



**GRADUATE DEGREE
PROGRAM IN ECOLOGY
COLORADO STATE UNIVERSITY**

**STUDENT
HANDBOOK**

Revised: April 15, 2022

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INTRODUCTION

The Colorado State University (CSU) Graduate Degree Program in Ecology (GDPE) is an interdisciplinary program for students with interests in a wide range of ecological subjects. GDPE is designated as a Special Academic Unit (SAU) and is organizationally housed in the Graduate School Office (Grad School) as an intra-university program.

A student's faculty advisor has primary responsibility for overseeing the degree program, along with the student's graduate committee. Acceptance into GDPE requires acceptance as an advisee by one of the program's advising faculty members.

Students are dual citizens where their degree is in Ecology and their "Advising Department" is the department where their faculty advisor is located. Because the degree is granted in Ecology, academic paperwork goes through GDPE and is signed by the GDPE director. A student's faculty advisor has primary responsibility for overseeing the degree program, along with the student's graduate committee. The degree programs include taking core courses in ecology, a variety of other courses, and by completing original research or a major project.

PROGRAM GOALS

The mission of GDPE is to provide advanced training in current ecological methods, theories, concepts, controversies, and applications by drawing together individuals and synthesizing knowledge from a wide variety of disciplinary areas of science.

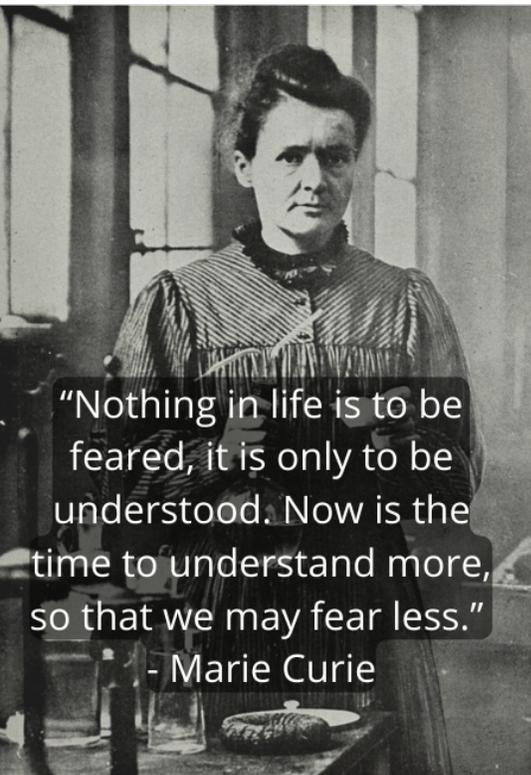
Ecology harnesses knowledge from biological, physical, chemical, and social sciences to study the interrelationships between organisms, groups of organisms, and the environment. During recent decades, workers in fields as diverse as physiology, forestry, wildlife management, agronomy, animal behavior, pest control, epidemiology, microbiology, anthropology, evolution, and biogeochemistry found that many of the problems they address converge to a single, basic question: How do the biological, including human, physical, and chemical components of environments interact? The key to understanding natural systems, or managing natural and agricultural ecosystems, lies in the interactions that extend across many traditional disciplines.

Current advances in ecology and resource management are synthesizing the knowledge and approaches of disciplines that are usually isolated from one another. Public concern focuses on environmental problems such as global climate change, balancing the use of resources with conservation goals, managing the development of genetically engineered agricultural crops and predicting their effects on native biota, and assessing the effects of human activities on aquatic and terrestrial ecosystems. There is a need for professionals trained to address these issues.

Students gain depth in modern concepts and applications of ecology as they develop specialized skills within a certain field of ecology. The focus of the program is to bridge learning and research gaps between traditional departments. Students in a department are usually trained with a particular disciplinary orientation, whereas GDPE students are educated with an emphasis on ways in which knowledge from a variety of disciplines can be brought together in novel ways to address applied or basic problems.

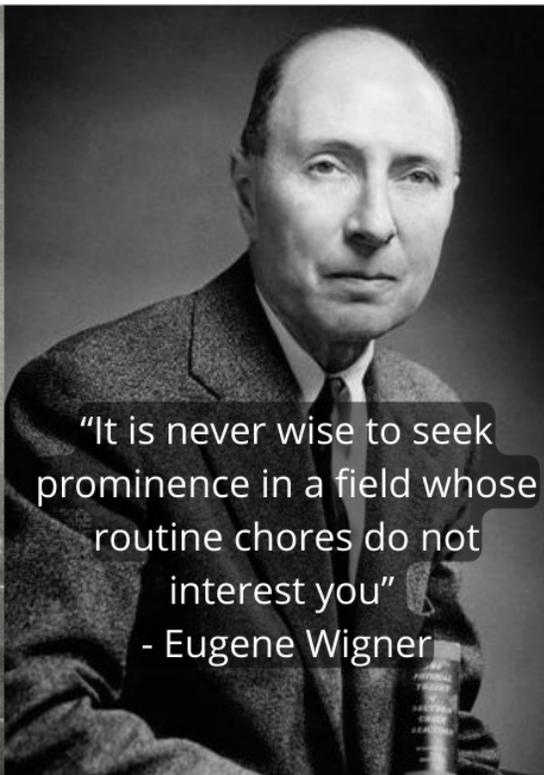
CSU offers outstanding opportunities for graduate study in basic and applied aspects of ecology. The program seeks to promote, through formal and informal activities, interaction among students and faculty members across campus and ecologists from many federal and state agencies in the Fort Collins area.

BEING A SUCCESSFUL GDPE GRADUATE STUDENT AND PROFESSIONAL



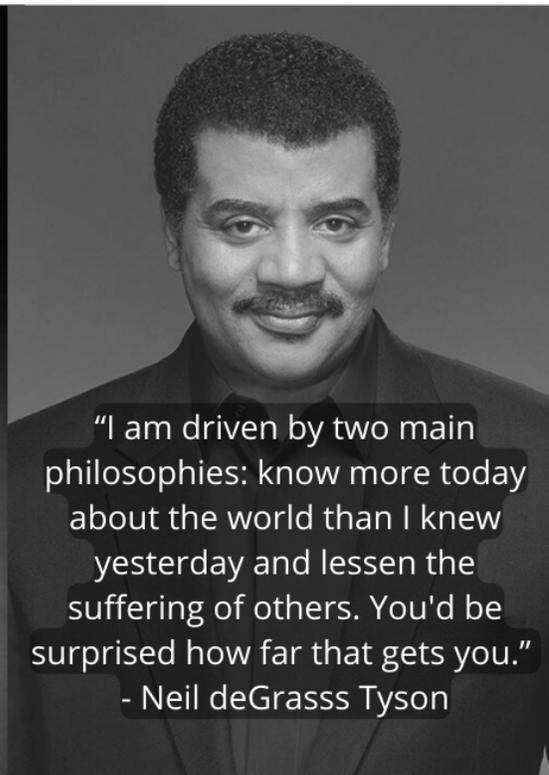
"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."

- Marie Curie



"It is never wise to seek prominence in a field whose routine chores do not interest you"

- Eugene Wigner



"I am driven by two main philosophies: know more today about the world than I knew yesterday and lessen the suffering of others. You'd be surprised how far that gets you."

- Neil deGrass Tyson

Adapted from J. C. Schultz (Penn State University) with edits from A.K. Knapp, C. Webb, and R.A. Hufbauer (Colorado State University)

ADVICE AND PROFESSIONAL SUGGESTIONS

- Set realistic goals and have the self-discipline to enforce internal deadlines.
- Be task-oriented rather than time-oriented (research is a long-term endeavor).
- Become a “science nerd” by scanning current articles, periodicals, etc.
- Know the relevant old literature, too. It will help you understand the context for new ideas and give proper credit in citations.
- Understand that it is scholarship and not credit hours and or hard work that earns one a degree. Scholarship should be published in the peer-reviewed literature.
- Plan your research in detail chapter by chapter early in your graduate career. Provide a written proposal to your advisor and committee as early as possible. Make sure it is hypothesis driven. For any research project, sketch the graphs and tables you will produce before you make any measurements. If you know what will be on the x and y axes, you will know what experiments to set up and what to measure.
- Justify your research scientifically in broad terms. Don’t rely on the phrase “because it hasn’t been done before.” A good starting place is, “An important question in ___ is ___.” The first blank can be your subdiscipline (evolutionary ecology, ecosystem ecology) or broad topic (e.g. climate change, predator-prey dynamics). Write this phrase out before you start your project!
- Analyze and graph data as you are collecting it or at least as soon as possible. This will provide you positive feedback for your efforts as well as guide you in mid-experiment adjustments. Don’t collect a massive amount of data in the summer and then start analyzing in the winter after it’s too late to adjust things.
- During the field season, your life is like that of a farmer, you have nothing to show for your time till the crop is harvested. Everyone needs work-life balance, so investigate
- Publish lots of papers! Long and short, in top journals and regional journals, as first author and as 2nd-20th author. Published papers are the main currency of research degrees in the sciences, for most jobs in and out of academia. Quality is very important, but quantity is also important.
- How many is “lots”? Two first-authored publications for your MS, with 1-2 others where you are the secondary author. Three to four first-authored publications for your PhD, with about as many others where you are the secondary author. Those numbers may seem high, but they are worthwhile goals to shoot for.

- Once you start publishing, try to publish every year. This shows a consistent ability to be productive. It requires long-term planning as it takes 6 months to a year for a journal to publish your work after it is accepted (and the process of review and revision can be
- Find out what the other important currency for your chosen career path is outside of publications and deliberately pursue it. For example, in the National Park Service, doing research at a National Park is crucial.
- Be strategic and persistent. The kinds of jobs we can get with a research degree are really appealing to many people and being strategic and persistent pay off in finding a good position.
- Present at the Ecology Society of America (ESA) conference or another relevant conference often. Posters are fine for preliminary work, but when you have a good story to tell, give talks! This is how people learn about you, and how you get jobs.
- Give enthusiastic talks! When you prepare for any oral presentations, practice it in front of a friendly audience enough in advance that you have time to thoroughly revise it. Revise it, then practice it! It should be timed and polished before you leave for the meeting. Do not read your talk. Giving a bad talk will undo years of reputation-building doing good science. People remember two types of talks: really good ones, and truly bad ones.
- Be an ambassador of GDPE and CSU. The value of your degree will increase if the reputation of your school is enhanced. When at national meetings or when visiting with other grad students or scientists, promote the positives about CSU and Fort Collins.
- Be an ambassador of your research. Don't apologize for issues with your data or your study!!! Everyone's research has problems and rough spots. Don't ever lie about your data or your study, but marketing is important. If you want to sell a car, you neither hide nor emphasize that the tires are worn, you do point out that the engine has low miles! Learn to do this and it will help you publish and get your research funded.

NEW STUDENTS

THINGS TO DO RIGHT AWAY:

Get your CSU eID – your CSU electronic identity

Go to the eID webpage: <https://eid.colostate.edu/> and follow the directions found there. For help call the eID Help Desk at 970-491-7276.

Get your CSU RamCard – your CSU identity card



Go to the Ramcard webpage: <http://housing.colostate.edu/get-a-ramcard> and follow the directions found there. For help contact the RamCard Office at 970-491-2344 or by email at ramcard@colostate.edu. Ramcards are used to check out library resources, can be charged with funds for use at dining facilities and elsewhere on campus, and to ride TransFort busses for free.

Register for Classes

Go to RAMweb: <https://ramweb.colostate.edu/> and click “Log in to RAMweb” to register. For help contact the Registrar’s Office at 970-491-4860; registrarsoffice@colostate.edu

Establish CO Residency

Start early! Colorado residents pay significantly lower tuition than non-residents. **If a student’s out-of-state tuition is being paid by the Graduate School for their first year at CSU, it is the student’s responsibility to obtain CO residency by the time their second year starts.** Note that it takes a full year to establish residency. The GDPE and advisors may not remind the student, and the assistantship will not cover the additional expense of out-of-state tuition during the second year. For help contact the Office of Financial Aid at 970-491-6321; <http://sfs.colostate.edu/residency>.

Update Contact Information

Go to RAMweb (<https://ramweb.colostate.edu/>) to update mailing address, telephone number, and email address associated with your eID. This information is your primary contact information and may be used to contact you about registration, program events, etc.

Gain Campus Computer Access

Contact your advising department's IT Coordinator to register your computer and gain access to advising department networks, drives, printers, software, and other resources.

Obtain Keys

Graduate students are usually issued keys to their offices, buildings, and labs. Ask your advising department Program Coordinator how to request keys. You must have your advising department's approval. It can take up to two weeks to receive keys depending on demand.

Obtain a Mailbox

Graduate student mailboxes are provided by your advising department. Ask your advising department Program Coordinator where the graduate student mailboxes are located. Mail is distributed and picked up daily. On-campus mail does not require postage and usually takes three days to reach its destination. Off-campus mail requires an account number and Postage Accounting form (found here: <http://cr.colostate.edu/index.html>). Ask the GDPE Program Coordinator, your advisor, or your advising department Program Coordinator for more information about accounting and processing off-campus mail. Be sure to use your advising department delivery code for your campus address. Using the GDPE delivery code will delay your mail.

SIGN UP FOR LISTSERVS AND SOCIAL MEDIA

GDPE Listservs

GDPE has multiple listservs for academic, program, and job announcements: GDPE students, GDPE faculty, and GDPE general announcements. Graduate students are added to the GDPE students' listserv when they join the program. Please email the GDPE Program Coordinator at ecology@colostate.edu if you have any program, academic, or job information you wish to disseminate. These are collated weekly and sent out in the GDPE Weekly Digest. You can also contact the GDPE Program Coordinator if you would like your email taken off the list or updated.

Social Listserv

For non-program, non-academic, political, housing, and social information, sign up at https://lists.colostate.edu/cgi-bin/mailman/listinfo/gdpe_social. After your enrollment has been approved, you do not need permission to send an email, just be respectful of the number of emails people receive when considering if you want to send one.

Twitter

GDPE uses Twitter from the account [@CSU_Ecology](#). Follow us for up to date information.

LinkedIn

Email ecology@colostate.edu with your LinkedIn information to start getting connected.

YouTube

Subscribe to our YouTube channel [CSU Ecology](#) to stay up to stay tuned to all our great content.

RESOURCES AND FACILITIES

Fort Collins, CO is located at the junction of the western edge of the Great Plains and the foothills of the eastern slope of the Rocky Mountains. A wide variety of research sites are readily accessible. Nearby major habitat types include: shortgrass and mixed-grass prairies, sagebrush plains, mountain meadows, forests, lakes, streams, southwestern deserts, alpine tundra, and a wide range of irrigated and dryland agroecosystems.

CSU is rich in research laboratories and support services. The Natural Resource Ecology Laboratory (NREL) is an international center for ecosystem analysis. Both the University Insect Collection and the Herbarium contain large reference collections. The Central Animal Care Facility has conventional and restricted containment facilities, as well as controlled environments, surgical facilities, and animal transport capabilities. Computing facilities at CSU are fully networked, offering access from personal computers/laptops to supercomputers. The Statistics Laboratory provides consultation for all statistical software supported by the Computer Center. The university also operates several microcomputer laboratories in colleges and departments across campus. GDPE students are usually authorized to use the computing facilities of their advising department.

CSU maintains a number of field sites. The Semi-arid Grassland Research Center is located on the Central Plains Experimental Range (CPER) in northeastern Colorado. Experiments have been conducted on the CPER since 1938, and the CSU Field Station has been in existence since the 1960s. The research conducted at the CSU Field Station is recognized worldwide as one of the most important sources of new ideas and important results in grassland ecology and management. The Colorado State Forest Service manages the 29,000 ha state forest located 130 km west of Fort Collins and the State Forest Service Nursery at the Colorado State Foothills Campus. The Agronomy Research Center provides over 80 ha of farmland. The Experiment Station maintains nine Agricultural Research Centers located throughout Colorado and Nebraska for research on agronomic and horticultural crops, land management, range ecology, and livestock production. The CSU Mountain Campus is located 90 km northwest of Fort Collins adjacent to the Roosevelt National Forest and Rocky Mountain National Park. Facilities include laboratories, classrooms, cabins, dining hall, and a conference center. The Maxwell Range, a 4,850 ha tract 30 km north of Fort Collins, is ideal for range ecology research.

Many federal and state lands are readily accessible and used extensively by GDPE students and faculty. Nearby Rocky Mountain National Park not only provides a vast recreation resource for the public, but also provides designated natural areas for research purposes. Located on the west side of the Continental Divide is the United States Forest Service (USFS) Fraser Experimental Forest, primarily subalpine habitat permanently maintained for basic and applied research in the areas of timber, watershed, and wildlife management. The USFS also maintains the Manitou Experimental Forest (primarily ponderosa-bunchgrass) near Colorado Springs, CO. Other federal land units in the area include the Arapaho and Roosevelt National Forest, which contains over 500,000 ha of mountain forest

and rangeland between Denver, CO and Wyoming. Colorado Division of Parks and Outdoor Recreation, through its Northern Regional Office in Fort Collins, administers six state parks (34,000 ha) that provide valuable wildlife and recreation-related research. Several nearby federal and state agencies have traditionally maintained cooperative research ties with CSU. These include the US Department of Agriculture (USDA): Agricultural Research Service, Economic Research Service, and Forest Service; US Department of the Interior: National Biological Survey, Cooperative Wildlife and Fishery Units, and the National Park Service; the Centers for Disease Control, Colorado Parks and Wildlife; and the Colorado State Forest Service.

GENERAL PROGRAM EXPECTATIONS

Although graduate study is often flexible, GDPE and the advisor expect students to make steady progress towards their degrees. The following general guidelines reflect milestones of good progress as students complete their graduate program.

If a graduate committee finds that a student is not consistently making progress toward their degree, and that satisfactory progress cannot be anticipated, the committee will create a plan for the student to follow to complete the degree. The plan will include benchmarks for reasonable progress with specific deadlines agreed upon by the committee and student. Failure of a student to follow the plan may result in the committee's recommendation for dismissal of the student. This is a general CSU graduate school policy and is detailed [here](#).

MS DEGREE

Find the [GDPE MS Degree Curriculum in the CSU general catalog](#)

- Ecology Required Courses: Minimum 6 credits
- Ecology Fundamentals Courses: Minimum of 6 credits
- Ecology Tools Courses: Minimum of 3 credits
- Additional Electives, Independent Study, Research, and Dissertation: Minimum 15 credits

TOTAL: Minimum 30 credits

Semester 1

- Develop coursework plan with advisor
- Discuss potential graduate committee members
- Plan for thesis project
- Review thesis topic literature

Semester 2

- Select graduate committee members
- Prepare research proposal
- Hold committee meeting to approve research study plan
- Submit GS6 form to your advisor and the GDPE Assistant Director for review and approval (if not done by the 3rd semester, you will not be able to register in semester 4)
- Initiate research and data collection

Semester 3

- Perform data analyses

- Draft manuscript(s) for journal submission

Semester 4

- Complete research
 - Write and defend thesis
 - Submit manuscript(s) for publication
-

PHD DEGREE

Find the [GDPE PhD Degree Curriculum in the CSU general catalog](#)

- Ecology Required Courses: Minimum 8 credits
 - Ecology Fundamentals Courses: Minimum of 6 credits
 - Ecology Tools Courses: Minimum of 3 credits
 - Additional Electives, Independent Study, Research, and Dissertation: Minimum 55 credits
- TOTAL: minimum 72 credits***

Semester 1

- Develop coursework plan with advisor
- Discuss potential graduate committee members
- Plan for dissertation project
- Review dissertation topic literature

Semester 2

- Select graduate committee members
- Prepare research proposal
- Hold committee meeting to approve research and study plan
- Complete GS6 and get GDPE and Graduate School approval (if not done by the 3rd semester, you will not be able to register in semester 4)

Semester 3

- Perform research activities and data analysis

Semester 4

- Present to-date research results at a professional meeting

Semester 5

- Take written and oral comprehensive preliminary examination (prelims)

Semester 6

- Perform data analysis
- Begin to write dissertation and draft manuscript for journal submission
- Present to-date research results at a professional meeting

Semester 7+

- Complete research
- Complete dissertation and defend
- Submit manuscript for publication
- Present research results at a professional meeting

HUMAN-ENVIRONMENT INTERACTIONS (HEI) SPECIALIZATION

Doctoral students in GDPE may choose to apply for the HEI specialization. This is a modified version of the standard GDPE curriculum with a special emphasis on social and environmental sciences coursework. This provides students with a more robust academic background in the field of Human-Environment Interactions.

Find the [GDPE PhD Degree Curriculum with HEI Specialization in the CSU general catalog](#).

- Ecology Required Courses: Minimum 11 credits
- Ecology Fundamentals Courses: Minimum of 6 credits
- HEI Fundamentals Courses: Minimum of 3 credits
- Quantitative Ecology Tools Courses: Minimum of 3 credits
- Qualitative HEI Tools Courses: Minimum of 3 credits
- Additional Electives, Independent Study, Research, and Dissertation: Minimum 46 credits

TOTAL: minimum 72 credits

GETTING AN ADVANCED DEGREE

ADMISSION

Graduate student advising requires substantial commitments of faculty time and effort, so admission into the program is limited. We enroll about twenty students each year, from a pool of over one-hundred applicants.

Admission requirements include:

- Bachelor's degree in any of the agricultural, anthropological, biological, biochemical, mathematical, or physical sciences from an accredited college or university
- Minimum undergraduate GPA of **3.0**.
- Statement of purpose that speaks to your background and experience
- Official transcripts
- 3 letters of recommendation

All the above are used to make a decision about admissions into the program.

The Graduate Record Examination (GRE) is not required.

More information can be found on the GDPE Prospective Students Getting Started webpage:

<https://ecology.colostate.edu/apply/>

An applicant is only accepted into GDPE if they meet the minimum criteria and are accepted by a member of the GDPE advising faculty. Hereafter, in the document, this person is referred to simply as the advisor. Applicants are required to correspond directly with prospective advisors before and during the application process.

Completed applications are reviewed by a GDPE Committee. The committee identifies potentially acceptable applicants and notifies GDPE faculty. Final acceptance into GDPE is based on acceptance as an advisee by a member of the GDPE advising faculty.

EXPECTATIONS FOR THE ADVISOR/STUDENT RELATIONSHIP

Advisor Responsibilities

- Communicate clearly to the student what the funding situation, expectations, and philosophy are with regard to program goals and benchmarks signifying adequate progress. This should be done early in the student's program. Conduct an open discussion about publications, authorship, reports, applying for grants to help support research, and fellowships to cover stipends.
- Work with the student to identify a thesis/dissertation topic that matches the student's interests and builds upon their strengths. When a student is brought on with grant funding, the research may be fairly well defined by the funded grant proposal.
- Work with the student to develop a program of study (coursework outlined in the GS6 form) complementary to their research.
- Help the student navigate the requirements for a degree from GDPE, including; forming a committee, writing a research prospectus, and scheduling required meetings and exams.
- Guide the student through the process of obtaining necessary research permits and assist with research logistics as necessary.
- Encourage students to make presentations about their research often, locally, and at scientific conferences; support them as much as possible but also encourage students to seek additional funding opportunities for attending conferences; provide guidance on how to make effective scientific presentations either individually or in a group (lab) setting.
- Work with the student to improve their scientific writing and enhance their communication skills overall.
- Help students publish their work in appropriate peer-reviewed journals.
- Help establish connections with other scientists who might be useful in the student's research and future career prospects.
- Provide help and instruction when the student hits roadblocks, whether in research, coursework, university processes, committee selection, etc.
- Be willing to serve as a reference for the student for years down the road.

Student Responsibilities

- Be available and responsive to requests from your advisor. Communicate regularly on progress and problems.
- Be independent and self-motivated in research and take personal responsibility for learning.
- Ask for help when needed.
- Meet deadlines and accomplish goals established by your advisor.
- Manage time wisely to maximize completion of a degree in a timely manner.

- Represent your advising department, your advisor and GDPE in a professional manner.
 - Develop a research proposal that will allow for eventual publication of results.
 - Be an active member of your advisor's lab, your advising department, and GDPE.
 - Collaborate with and help other students.
 - Network with other faculty and other students within the university and at professional meetings. Attend and present research at these meetings.
 - Be aware of funding opportunities: investigate and apply for additional funding sources for research projects, fees, and tuition.
 - Be aware of and take responsibility for advising department, GDPE, and university policies; requirements; deadlines; and timelines. Be aware that since you are obtaining a degree in Ecology, you need Ecology administration signatures on your paperwork.
 - Read the GDPE Weekly Digest that comes in your email in order to be up-to-date on GDPE happenings, policy changes, defense talks, etc. Consider following GDPE on Twitter @CSU_Ecology for additional reminders, announcements, and information.
 - Graduate and be successful!
-

GRADUATE COMMITTEE

The purpose of a degree committee is to make available to the student a broad range of knowledge and expertise. The committee provides general advising to the student and assists in planning the major elements of the academic program. The committee also evaluates student progress throughout the graduate program. The committee may provide assessments at various stages and it administers the [PhD preliminary](#) and [MS/PhD final examinations](#). The committee is not responsible for reminding students of published deadlines, nor for monitoring procedural details. The student needs to work with GDPE and their advisor and monitor Graduate School deadlines.

Students should begin discussing the formation of their graduate committee as early as possible. Formal selection of the graduate committee must occur before the student registers for their fourth regular semester, or the student will be prevented from registering by the Graduate School.

Along with the GDPE and advisor guidance, the following are specifically required of GDPE graduate Committees:

- The primary advisor must be a member of the GDPE advising faculty and have advising privileges in a CSU academic department. Criteria for advising eligibility may vary among departments.
- Co-advisors must also be GDPE faculty members.

- All members of the committee must maintain a current appointment with CSU in order to serve as a voting member of the committee. Scientists without an appointment at CSU may contribute to a committee but are not allowed to be voting members.
- The GDPE Director serves as an ex officio member of all graduate committees.
- Graduate committees for MS students in GDPE consist of at least three members, two of whom must be on the GDPE faculty. Graduate committees of PhD students will have at least one additional GDPE faculty member, making a total of four faculty members on a PhD committee.
- The outside committee person may or may not be a member of the GDPE faculty but must be from outside the department of the major advisor. The outside committee member represents the Graduate School, ensuring that CSU's expectations are met and that the student's needs are being met by GDPE. For these reasons, the outside member may not hold an affiliate or temporary appointment only. If the primary advisor holds a joint appointment in two departments, the outside member must represent a third department.
- The student, major advisor, and other committee members collaborate to develop a program of study (logistically, this entails agreeing upon coursework and submitting a [GS6 form](#)) and together are responsible for monitoring the progress toward completion. Each graduate committee is also responsible for determining whether satisfactory progress is being made toward completion of the degree according to CSU and GDPE requirements.
- GDPE students often would like scientists without a CSU appointment to be on their committees. Students should work with their advisor to gain affiliate status for the scientist in their advising department. Once the scientist has affiliate status in an advising department, they may apply for GDPE faculty affiliate status (<http://www.ecology.colostate.edu/faculty-affiliation.aspx>), which will allow them to serve on committees. Such applications must be approved by the GDPE Executive Committee, which meets approximately monthly during the academic year.

If you have questions about committee composition, contact the GDPE Assistant Director or the advisor.

COURSEWORK & REGISTRATION REQUIREMENTS

Graduate School Forms & Instructions: <http://graduateschool.colostate.edu/policies-and-procedures/forms/>

Graduate School Deadlines: <http://graduateschool.colostate.edu/policies-and-procedures/deadline-dates/>

Graduate School Path to Degree: <http://graduateschool.colostate.edu/for-current-students/completing-your-degree/>

First Year Coursework

All GDPE graduate students should take ECOL 505, Foundations of Ecology, during their first fall semester. ECOL 693, Research Seminar, should be taken their first spring semester, or the second spring semester at the latest. It is also useful to take statistics courses (e.g.; STATS 511 and 512) during the first year. Students should discuss which statistics and other quantitative courses are most appropriate with their advisor.

Full-time Graduate Student Credits

Graduate students must be registered for 9 credits or more during fall and spring semesters, or 5 credits or more during summer semester, to be considered a full-time student. Students enrolled in half-time (5 or 6 credits) or more participate in CSU's Health Care program.

Graduate Teaching Assistantship (GTA) and Graduate Research Assistantship (GRA) Credit Requirement

Graduate Teaching Assistantships (GTAs) and Graduate Research Assistantships (GRAs) can only be awarded to students enrolled in at least one on-campus credit during the spring and fall semesters. Continuous Registration (CR, see below) is NOT acceptable to meet the minimum enrollment requirement for a GTA or GRA.

Independent Study, Research, Thesis, and Dissertation Credits

Independent Study (ECOL 695), Research (ECOL 698), Thesis (ECOL 699), and Dissertation (ECOL 799) registration is for non-regular defined, variable-credit courses. Credit hours are determined using a base rate of 48 hours of student effort per credit hour over a 16-week semester. The total number of hours are divided by 48 and the result quotient (rounded to a whole number) will be the number of credits to be used. Speak with your advisor to determine how many research credits should be registered for. Your advisor will assign a grade at the end of the term, which is often done on a S/U (satisfactory/unsatisfactory) basis.

Continuous Registration (CR)

All students admitted to a graduate degree program at CSU are required to be continuously enrolled in their degree programs in fall and spring semesters. Thus, if coursework and research are essentially completed, and a student is working on their thesis or dissertation, they are required to register for at least one credit. This can be done by registering for one credit of coursework or research or through Continuous Registration (CR). Students registering with CR will be assessed a fee for each semester of CR registration. Students enrolled with CR in any term are not considered enrolled full time for the purposes of financial aid, Visas, employment, etc. To receive full privileges for the summer semester,

students must be enrolled either in the summer or the following fall semester. This policy applies from the first enrollment semester through the graduation term. Students should contact their advisor if they do not plan to register.

RESEARCH PROPOSAL

Purpose: Your proposal provides you and your committee with a concrete plan of your research, with a goal of making an original scientific contribution to your chosen field – ecology! The written document and committee meeting to discuss it are a great way to get feedback from your committee on your science. You should expect to revise following feedback from your committee. Writing your proposal will help clarify your thoughts, understand and justify the importance of your work, and show how it contributes to existing bodies of knowledge. It also helps you to map out a logistically and financially feasible research plan that can be completed in an acceptable amount of time.

Different subdisciplines of ecology and the different advising departments who participate in GDPE have different cultures surrounding proposals. There are many approaches, and what follows are suggested guidelines for two possibilities. You should ask your advisor and your committee about their specific expectations.

Timing: Ideally this will be written in your first year whether you are an MS or PhD student, so that you can get feedback from your committee before embarking upon your research.

Approach 1. National Science Foundation format

(15 pages, single spaced, excluding references for a PhD proposal, approx. 10 pages for an MS proposal)

This approach provides a good introduction to grant writing, and the page limit encourages concision. NSF says, the proposal “should provide a clear statement of the work to be undertaken and must include the objectives for the period of the proposed work and expected significance; the relationship of this work to the present state of knowledge in the field, as well as to work in progress by the PI under other support.” There are many ways to break down these 15 pages. We recommend that the proposal include the following 4 main components plus references.

1. Introduction including specific aims
2. Conceptual framework
3. Preliminary research
4. Research approach

1) Introduction. This section provides a brief description of the broad importance of the proposed topic to the field, and highlights the theoretical or conceptual underpinnings, and the gaps in knowledge or understanding that you plan to address. NSF says, "Proposers should address what they want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful." The specific questions or objectives should be provided. A single page is recommended, with the specific objectives outlined at the end of that page.

2) Conceptual framework. This section should expand upon the introduction and conceptual underpinnings of the work and provide more detail on exactly what you want to address and why it is important. A review of the current literature is worked into this section. However, your goal should be to convince your readers of the importance of the problem you are addressing, you should not simply write a synopsis of what is known about your general topic.

3) Preliminary research. This section does not review the broader literature, but rather your own findings, or findings from your lab, that support your proposed work. For a thesis or dissertation proposal, this section may be short or absent.

4) Research approach. NSF says, this "should outline the general plan of work, including the broad design of activities to be undertaken, and, where appropriate, provide a clear description of experimental methods and procedures." A good way to organize this section is by repeating the objectives or aims on page 1 and filling out the details of how they will be achieved, including how data will be analyzed and interpreted. This should include a timeline.

Approach 2. Chapter format

This approach breaks up your thesis or dissertation into the chapters you anticipate writing, which themselves would form the foundations of the publications you anticipate writing. This approach is more suitable than the NSF format if your planned chapters are more independent of each other conceptually. Even if they are part of a larger whole, this approach can help you with later publication. PhD proposals generally have 3-5 chapters, and MS proposals generally have 1-3 proposed chapters. Each proposed chapter should have 3 main components in addition to references (your advisor and committee members may prefer a slightly different breakdown), which themselves may be divided into subsections. The proposal for each chapter should be 2-5 pages, single spaced.

1. Introduction
2. Methods
3. Expected results

1) Introduction. As above, this section provides a brief description of the broad importance of the proposed topic to the field, and highlights the theoretical or conceptual underpinnings, and the gaps in knowledge or understanding that you plan to address. Thus, a review of the literature is integrated into this section, but like noted above, you should focus on the importance of your problem rather than a

synopsis of what is known about your topic. Provide your specific questions or objectives in your introduction. Hypotheses and predictions can go here, as well.

2) Methods. This is comparable to the research approach above, but typically focused on a narrower set of objectives, as this is chapter by chapter. Provide enough detail on the methods, including a timeline, that your committee will be able to advise you. Be sure to include how you will analyze and interpret the data.

3) Expected results. Describe expected research findings, including specific alternative outcomes. Presenting your expected outcomes graphically is most useful.

PRELIMINARY EXAMS

The PhD preliminary examination (prelim) aims to help students read both deeply and broadly, and to practice talking to a group of experts (your committee) about the field. It is used to evaluate student knowledge in their discipline prior to them progressing to a phase of the program that is focused primarily on research. Performance on the prelim is based on the student's depth of knowledge in a particular area of ecology and closely related areas, the breadth of knowledge of other areas of ecology and relevant disciplines, and ability to communicate that knowledge.

In general, it is important to know that we (your advisor, your committee members, the GDPE staff) want you to succeed, and want to help you succeed. Often the questions students are asked reach the boundaries of their knowledge, and that is OK. It simply indicates areas that would be fruitful to focus future reading on. General prelim requirements and procedures can be found in the Graduate & Professional Bulletin [here](#), including the opportunity to retake the exam in the rare case that a student does not pass, if agreed upon by the committee and the student.

Written portion. The written portion is typically done in one of two ways. (1) Each committee member provides questions to be answered in a single day, and so this takes place over 4-5 days. (2) The student prepares a research proposal, often following NSF grant guidelines. This can focus on the student's planned research or can be on another agreed-upon topic. Discuss with your advisor and committee how the written portion will be structured.

Oral portion. The oral exam follows the written exam, typically within 10 days. The period between the written and oral portions allows faculty members time to read the responses, and the student time to rest up. The form and focus of prelims are determined by the student's graduate committee, and this information should be discussed well in advance of the scheduled exam date. Often the oral portion follows up directly on the topics covered in the written portion.

Suggested best practices for students. We strongly recommend that students talk directly with their advisor and committee members about their expectations, and to develop lists of readings and topics together. Ask your committee members about how they provide their written questions. For example, Will their written questions be open- or closed-book? How much time is allowed? Will they provide feedback right after receiving the responses? Ideally none of these things should come as a surprise, and if you ask, you'll know.

Suggested best practices for faculty members. The main goal of the preliminary exam is to guide students through reading broadly and deeply, and to give them practice talking to a group of experts. For students, the risk of failure and potentially being kicked out of the program looms large, and this stress does not enhance learning. To make the experience productive but not too stressful, please be as clear and communicative with your students as possible. Provide detailed reading lists and questions or topics. The literature is vast, and guidelines will help students learn. Also, please provide students with feedback as soon as possible after the written portion, as silence between the written and oral portions heightens stress for students considerably.

Historically (and still today in some types of programs), more students were accepted into a program than might be able to stay, and prelims were an exit point. Today, and specifically in GDPE, we only accept students into the program because we expect them to succeed, and because we are prepared to help them learn and grow and succeed as scientists. The prelim is not seen as a way to dismiss students, but as an opportunity for deep and broad reading and learning.

PHD CANDIDACY

Doctoral students at CSU are considered to have advanced to “candidacy” for their degree upon passage of the preliminary examination (prelim).

Candidates generally retain the status through the completion of the degree; however, candidacy is lost if:

- the student is placed on probation due to insufficient grade point average
- the student’s graduate advisory committee determines that insufficient progress is being made toward the degree; or
- the student is dismissed for academic or disciplinary reasons.

Students who lose candidacy may regain it, when appropriate, through the established procedures for improving grade point average, demonstrating satisfactory progress, or achieving re-admission.

STUDENT RESEARCH RIGHTS AND RESPONSIBILITIES

Publication and Data

Early in the development of the research activities of a student's graduate program, a discussion of publication and data accessibility should be undertaken between students and their advisors to clarify roles, responsibility, and authorship. Generally, creative input, and contributions to the research and writing lead to some level of authorship. First or lead authorship often is earned by those contributions, in addition to writing the initial draft.

Expectations should be discussed early, and clearly communicated and understood by all involved. These expectations should be reviewed and modified as needed during the course of the graduate work with the advisor and the research team associated with the effort.

Students conducting research may need to work with the Research Integrity and Compliance Review Office to ensure that research is conducted ethically and in accordance with applicable regulations and guidelines, especially if working with vertebrates. If the research involves animal subjects, human participants, biohazardous agents, or controlled substances, the research proposal will need to undergo a review process prior to any collection of data.

CSU Research Integrity & Compliance Review: 970-491-1553;

<https://www.research.colostate.edu/ricro/>

Data Ownership

Ownership of data can be a complex legal question, and the student should not assume any exclusive ownership of data that is generated during MS or PhD research activities. The advisor and student should have an open discussion about data ownership in order to avoid misconceptions and misunderstandings that may arise.

Intellectual Ownership

Ideas derived from seminar discussions or lab meeting should be treated as shared intellectual property between the students and faculty member(s) involved. Graduate students have the right to collaborate with faculty mentors other than their major advisor to develop original research and work toward independent scholarship; however, the student should inform the advisor of any such collaborations so that conflicts of interest can be avoided and/or addressed.

Academic Honesty

CSU does not tolerate plagiarism, whether it is intentional or accidental. Unintentional plagiarism usually occurs because the writer's understanding of plagiarism is not complete, or because the writer

lacks a systematic and efficient way to collect and keep track of information that comes from different sources. There is a helpful self-test for your understanding of plagiarism at <https://tilt.colostate.edu/Integrity/StudentResources/Quiz>. There are many bibliography programs available (e.g.; EndNote, ProCite, Mendeley, and Pages) that help writers keep track of information and make it easier to cite sources and create bibliographies and give credit to others.

Common Authorship Mistakes website:

http://ori.hhs.gov/education/products/niu_authorship/mistakes/index.htm

"Self-plagiarism case prompts calls for agencies to tighten rules" Nature article:

<http://www.nature.com/news/2010/101208/full/468745a.html>

"Plagiarism in Grant Proposals" The Chronicle of Higher Education article:

<http://chronicle.com/article/Plagiarism-in-Grant-Proposals/136161>

FINAL EXAMINATION (DEFENSE)

MS Degree Exam

The final exam for the MS degree includes a formal oral presentation of research findings and then an oral exam. The presentation is typically 30-40 minutes, followed by 10-20 minutes of open questions from the audience. The exam often follows directly after the presentation but can be held on different day. In the exam, the graduate committee continues to ask general and specific questions of the student, and to discuss the research, publication and career goals with the student for a period of 1-3 hours. The seminar and exam are open to all faculty, students, and the academic community and will be advertised by the GDPE Program Coordinator.

PhD Degree Exam

The final exam includes a formal oral presentation of research findings, which is typically 40-50 minutes in length, with a period of open questions afterwards. Following open questions, the graduate committee continues to discuss with the student for 1-3 hours. The exam typically follows directly after the defense seminar, but can be held at a later date. The seminar and exam are open to all faculty, students, and the academic community and will be advertised by the GDPE Program Coordinator.

DEFENSE SEMINAR ANNOUNCEMENTS

For all programs, students are responsible for emailing the GDPE Program Coordinator the information of their defense seminar three weeks before it is scheduled. The Program Coordinator will post the

defense seminar information on the GDPE website, submit it for the CSU University Calendar, and send it to the GDPE listservs in the Weekly Digest.

Email the GDPE Program Coordinator the 1st slide of your presentation as a jpeg 3 weeks prior to your seminar. If you are using zoom in your defense, please send that link separately from your jpeg.

Your slide must include:

1. Title
2. Author (you)
3. Advisor(s) name(s)
4. [GDPE logo](#)
5. Date
6. Time
7. Location with building and room number

FORMS

Here, we provide a brief description of the important forms you may need during your graduate study.

The Graduate School Office is responsible for final approval of all forms for your degree.

Graduate School forms and instructions: <https://graduateschool.colostate.edu/forms/>

Graduate School Deadlines: <https://graduateschool.colostate.edu/deadline-dates/>

Program of Study Form (GS6)

The Program of Study is a document which must list all the required courses (taken and planned) to achieve your degree. The Program of Study must be filed with the Graduate School before the time of the fourth regular semester registration – this occurs in the third semester. Students who fail to meet this requirement may be denied subsequent registration. This form must be submitted to the Graduate School prior to applying for graduation. Coordinate with the GDPE Academic Advisor to get this form signed.

GDPE Program of Study Supplemental Form (GS6 GDPE Suppl)

The GDPE Program of Study Supplemental is a document which ensures that your planned classes fulfill GDPE and Graduate School coursework requirements for your degree. This is the only form not on the Graduate School forms page, but instead on the GDPE webpage.

GS6 GDPE Supplemental-MS and PhD forms: <https://ecology.colostate.edu/ecol-courses-forms/>

The GS6 GDPE Supplemental form must be reviewed and approved by the GDPE Assistant Director prior to submission of the final GS6 to the Graduate School.

Petition for Committee Member Changes (GS9A)

This form is used to make changes to a student's committee after the GS6 Program of Study has been approved by the Graduate School. A student's committee must be up-to-date at the time of the preliminary examination (PhD student's only), final exam/defense, and thesis/dissertation submission. Coordinate with the GDPE Assistant Director to get this form signed.

Report of Preliminary Examination for the PhD Degree (GS16)

A preliminary examination shall be administered at least two terms before the final examination/defense to determine whether the student is qualified to continue toward a doctorate. The completed and signed form must be submitted to the Graduate School Office within two working days after the results of the examination are known. Coordinate with the GDPE Program Coordinator to obtain the GDPE Director's signature.

Report of Final Examination Results (GS24)

All PhD students and MS students are required to complete and pass a final examination/defense. The examination must be held by the published deadline of the student's graduating term. The completed and signed form must be submitted to the Graduate School Office within two working days of the examination.

Application for Graduation or Reapplication for Graduation (GS25)

A student must apply or reapply to graduate by the published deadline of the student's graduating term. A student applying to graduate will start the process using the "Apply or Reapply to Graduate" link in RAMweb. Coordinate with the GDPE Assistant Director to get this form signed.

Departmental Requirements Clearance (GS25B)

Departmental requirements listed in Section 4 of the GS25 Application for Graduation may be cleared by completing this form. This form must be signed and submitted to the Graduate School when these requirements have been met and by the published deadline of the student's graduating term.

To complete the GS25B:

- 1.) Complete the GDPE Exit Survey: <https://ecology.colostate.edu/student-survey/>
- 2.) Fill out the GS25B form and deliver to the GDPE Program Coordinator
 - a. Department: ECOL
 - b. Program Code: ECOL-PhD or ECOL-MS

Request for Letter of Completion (GS26)

This letter can be issued to a student who has completed all degree requirements, including the posting of grades. Letters will be issued when the degree is recorded on the student's official transcripts.

Thesis/Dissertation Submission (GS30)

This form is required of all MS and PhD students submitting a thesis or dissertation after the final thesis/dissertation has been reviewed and approved by the student's committee. The completed and signed form must be submitted to the Graduate School by the published deadline date of the student's graduating term and before the electronic submission of the thesis or dissertation.

ETD Embargo Restriction Request (GS31)

This form is required if a student wants to delay the public release of their thesis or dissertation. The completed and signed form must be submitted to the Graduate School along with the GS30 by the published deadline date of the student's graduating term and before the electronic submission of the thesis or dissertation. Please discuss with your advisor if you should request an embargo.

Graduation Clearance Response (GS52)

This form can be used by a student's advisor to indicate how to resolve course discrepancies (if applicable) that were not addressed on the student's GS25. A memo or email from the student's advisor can also be submitted to resolve these course discrepancies.

OBTAINING SIGNATURES

Department Head

All forms that require a "Department Head" signature need to be signed by the GDPE Director (see below for exceptions). To obtain the GDPE Director's signature, complete the form, sign, obtain advisor's signature, and deliver the form to the GDPE Program Coordinator. The Program Coordinator will obtain the Director's signature and deliver the form to the Graduate School.

Electronic Signatures

The Graduate School does not normally accept electronic signatures, with the exception of 1 electronic signature of a committee member who is out of town (more are allowed for exceptional circumstances like a pandemic). A scan or fax of the out-of-town committee member's signature will be accepted when accompanied with an email from said committee member stating their intent to sign the form. Please work with GDPE's Graduate Academic Advisor for guidance on ensuring successful processing of electronic signatures, as specific language may be needed in the email in some cases.

FINANCIAL ASSISTANCE

Public Financial Aid

US Department of Education website and Free Application for Federal Student Aid (FAFSA):
<http://www.ed.gov/>

Graduate Teaching Assistantships (GTAs)

Graduate Teaching Assistantships (GTAs) are awarded by advising departments. Students should contact their advisor if they are interested in being considered for a GTA. GDPE administers four one-semester GTA positions, budget permitting. In addition, GDPE funds three one-semester GTA Fellowships for senior graduate students to gain experience in our graduate courses (e.g. ECOL505, ECOL600, ECOL610). Calls for applications are sent to current GDPE students and are awarded competitively. GDPE GTAs are primarily intended to support current students and are rotated among current students. They should not be viewed as a permanent or continuing source of support.

Graduate Research Assistantships (GRAs)

Graduate Research Assistantships (GRAs) may be available through faculty member's research activities, but GDPE itself has no funds for GRAs or other research assistantships.

Student Fees

Generally, graduate students are responsible for paying their own fees even when GTAs and GRAs cover tuition.

Small Research and Travel Grants

Small research grants and small travel grants are awarded twice a year to current GDPE students on a competitive basis, budget permitting.

Other Grants

Many of our students are awarded outside fellowships or grants, including NSF Graduate Research Fellowships and USDA NIFA fellowships.

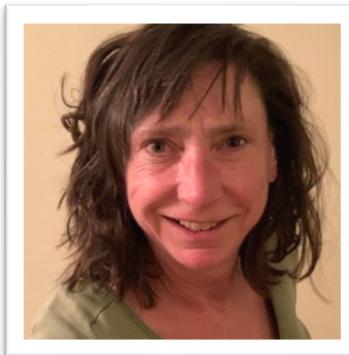
CONTACT INFORMATION



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Dawn Koschnitzki, Program Coordinator
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Graduate Degree Program in Ecology (GDPE)

Colorado State University
Fort Collins, CO 80523-1021
970-491-4373

Ecology@colostate.edu
<http://www.ecology.colostate.edu>

ACADEMIC RESOURCES

Computer Services

Computer training and support services are available in [Morgan Library](#). The Computing Help Desk provides telephone (970-491-7276), email, and walk-in assistance to students, faculty, and staff. Services include hands-on training and support for PC applications, scanning and color plotting capabilities, and computer repair (for a fee).

CSU High Performance Computing is available via Summit. To find out more about how to get an account or CSU HPC resources generally, go to <https://www.acns.colostate.edu/hpc/>

Data and Coding Workshops

Data and Donuts: <https://lib.colostate.edu/services/data-management/data-and-donuts/>

Cookies and Coding: <https://lib.colostate.edu/services/data-management/coding-cookies/>

Geospatial Centroid

The Geospatial Centroid provides information about geospatial courses at CSU and other training opportunities for on- and off-campus users, offers geospatial and cartographic support for research and other projects, organizes activities and events for the geospatial and university community, and provides access to geospatial data in coordination with other data governance efforts.

Geospatial Centroid: 970-491-2774; <https://gis.colostate.edu/>

Library Resources

Morgan Library

Morgan Library is CSU's central library. Use your RamCard to check out books and other resources.

Morgan Library Information Desk: 970-491-1841

Morgan Library Loan and Reserve Desk: 970-491-1842

Morgan Library Website: <http://lib.colostate.edu/>

Prospector Regional Interlibrary Loan

Prospector is the regional catalog that allows you to search many regional libraries at once. You can check out books through Prospector for 2 weeks.

Prospector Website: <http://prospectoradvising.coalliance.org/>

Poster Printing

Morgan Library: 970-491-1841; <https://lib.colostate.edu/technology/printing-copying/>

FastPrint: 970-491-5034; <http://fastprint.colostate.edu/>

Statistical Services

Franklin A Graybill Statistical Laboratory

The Graybill laboratory provides general statistical consulting to researchers from every college at the University. There is no charge to CSU faculty, staff, or graduate students for general consultation. They do not consult on material or assignments related to courses.

Franklin A. Graybill Statistical Laboratory: 970-491-5268; <http://www.stat.colostate.edu/statlab.html>

Writing Resources

The Writing Center at CSU is a helpful site that offers over 150 writing guides, as well as tutorials, extensive links to outside sources, and writing studio classes and coops. The site also provides a password protected space to store your writing, and the opportunity to get feedback on your writing.

CSU Writing Center: 970-491-0222; <http://writing.colostate.edu/index.cfm>

CSU Writes (<https://csuwrites.colostate.edu/>) is another excellent resource.

STUDENT SERVICES

Conflict Resolution Services

Conflict Resolution Services assist students with any issue and assists faculty and staff on matters concerning students. They provide advice and referrals to aid in problem solving, coaching, and mentoring to help people solve conflicts on their own, and mediation to facilitate conversation between willing parties who are in conflict.

Conflict Resolution Services: 970-491-7165; <https://resolutioncenter.colostate.edu/>

Disability Center

The Student Disability Center recognizes that disability reflects diverse characteristics and experiences, and is an aspect of diversity integral to society. To that end, they collaborate with students, instructors, staff, and community members to create useable, equitable, inclusive, and sustainable learning environments. Their mission is to support a campus environment that is not discriminatory based solely on the presence of a disability.

Student Disability Center: 970-491-6385; <https://disabilitycenter.colostate.edu/>

Division of Student Affairs

The Division of Student Affairs fosters a campus community that supports students in the development of their unique potential, inspiring them to be active learners, successful graduates, and engaged global citizens.

Student Affairs: 970-491-5312; <https://studentaffairs.colostate.edu/>

Health Network

The CSU Health Network is available to every student and includes both mental and physical health services.

It is the policy of CSU that all full-fee paying resident-instruction graduate students enrolled in 5 or more credits are required to enroll in the CSU student health insurance plan or to receive a waiver by demonstrating comparable health insurance. CSU does not provide insurance coverage to spouses, domestic partners, nor dependents of graduate students. This policy does not impact the current policy of the University that requires all international students, regardless of enrollment status, to demonstrate comprehensive health insurance coverage through either the University health insurance plan or a comparable plan.

CSU Health Network: 970-491-7121; <https://health.colostate.edu/>

CSU Counseling Services: 970-491-7111, available 24/7 for urgent medical health concerns; <https://health.colostate.edu/about-counseling-services/>

Legal Services

The office of Student Legal Services provides legal advice and counsel on a variety of legal issues, including: housing issues, criminal matters, family matters, consumer issues, employment matters, traffic laws, real estate, criminal records, name changes, wills, powers of attorney, and court. The following students can use the services:

- Full-fee paying students taking 5 or more credits during fall or spring semester
- Students taking at least 5 credits during any summer session
- Continuing Education and GUEST students who pay full student fees
- Intensive English Program students who have paid the special fee

Student Legal Services: 970-491-1482; <https://sls.colostate.edu/>

Lory Student Center (LSC)

The LSC houses the CSU Bookstore, a food court, the Ramskeller which serves food and alcohol, TransFort Transportation Information Kiosk, RAMtech which is the campus technology store, conference rooms, and various dining and studying seating and other services.

Lory Student Center (LSC): 970-491-6444; <http://lsc.colostate.edu/>

Colorado State University Bookstore: 800-925-7267; <http://www.bookstore.colostate.edu/advising>

RAMtech: 970-491-7625; <https://ramtech.colostate.edu/>

Off-Campus Life

Off-Campus Life provides housing and roommate information, commuting information, information about leases and mortgages, about occupancy limits, other Fort Collins residency laws, and so much more.

Off-Campus Life: 970-491-2248; <https://ocl.colostate.edu/>

Recreation: The Student Rec Center

Graduate students taking 5 or more credits have access to the Student Recreation Center. There are many group fitness classes available, and students can rent lockers for a semester or for the year. The Rec Center also hosts many intramural sports.

Student Recreation Center: 970-491-6359; <https://csurec.colostate.edu/>

SAFETY

The campus is relatively safe, but theft does occur. Personal items and university equipment have been stolen. Do not leave valuables unattended. If you have an office, lock it when you are not present. If you access buildings after hours, make sure to secure all doors you open. Be aware of your surroundings. In the winter months, transients occasionally seek shelter in university buildings and parking structures. Building occupants should contact the CSU Police Department (CSUPD) immediately if they notice any strangers in their areas.

Emergency phone: 911

CSUPD Non-Emergency Phone: 970-491-6425

CSUPD Website: <http://police.colostate.edu/>

CSU operates an emergency cell phone text messaging alert service. The service is available to all faculty, staff, and students. The program sends a text message alert to all enrolled cell phones in the event of an emergency at the university. The system is only used during a safety emergency or unexpected closing of the university, such as a snow day. CSU eID holders can register using RAMweb.

To sign up for CSU Text Messaging Alerts or Update Cell Phone Information:

- 1.) Go to [RAMweb](#)
- 2.) Login using your CSUID and password
- 3.) Click on "Records" on the right side of the page
- 4.) Click "Change My Emergency Notification Cell Phone"
- 5.) Enter your phone number

SafeWalk

If you are walking at night, Campus Service Officers can provide an escorted walk to your destination on any campus or within a 3-block radius of any CSU campus through the CSU SafeWalk program. SafeWalk is available 365 days whenever it is dark. You can call using your cell, or use any of the outdoor emergency/service phones around campus.

SafeWalk: 970-491-1155; <http://police.colostate.edu/safe-walk/>

RamRide

RamRide provides safe, nonjudgmental rides for CSU students with the goal of improving safety of the Fort Collins community.

RamRide: 970-491-3333; <http://www.ramride.colostate.edu/>

Tell Someone

Through Tell Someone, you can report anything that threatens your safety or the safety of others in the university community. Tell Someone is available to seek help for or report a concern about any CSU community member, including employees who work off campus.

Tell Someone: 970-491-1359; <https://supportandsafety.colostate.edu/tell-someone/>

TRANSPORTATION

Getting Around Campus

In addition to SafeWalk and RamRide, to get around campus it is important to know about parking, bicycling, transit, longboard, and Zipcars. These are all handled by CSU Parking & Transportation Services: 970-491-2017; <https://pts.colostate.edu/students/>

Biking on Campus

All bicycles ridden or parked on Colorado State University campuses must be registered with the CSU Police Department. A registration decal, known as the CSU bicycle license, is valid for as long as the bike is in possession of the registered owner and automatically registers your bike with the City of Fort Collins. The cost is \$10, and you can visit the website for forms and more information:

<https://police.colostate.edu/register-your-bike/>

While registering your bike, pick up a copy of the campus biking regulations. Bike regulations are enforced, tickets are given, and payment of fees are needed in order to clear graduation requirements. Pay special attention to the dismount zones posted on campus. **Vehicle traffic laws are also bicycle traffic laws!**

The City of Fort Collins offers free bicycle safety classes: 970-221-6705;

<http://www.fcgov.com/bicycling/trafficsafety.php>

Fort Collins Bus System (TransFort)

Fee-paying students ride free on TransFort, including Max Bus Rapid Transit, with their RamCard: 970-221-6620; <http://www.ridetransfort.com/>

CAMPUS ADVOCACY

Adult Learner and Veteran Services

Adult Learner and Veteran Services (ALVS) aims to support non-traditional students in their transition to CSU. ALVS provides a broad range of resources to aid in the advancement of adult and veteran students both academically and professionally.

Adult Learner and Veteran Services: 970-491-3977; <https://alvs.colostate.edu/>

Asian/Pacific American Cultural Center

The Asian Pacific American Cultural Center (APACC) provides programs and services to support the retention, graduation, and success of students. The office contributes to an inclusive campus environment by providing the resources for Asian Pacific American awareness and education.

Asian/Pacific American Cultural Center: 970-491-6154; <https://apacc.colostate.edu/>

Black/African American Cultural Center

The Black/African American Cultural Center assists students who identify as or with the Black/African American culture with their transition to CSU and throughout their academic careers by providing support and encouragement for their academic, professional, cultural, and personal development.

Black/African American Cultural Center: 970-491-5781; <https://baacc.colostate.edu/>

El Centro Student Services

El Centro supports CSU's large and vibrant Latinx community

El Centro Student Services: 970-491-5722; <https://elcentro.colostate.edu/>

Native American Cultural Center

The Native American Cultural Center (NACC) office mission is to ensure a successful educational experience for students by providing support and services related to recruitment, retention, graduation, and community outreach. The office embraces and encourages a supportive environment based on the traditions and cultures of Native American peoples.

Native American Cultural Center: 970-491-1332; <https://nacc.colostate.edu/>

Pride Resource Center

The Pride Resource Center provides resources and support for all CSU community members to explore and increase their understanding of sexual/romantic orientation, gender, and identity intersection.

Pride Resource Center: 970-491-4342; <https://prideresourcecenter.colostate.edu/>

Women and Gender Advocacy Center

Women and Gender Advocacy Center (WGAC) provides programs and resources focusing on all genders, social justice, and interpersonal violence prevention. Additionally, WGAC provides advocacy and support for victims of sexual violence, stalking, sexual harassment, and relationship violence. The Center's purpose is to provide a safe and affirming space for CSU students, while supporting systemic change to end all forms of oppression within the community.

Women and Gender Advocacy Center: 970-491-6384; <http://wps.colostate.edu/advising>

CITY OF FORT COLLINS RESOURCES

City of Fort Collins Event Calendar

<https://www.fcgov.com/events/>

Colorado DMV

<https://www.dmv.org/co-colorado/>

Fort Collins Grocery Stores

- King Soopers (Kroger): <https://www.kingsoopers.com/>
- Safeway: <https://www.safeway.com/>
- Sprouts: <https://www.sprouts.com/>
- Whole Foods Market: <https://www.wholefoodsmarket.com/stores/fortcollins?s=FTC>

Larimer Humane Society Pet Information

<https://www.larimerhumane.org/>