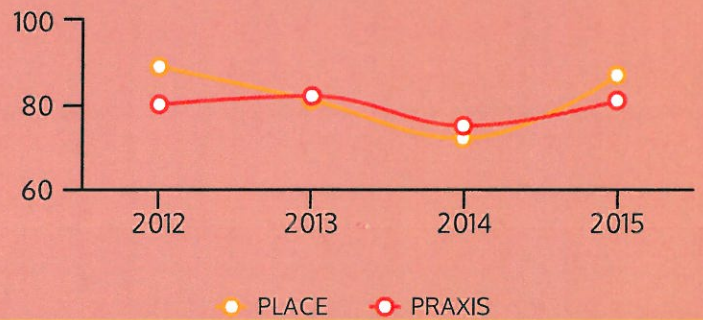
## Facts and Figures

2014-2015

## Student Population and Assessment Scores

Statistics based on students enrolled Summer 2014 - Spring 2015

### Pass Rates of Licensure Candidates



\* Scores represent reports sent to UCCS from future, current, and past licensure candidates. Teaching and Learning requires a passing PLACE or PRAXIS score in order to grant teacher licenses.

### Where our students come from!



3.75

Average Cumulative GPA

83%

Cumulative Pass Rate for edTPA

Secondary Math, Science, Social Studies, and English: 76%  
Secondary World Languages: 100%  
Elementary: 89%





# Inclusive Early Childhood Education



Bachelor of Innovation  
Inclusive Early Childhood Education  
www.uccs.edu/coe • education@uccs.edu

In 2014 the College of Education launched the Bachelor's of Innovation in Inclusive Early Childhood Education (BI:IECE)

This new and innovative program is designed to prepare UCCS students to teach all children in early childhood settings. UCCS students in this program will become part of a newly emerging field of professionals in inclusive early childhood education who are called on to innovate in the area of curriculum development, individual learning supports, and technology.



Dr. Lissanna  
Follari:  
Director of  
IECE

The BI:IECE earns graduates



State Credentials!

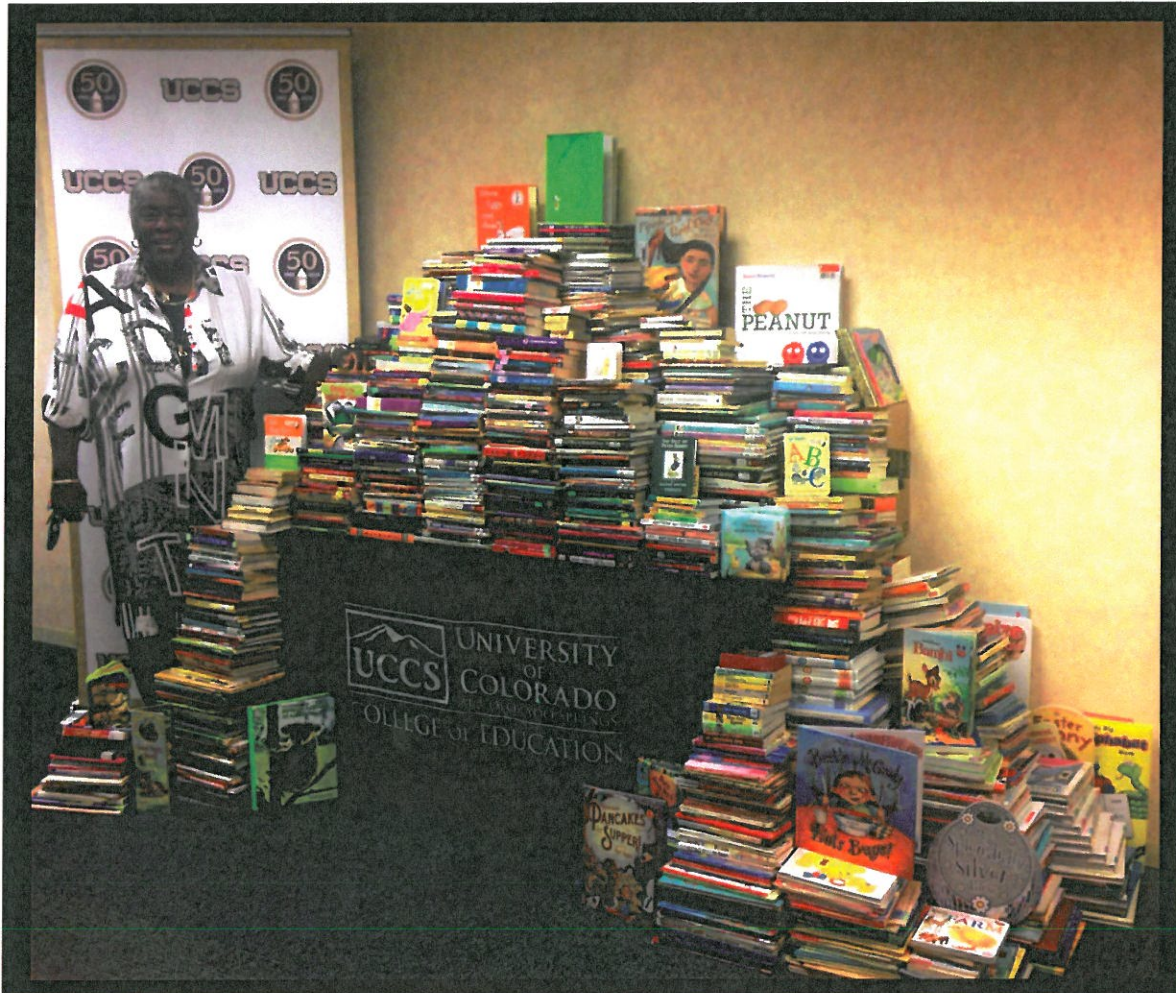
- ☀ ECE Teaching Licensure
- ☀ ECSE Teaching Licensure
- ☀ Child Care Center Director Qualification

Inclusive early childhood educators may have the opportunity to teach, run their own business, or invent, design, and market curriculum, technology, and applications. Inclusive early childhood educators will have preparation in the areas of innovation, business, and marketing and be able to take ideas developed while working with children and enhance them through business planning and implementation.

The IECE program is also available as a Post-Baccalaureate licensure program for current and transitioning professionals!




# The COE Gives Back!



As part of the celebration for the University of Colorado, Colorado Spring's 50th Anniversary, the College of Education hosted a book drive! Students, faculty, staff and other campus contributors donated over 1200 books to Literacy on the Go (LOGO). Dr. Barbara Swaby, director of LOGO, was thrilled to receive the mountain of books. She immediately began preparing almost 400 bags to donate to children in the Colorado Springs area.

Students of LEAD 1000 section 001 Foundations of Education led by Dr. Sylvia Martinez were the top contributors with 328 books!

I am an elementary school counselor in D11 and our school has been blessed with bags of books for our students from Dr. Swaby! These are the only books many of our children have and we are so thankful for them.

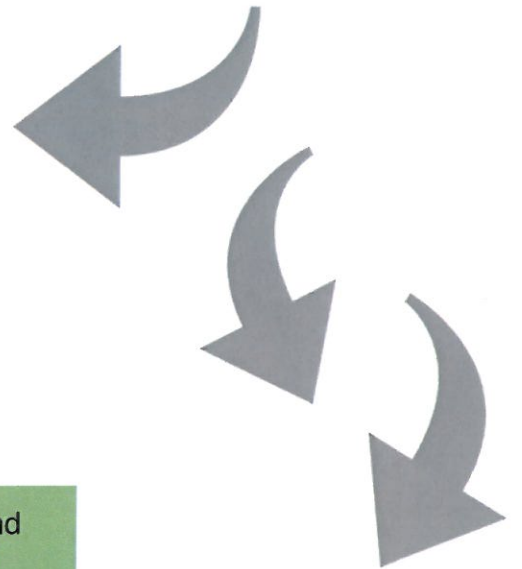
- Nikki Sims-Harding via 



# College of Education Outstanding Students

Each department within the College of Education had many students that stood out or made an impact in the last year.

Here are a few of them!



## From the Leadership Department



Terainer was voted both Outstanding SAHE Student by the Leadership department and Cohort Leader by her peers. She graduated in Spring 2015 from the Student Affairs in Higher Education program and is beginning the PhD in Leadership, Research and Policy program in Fall 2015. She is also a Program Manager through SoColo Reach, a pre-collegiate program and received the UCCS Graduate Opportunity Scholarship and Graduate Fellowship Award to pursue her doctoral degree.

"Through my Ph.D. studies, my desire is to learn to pay closer attention to and think critically about structural and societal influences which contribute to minority underrepresentation in higher education. Through time, energy, and effort, I hope to develop the language and confidence to advocate for educational social justice."

## Outstanding Air Force Officer Cadet Student

Instead of choosing one single outstanding AOC student, the Counseling and AOC faculty nominated the entire cohort as Outstanding Students! It was decided that all students in the cohort demonstrated the abilities and qualities valued in outstanding students, including being hardworking, empathetic, dedicated, and committed to their work, studies, and team-members.



## From the Counseling Department

Outstanding Clinical Mental Health Counseling Student  
Elizabeth Burqin

Outstanding School Counseling Student  
Erica Riggs

Overall Outstanding Counseling Student  
Victoria Thomas

Students were nominated and voted on by Counseling Faculty for demonstrating the qualities of perseverance, commitment, empathy, and excellence!



From the Teaching and Learning Department



21<sup>st</sup> Century Standards and Curriculum: Current Research and Practice

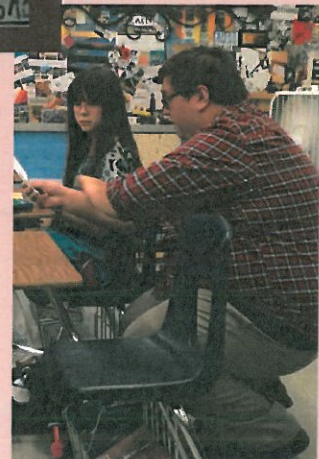
Halah Ahmed Alismail Dr. Patrick McGuire  
Department Curriculum and Instruction, School of Education, University of Colorado Colorado Springs,  
1420 Austin Bluffs Pkwy, Colorado Springs, CO 80918

Halah Alismail

Halah completed the Curriculum & Instruction Masters of Arts degree (technology emphasis) in spring 2015. In her final semester at UCCS she published a peer-reviewed journal article (<http://www.iiste.org/Journals/index.php/JEP/article/view/20055/20413>) and also presented a poster at the UCCS Mountain Lion Research Day on the same topic. Halah was accepted into 5 PhD programs (KSU, FIU, KU, UARK, and UMN) and ultimately chose the University of Minnesota to extend her graduate studies in Curriculum and Instruction.

Randall Stewart

An English teacher at North Middle School and UCCS "ALPer", Randall was recognized with the school's "Gaggle Award" for his exemplary engagement strategies and selected to be the sixth grade team leader for 2015-16.



Randall in the classroom



# UCCS Turns 50!

## 1965 - 2015

1965

In June, 1964, Governor Love allowed the University of Colorado to assume Cragmor Sanatorium property. In August 1965, 1,600 commuting students attended Fall classes

1966

UCCS' first graduate received his degree, conferred with honors, at ceremonies held at the Boulder campus

1968

In February, 1968, the first student elections were held. Eleven governing council seats were available for one calendar year of service

The first scholarship is awarded (\$500) from the School of Business

Colorado Constitutional Amendment 4 designated the Colorado Springs campus as a distinct campus of the University of Colorado

1970

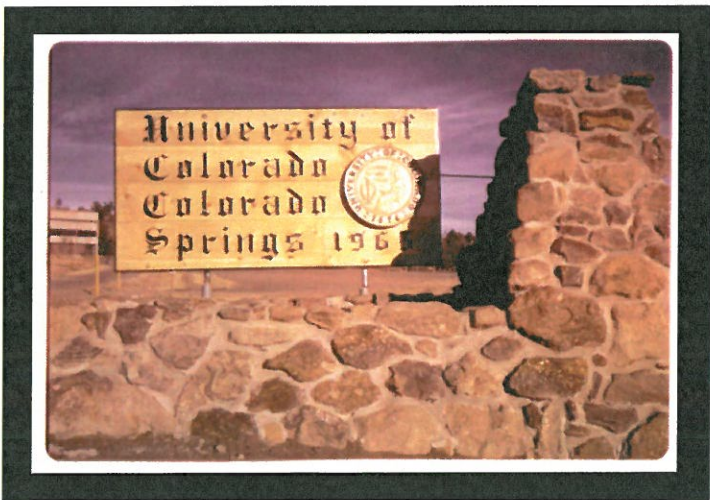
1972

1971

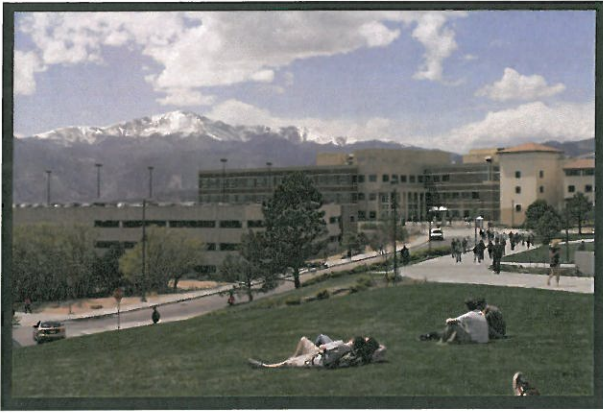
Counseling Services become available for students

1974

Lawrence Silverman, the first Chancellor of UCCS was appointed, reporting directly to the University of Colorado president. He served until 1977







1977

UCCS holds its first local commencement

UCCS celebrates its first homecoming

1983

1978

Fall enrollment increases to 4,390

1996

Columbine Hall, which currently houses the College of Education opens

1999

The Mountain Lion becomes the official UCCS mascot



2011

September 11 Artifact Display is dedicated. Two monuments- one at UCCS and one at Cheyenne Mountain Air Force Station- were designed by UCCS senior engineering students and include pieces of steel beam from New York's World Trade Center

Fall enrollment increases to 10,500

2013

**Happy Birthday UCCS!**