Syllabus for RDG 511 Advanced Teaching of Writing
College of Health and Education
School of Education
Spring 2026

Instructor: Dr. Vicki Piquette
Phone: (719)549-2791
Meeting Times: W 5:30-7:30 p.m.
Email: vicki.piquette@csupueblo.edu
Classroom: TEE 241
Instructor Office: T233-F
Office Hours: T 1:00-5:00; R 10:00-12:00 & F by appointment (virtual)
Course Website: https://blackboard.lms.csupueblo.edu

Catalog Description: Explores pedagogical strategies for writing instruction in K-6 classrooms.

Prerequisites: Admission into Teacher Education

Class Meeting Structure: Face-to-Face

Credit Hours: This three-credit course uses a face-to-face format and will meet for 170 minutes per week, with the remainder of the work being done outside class. Coursework, including homework, is expected to require about 280 minutes per week of student effort.

Required Text:

Houchman, J.C., & Wexler, N. (2024, Autumn). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades, 2.0.* (2nd ed.). Jossey-Bass.

Honig, B., Diamond, L., & Gutlohn, L. (2018). Teaching reading sourcebook (3rd ed.). Core Literacy Library, Arena Press.

*Also required-"Writing Notebook" (to hold important reference papers)

Other Required Materials:

Barnett, A.L., Connelly, V., & Miller, B. (2020). The interaction of reading, spelling, and handwriting difficulties with your writing development. *Journal of Learning Disabilities, 53*(2), 92-95. http://doi.org/10.1177/0022219419419894565

Fink, J.L.W. (2014). The case for writing by hand: Why handwriting instruction may be your secret weapon to academic success. *Scholastic Instructor,* 26-28.

Graham, S. (2009-2010, Winter). Want to improve children's writing? Don't neglect their handwriting. *American Educator,* 20-40.

Hirsch, E.D., & Hansel, L. (2013, November). Why content is king: A coherent curriculum can build students' content knowledge and give them a solid foundation for reading comprehension. *Educational Leadership,* 28-33.

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Core Literacy Library, Arena Press.

James, K., & Berninger, V. (2019). Brain research shows why handwriting should be taught in the computer age. *Learning Difficulties Australia Bulletin 51*(1), 25-30.

Jensen, J.M., & Roser, N.L. (1990, March). Are there really 3 R's? *Educational Leadership*, 7-12.

Van Cleave, W. (2014). Handwriting and Spelling. In *Writing Matters*, 6-15.

Wexler, N. (2019, August). The radical case for teaching kids stuff. *The Atlantic,* 20-23.

Course Objectives: Upon completion of all course activities, each student will meet the following benchmarks.

1. To understand the writing process-planning, composing, revising, editing, and publishing of written product
2. Analyze children's writing samples for phonological, orthographic, syntactic, and semantic patterns of use and plan instruction based on findings.
3. To understand how to teach sentence structure (avoid sentence fragments, using varied sentence lengths, etc.)
4. To understand how to teach basic mechanics of writing (capitalization, punctuation, handwriting).
5. Understand how to teach organization and paragraphing.
6. To understand the reciprocity between foundational writing skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, grammar) and higher-order thinking skills in developing high-quality written composition.
7. Supports reading through oral and written language development including: developing oral English proficiency in students; development of sound writing practices in students, including language usage, punctuation, capitalization, sentence structure, and spelling; the relationships among reading, writing, and oral language; vocabulary development, and the structure of standard English.

STUDENT LEARNING OUTCOMES (SLOs):
This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	**Degree Addressed**
1. Use democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.	3
2. Create learning experiences that make content knowledge accessible, exciting, and meaningful for all students.	3
3. Create a learning community in which individual differences are respected, appreciated, and celebrated.	2
4. Ensure, through the use of standards and informal and formal assessment activities, the continuous development of all learners.	3
5. Construct and use pedagogy to maximize the intellectual, social, physical, and moral development of all students.	3

6. Be reflective decision-makers, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.	3
7. Create communities of learning by working collaboratively with colleagues, families, and other members.	2
8. Model the professional and ethical responsibilities of the education profession.	3

Course Requirements:

Assignments & Requirements	Points	CO State Standards Addressed	KPS Alignment
Handwriting Research Paper: Students will work with group members to create, administer, and collect data on handwriting practices in the field. Each member of the group will be responsible for writing up a research paper, discussing three patterns that were revealed during the research process.	100	**4.02(13)(a), 4.02(13)(a)(i), 4.02(13)(a)(ii), 4.02(13)(c), 4.02(13)(c)(i)**	**1.8, 1.9** **2.4** **4G.2, 4G.5**
Lesson Plans: Students will write TWO lesson plans with the lesson plan template provided to them in the course. Each lesson is worth 25 points.	50	**4.02(5)(g)**, **4.02(9)(b), 4.02(9)(d), 4.02(13), 4.02(13)(c)(ii)**	**1.2** **4A.1, 4A.3, 4G.1, 4G.2, 4G.3, 4.G5**
Lesson Reflections: Students will be responsible for teaching TWO lessons in the field. Students will then turn in a self-reflection (10 points) and a cooperating teacher's reflection (10 points) on each lesson. Each set of reflections is worth 20 points. In addition to the reflection(s), students will fill out the "Alignment Reflection Sheet," based on the lesson taught (30 points). *Note: Cooperating teacher reflection not required for those who have their own classroom.	80-100	**4.02(5)(g)**, **4.02(9)(b), 4.02(9)(d)**, **4.02(13), 4.02(13)(c)(ii)**	**1.2** **4A.1, 4A.3, 4G.1, 4G.2, 4G.3** **5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10**
Writing Portfolios: Students will keep a writing portfolio of various pieces of their works that they write for the semester, including TWO, one-paragraph pieces and ONE multi-paragraph piece.	75	**4.02(6)(f)(i), 4.02(6)(f)(ii)**	**4G.4**
Genre POWeR Cycle Assignment: Students will work together in groups to design a plan for ONE of the following types of genres: narrative, descriptive, expository, pro/con, persuasive, and argumentative. Then, each plan will be implemented in class via a series of rotations, so that all students can experience each genre.	50	**4.02(5)(g)**, **4.02(6)(f)(i), 4.02(9)(b), 4.02(9)(d), 4.02(12)(b), 4.02(13)(c)(ii)**	**1.2** **4A.1, 4A.3, 4G.1, 4G.4**
Student Writing Assessment Assignment: Students will be responsible for assessing student writing samples and writing up a	90	**4.02(5)(d)**, **4.02(7)(f)**, **4.02(13)(a)**, **4.02(13)(c)(ii), 4.02(14)**	**3.6, 3.8** **5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10**

report on each sample indicating what the student does well, what the student needs to work on, and what the next instructional steps should be for that student.			
Fieldwork Form: Students will turn in their fieldwork form once it is signed by their fieldwork school's personnel. *Note: Fieldwork hours not required for students who have their own classroom.	5	**4.02(5), 4.02(5)(g)**	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10**
Field Experience Logs: Students must have 20 hours of fieldwork in this course. Fieldwork hours will be checked at midterm and semester's end. Each checkpoint is worth 10 points. *Note: Fieldwork hours not required for students who have their own classroom.	20	**4.02(5), 4.02(5)(g)**	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10**
Quiz: The quiz will cover the science of writing and foundational writing skills.	50	**4.02(5)(b), 4.02(6)(e)(ii), 4.02(13), 4.02(13)(b)(i), 4.02(13)(c)(i)**	**1.1, 1.2, 1.4, 1.8** **4A.1, 4A.3, 4G.1, 4G.2, 4G.3, 4G.5**
Final Exam: The final exam will be comprehensive. Students will demonstrate their knowledge of writing instruction, different aspects of writing, and writing assessment.	100	**4.02(5)(e)**, **4.02(5)(g)**, **4.02(6)(f)(i)**, **4.02(6)(f)(ii)**, **4.02(12)(c)**	**1.1, 1.2** **3.6** **4A.3, 4G.3, 4G.4**
Writing Unit: Students will demonstrate their knowledge of the course's content by designing a writing unit based on a topic (science, social studies, and/or literature). The unit will include sentence level activities, note-taking activities, the writing cycle, and assessment.	100	**4.02(5)(g)**, **4.02(6)(f)(i)**, **4.02(6)(f)(ii)**, **4.02(9)(b)**, **4.02(9)(d)**, **4.02(12)(c)**, **4.02(13)**, **4.02(13)(a)**, **4.02(13)(a)(i)**, **4.02(13)(a)(ii)**, **4.02(13)(c)(i)**, **4.02(13)(c)(ii)**	**1.1, 1.2** **3.5, 3.6** **4A.1, 4G.1, 4G.2, 4G.3, 4G.4**
Writing Unit Presentations: Students will demonstrate their knowledge of the course's content by designing a writing unit and teaching the entire writing cycle to their students. Students will present their project to their classmates on the final day of class.	50	**4.02(5)(g)**, **4.02(6)(f)(i)**, **4.02(6)(f)(ii)**, **4.02(9)(b)**, **4.02(9)(d)**, **4.02(12)(c)**, **4.02(13)**, **4.02(13)(a)**, **4.02(13)(a)(i)**, **4.02(13)(a)(ii)**, **4.02(13)(c)(i)**, **4.02(13)(c)(ii)**	**1.1, 1.2** **3.5, 3.6** **4A.1, 4G.1, 4G.2, 4G.3, 4G.4**
Participation & Attendance: Attend and participate in every class. Each is worth 32 points over the semester.	64	**4.02(5)(b)**, **4.02(5)(c)**, **4.02(5)(d)**, **4.02(5)(e)**, **4.02(6)(b)(ii)**, **4.02(6)(b)(iii)**, **4.02(6)(b)(v)**, **4.02(6)(e)(i)**, **4.02(6)(f)(i)**, **4.02(6)(f)(iii)**, **4.02(7)(c)**, **4.02(7)(d)**, **4.02(7)(f)**, **4.02(8)**, **4.02(8)(b)**, **4.02(8)(d)**,**4.02(8)(e)**, **4.02(9)**, **4.02(9)(a)**, **4.02(9)(e)**, **4.02(10)**, **4.02(10)(b)**, **4.02(10)(c)**, **4.02(10)(e)**, **4.02(10)(f)**, **4.02(10)(g)**, **4.02(11)**, **4.02(11)(b)**, **4.02(11)(e)**, **4.02(12)**, **4.02(12)(b)**, **4.02(12)(d)**, **4.02(12)(e)**, **4.02(13)(b)(ii)**, **5.11(1)**	**4G.1, 4G.3, 4G.4**

KPS Statement: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with the IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk/

Attendance/Participation: All students are responsible for attending class and completing weekly assignments. Much of the class time will be spent in collaborative activities and discussions, and your absence will affect your learning and that of your classmates. Each class period will contain activities that reflect upon the week's readings and the course material. Because of this, each student is expected to come to class fully prepared, having read all the required readings and completing assigned homework. Bring your textbooks, class materials, and other materials from your own classrooms to work on during the class period.

Each unexcused absence will result in a loss of 2 points, and students entering class late will lose 1 point. An *excused absence* is one in which an unforeseen and unpredicted emergency results in absence or lateness. Attendance is a professional responsibility, and excused absences will be treated much as they would be for educators in public schools. Illness (with verification), deaths in the family, and transportation problems (a car accident or car breakdown on the way to class) may be examples. Because the professor does not like to be placed in the position of judging the veracity of an excuse, independent, objective evidence should be submitted. To be an excused absence/tardy, the student must call and leave a message about the absence on the professor's voicemail as soon as possible (before class) so that the impact of the absence on class activities can be minimized. Excessive absences, whether excused or unexcused, will result in a meeting with the professor and, if the professor believes that sufficient content has been missed so that the student cannot master course objectives, the student will be asked to drop the course. It is always the responsibility of the student to gain information about content, assignments, etc. that she/he missed. This includes checking Blackboard and completing ALL assignments that were missed in class.

Grading:
At the end of the course, all points will be summed, and grades assigned according to the following:

Percentage	***Grade Level***	***GPA***
100% to 94%	*A*	*4.0*
93% to 90%	*A-*	*3.7*
89% to 87%	*B+*	*3.3*
86% to 84%	*B*	*3.0*
83% to 80%	*B-*	*2.7*
79% to 77%	*C+*	*2.3*
76% to 70%	*C*	*2.0*
69% to 67%	*D+*	*1.3*
66% to 64%	*D*	*1.0*
63% to 60%	*D-*	*0.7*
59% and below	*F*	*0.0*

For a minimum grade of "C" in the course, all of the requirements included above must be completed and turned in for a grade.

AI Usage: Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork-generating programs (or similar) to produce work for this class EXCEPT on assignments that I have identified and for which you will have received significant guidance on the appropriate use of such technologies. I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course.

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will reduce 10% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) for any extension to be given.

Field Experience: Students are expected to read and understand all of the information contained in the Field Experience Expectations & Policies document. Students will be asked to leave their field experience and this course if they are not progressing with course requirements as expected by the cooperating teacher, principal, and/or the instructor. Common infractions include not showing up for fieldwork, being late to fieldwork, failure to be prepared enough to impact student learning, failure to prepare and fulfill the requirements of teaching demands, relationship conflicts with the field experience teacher, lying, cheating, plagiarism, and other unprofessional behavior as noted in the School of Education's Program Dispositions. If a problem is brought to the attention of the instructor, the student will be placed on a formal support plan for one week. If progress is not made within 1 week, the student will be removed from field experience. Students cannot complete the course if they have been asked by the cooperating teacher, school, or university instructor to leave the field experience placement. Students may withdraw from the course if the timing of the dismissal allows it. However, if the dismissal happens after the withdrawal date, students will earn a failing grade (F).

Incomplete Grades: A grade of "Incomplete" will only be assigned if a student and the professor have agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. Extraordinary circumstances such as excused illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to submit a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in grades of "0" on those assignments.

Faculty Initiated Student Withdrawal: Students who are enrolled for this course but do not meet prerequisite requirements (such as being admitted to the School of Education, having a high enough GPA, submitting background checks to the office, etc.) will be asked to drop the course before the end of the drop period. Students will be notified of this in writing. If a student drops the course before the end of the drop period, it will be removed from his/her transcript and no grade will be issued. However, if the student does not drop the course by the end of the drop period, the instructor will initiate a withdrawal (see university catalog regarding Faculty Initiated Student Withdrawal). The instructor will notify the student of this action in class and/or by contacting them using the email or phone number on file with the School of Education. If the attempts to contact the student are unsuccessful after one week, the instructor will take the withdrawal form to the department chair for signing. The student will receive a grade of W on his/her transcript for the course.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at https://www.csupueblo.edu/student-affairs/student-conduct/index.html. Students with questions regarding

any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see Disability Resources as soon as possible to arrange services. Disability Resources is located in OSC 104 and can be reached by phone (719-549-2648) and email (csup_dro@csupueblo.edu).

Starfish Performance Notifications: Starfish notifications inform you and your academic success team of your performance in this class. Reading these emails and/or texts and taking the suggested actions is highly encouraged for your success. Please access Starfish through PAWS to view your kudos or flags. You may also access Tutoring and request assistance from many other services through Starfish.

Course Evaluations: Faculty are required to set aside time during a class period for student course evaluation. The evaluation period will take place during the last three weeks of the course. Please be prepared to complete your course evaluation digitally during class in Week 15.

References:

Archer, A.L. & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching.* The Guilford Press.

Auman, M. (2008). Step up to writing (4th ed.). Voyager Sopris West.

Graham, S. (2009). Want to improve children's writing, don't neglect their handwriting. *American Educator,* 20-40.

Graham, S. (2019). Changing how writing is taught. *Review of Research in Education, 43,* 277-303. https://doi.org/10.3102/0091732X18821125

Graham, S., MacArthur, C. A., Hebert, M. (2018). *Best practices in writing instruction.* (3rd ed.). The Guilford Press.

Hawkins, J., Ginty, E., LeClaire Kurzman, K., Leddy, D., & Miller, J. (2008). *Writing for understanding: Using backwards design to help all students write effectively.* The Vermont Writing Collaborative.

Henry, M.K. (2010). *Unlocking Literacy: Effective decoding and spelling instruction.* (2nd ed.). Brookes Publishing.

Jennings, T.M., & Waynes, C.W. (2018). *From talking to writing: Strategies for supporting narrative and expository writing.* Landmark School Outreach Program.

Laud, L (Ed.). (2023). *Power up your students' writing: Over 150+ evidence-based lessons you can teach tomorrow!* Leslie Laud, Think SRSD.

Laud, L. (2025). *Releasing writers: Bring the science of writing and self-regulated strategy development (SRSD) to your students!* Leslie Laud, Think SRSD.

MacArthur, C. A., Graham, S., & Fitzgerald, J. *Handbook of writing research.* (2nd ed.). The Guilford Press.

Moats, L.C. & Tolman, C.A. (2019). *Language essentials for teachers of reading and spelling (LETRS) (3rd ed.).* Voyager Sopris Learning.

National Early Literacy Panel. (2008). *Developing early literacy: A scientific synthesis of early literacy development and implications for intervention.* National Institute for Literacy.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.*

Philippakos, Z. A., & Graham, S. (Eds.). (2023). *Reading and writing connection: Bridging research and practice.* The Guilford Press.

Sedita, J. (2022). *The writing rope: A framework for explicit writing instruction in all subjects.* Brookes Publishing.

Van Cleave, W. (2012). *Writing matters: Developing sentence skills in students of all ages.* W.V.C.ED.

Course Schedule:

Week	Topic	Textbook (Read Before Class)	Assignments Due
1 (January 22nd)	**Science of Writing**	**TWR, Chap. 1**	
2 (January 29th)	**Transcription**	**CORE, Chap. 4** **Handwriting Articles**	
3 (February 5th)	**Sentences**	**TWR, Chap. 2**	
4 (February 12th)	**Sentence Expansion & Note-Taking**	**TWR, Chap. 3**	
5 (February 19th)	**Sentence Variety & Complexity**	**TWR, Chap. 4**	Lesson Plan #1
6 (February 26th)	**Brainstorming & Planning**	**TWR, Chap. 5**	Quiz
7 (March 5th)	**First Draft Writing**	**TWR, Chap. 6**	
8 (March 12th)	**Revising Process**	**TWR, Chap. 7**	Lesson Reflection #1 Midterm Fieldwork Logs (due Friday @ 5:00)
9 (March 19th)	**Editing Process**	**TWR, Chap. 7**	
(March 26th)	**No Class-Spring Break**		
10 (April 2nd)	**Publishing & Sharing**		Handwriting Research Project Data
11 (April 9th)	**Summarization**	**TWR, Chap. 8**	Lesson Plan #2
12 (April 16th)	**Compositions**	**TWR, Chap. 9**	
13 (April 23rd)	**Genre Writing**	**TWR, Chap. 10**	Genre POWeR Cycle Assignment Handwriting Research Project
14 (April 30th)	**Writing Assessment**	**TWR, Chap. 11**	Lesson Reflection #2
15 (May 7th)	**Writing Instruction**	**TWR, Chap. 12 & 13**	Writing Portfolios Final Fieldwork Logs (due Friday @ 5:00)
16 (May 14 @ 6:00 p.m.)	**Final**		Final Exam Student Writing Assessment Assignment Writing Units Writing Unit Presentations (RDG 511 Only)

Syllabus Reference Sheet

Managing Life Challenges and Getting Support

College should be challenging, not overwhelming. Let us help. We understand that life occurs beyond the classroom. Should you or someone you know encounter an unexpected crisis (securing food or housing, managing a financial crisis, drastic changes in mood or behavior, missing school due to an emergency, loss of a loved one, etc..) please submit a Pack CARES referral to be connected with advocacy and support, free of charge: http://bit.ly/packcares

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The Wolfpack Counseling Center: Here to Listen. Here to Help.

We are open Monday through Friday from 8am to 5pm. Appointments are preferred, but walk-ins are welcomed and this is a free service to students. We now offer CRISIS/Emergency intervention during off hours. Just call our number and a therapist will be available from our answering service to talk with you then, and we will follow up with you the next morning.

Call us at 719-549-2838 or stop in at the CIHHI building Room 174.

Course Concerns? We Want to Know.

Our goal at CSU Pueblo is to provide the best possible experience for students. Your first contact for any course concern is your instructor. If your concern requires further attention, please contact the department chair for that course. The full resolution process for Academic Course-Related and other concerns is detailed in the Student Complaint Resolution Process found here.

Questions on Financial Aid or FAFSA?

Please contact Student Financial Services for information or Counselor assistance. Call 719-549-2753 or csup_financialaid@csupueblo.edu

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Academic Misconduct

Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic misconduct, the instructor will follow protocol as identified by their department. Academic misconduct is grounds for disciplinary action by both the instructor and the Office of Student Conduct and Community Standards. Any student found to have engaged in academic misconduct may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic misconduct, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible, as described in the Catalog.

Academic misconduct is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community

Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct. For assistance call 719-549-2067 or contact the Office of Student Conduct and Community Standards

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Civil Rights Compliance & Title IX

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Furthermore, CSU Pueblo is committed to maintaining respectful, safe, and non-threatening educational, working, and living environments. The Policy on Discrimination, Protected Class Harassment, and Retaliation addresses the types of conduct which are prohibited by CSU Pueblo in order to maintain its longstanding commitment to a campus environment free from Discrimination, Protected Class Harassment, and Retaliation, as well as compliance with applicable legal requirements. Further, CSU Pueblo is committed to an environment which is equitable to all parties through the application of Title IX of the Federal Education Amendments. The law states “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. CSU Pueblo addresses this law through the Policy on Title IX, Sexual Harassment, and Gender Discrimination.

Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX via email at csup_crc@csupueblo.edu or by phone at 719 549-2210. University employees are required to promptly report any violations of the abovenamed policies to the Office of Civil Rights Compliance & Title IX.

PACK Ready

The CSU Pueblo Bookstore is managed by Barnes and Noble, including our PACK Ready program for course materials access on first day of class, or for individual purchases. Bookstore website found here. You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery) If you haven't done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. Students may also choose to opt out. See https://www.csupueblo.edu/pack-ready/ for FAQs.