

# FACULTY ADVISING CHECKLIST

BY DISCUSSING THE ITEMS ON THIS CHECKLIST WITH STUDENTS,  
WE HOPE TO AVOID POTENTIAL GRADUATION DELAYS AND  
PROMOTE EFFECTIVE COMMUNICATION BETWEEN STUDENTS AND FACULTY.

## CONFIRM CONCENTRATION:

- Civil  Environmental
- Soil & Water  Ecological

## GPA CHECK: suggest tutoring<sup>+</sup> as needed

- 2.00** gpa required for graduation.  
(~**3.00** gpa for grad school)
- Any student currently **below 2.00** is required to meet with Laurie Alburn for a SUCCEED appt. before they will be able to register

## CLASSES FOR UPCOMING SEMESTER:

- Adviser-Recommended Schedule** form
- DARS review** and/or **Flow-chart** in file
- AUCC Courses:** to fulfill categories **3B, 3C, 3D, and 3E**, students are allowed to select from a list designated by the university

**3B** Arts/Humanities: **6 credits (two courses)**

--only one 200-level Language course will count

**3C** Social/Behavioral Sciences: **3 credits (one course)**

**3D** Historical Perspectives: **3 credits (one course)**

**3E** Global/Cultural Awareness: **3 credits (one course)**

Communicate effectively with students to identify AUCC courses that will support their engineering career. This will be more applicable for categories 3C, 3D, and 3E. **See reverse side for additional information.**

## TECHNICAL ELECTIVES: Verify elective options by concentration (current lists in packet)

- What best connects to student's interest?
- If a course they took Spring 2013 is no longer on the updated list, student should e-mail Laurie or Jess for review

## PLI PROGRESS: **11 credits required** (College of Engineering website—search "PLI")

- Ethics (3)
  - Cultural Adaptability (2)
  - Innovation (2)
  - Leadership (2)
  - Civic/Public Engagement (2)
- Student can log-in to "MY PLI Status" to verify

## INDUSTRY/JOB PLACEMENT/INTERNSHIPS:

- What steps has the student made?
- What advice can you offer?

## GRADUATE SCHOOL INTEREST:

- Encouraged with gpa of 3.0 or higher

## STUDENT ORGANIZATIONS<sup>+</sup>

- Have they connected yet?
- Great experience for a resume!

## TRANSFER EQUIVALENCY TOOL: ([www.transfer.org](http://www.transfer.org))<sup>+</sup>

- If a student plans to take a course at another school, they should verify the credit through USELECT for direct equivalency

**+ Information for these items is available at the CEE Website (Curriculum & Advising Link)—**

<http://www.engr.colostate.edu/ce/advising.cfm?Source=Current>

## AUCC courses for categories 3C, 3D, and 3E

**\*Students should look at courses that support their engineering career in the following ways:**

- Understand the impact of engineering solutions in a global, economic, environmental, & societal context.
- Develop knowledge of contemporary issues.
- As engineers they will be working with government regulations/processes. It is important to understand the business aspect of engineering, including international business and culture.

### Examples of courses to support these areas:

#### 3C Social/Behavioral Sciences: 3 cr. (one course)

##### **•ECON/AREC 202-Principles of Microeconomics**

**/Agriculture & Resource Economics:** Introduction to decision-making by households, firms, and government, and resulting allocation of resources through markets.

**•ECON 204-Principles of Macroeconomics:** Determinants of national output, employment, and price level; inflation and unemployment; fiscal and monetary policy.

##### **•ECON/AREC 240-Issues in Environmental Economics:**

Discussion and economic analysis of current environmental issues with special emphasis on the impact of economic growth.

**•POLS 101: American Government and Politics:** This course is designed to provide basic overview of American government, its foundations, national institutions, and processes. Explores tensions at the heart of American politics in order to understand how historical traditions connect with contemporary problems and questions.

#### 3D Historical Perspectives: 3 cr. (one course)

**+AMST 100: Self & Community in American Culture, 1600-1877**

**+AMST 101: Self & Community in American Culture, since 1877 (end of Reconstruction)**

**+Both AMST courses** address meaning and development of American culture, through themes of self & community, in art, politics, society, & religion. They provide interdisciplinary approach to studying American communities & American identities. Study history through architecture, music, literature, visual arts, etc.

**•HIST 101-Western Civilization, Modern:** Historical development of Western civilization from c. 1600 C.E. to the contemporary era.

**•HIST 171-World History, 1500 to present:** Historical developments and interactions of world societies from 1500 to the present.

**•NR 320-Natural Resources History & Policy:** History, values and institutions, and policy process guiding natural resources management and conservation.

#### 3E Global/Cultural Awareness: 3 cr. (one course)

**•AGRI/IE 116-Plants & Civilization:** Plant origins and their relationships with cultures/civilizations as food, spices, perfumes, and medicines and in art, religion, wars, slavery, etc.

**•ANTH 200-Cultures and the Global System:** How are societies connected (e.g. global economy, transnational corporations, tourism); How indigenous cultures impacted by more 'advanced' societies.

**•PHIL 170-World Philosophies:** This course is an introduction to the study of the various philosophies of the world. This course also serves as an introduction to metaphysics, epistemology, and axiology/ethics. Foster and develop critical thinking, reading, and writing skills. Active, creative engagement and participation with course material.

**•POLS 131-Current World Problems:** This course examines how global political forces impact our lives. Students will gain a sense of global political issues and review ongoing political struggles, including the idea of war, economics, and human rights. These concepts will be examined through history, philosophy, and political theory.

**•POLS 232-International Relations:** Review the history of international relations and the major theoretical perspectives in international relations. Apply the theories by looking at various types of international interactions in the world such as conflict and cooperation, democracies, trade, globalization, the global commons, etc. Examine basic questions about the relationships between states, and how states cooperate or not.

**•HORT171/SOCR 171-Environmental Issues in Agriculture:** Historical development of agriculture; environmental consequences of modern food production and other cultural approaches to agriculture.