

***PLEASE NOTE: Members, when addressing Faculty Council, please stand and identify yourselves. Guests wishing to speak please fill out a guest card to be handed to the Chair prior to speaking.***

***PLEASE NOTE: Members planning to introduce amendments are requested to provide copies to the Faculty Council Office, 18A Administration, at least 24 hours before this meeting.***

## **AGENDA**

### **Faculty Council Meeting**

**Tuesday, November 4, 2014 – 4:00 p.m. – A201 Clark Building**

#### **I. Proposed Faculty Council Agenda – November 4, 2014 – A201 Clark Building – 4:00 p.m.**

##### **A. ANNOUNCEMENTS**

1. Next Faculty Council Meeting – December 2, 2014 – A201 Clark Building – 4 p.m.
2. Executive Committee Meeting Minutes located on FC website – September 23, 2014; October 14, 2014  
(<http://facultycouncil.colostate.edu/files/ecminutes>)

##### **B. MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – October 7, 2014 (pp. 1-15)

##### **C. UNFINISHED BUSINESS**

1. Elections - Faculty Council Standing Committees – Committee on Faculty Governance (p. 16)
1. Elections – Student Reps (Graduate) – Committee on Faculty Governance (p. 17)

##### **D. REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda
2. Faculty Council Chair – Mary Stromberger
3. Board of Governors Faculty Representative – Alexandra Bernasek
4. University Benefits Committee (pp. 18-20)

##### **E. CONSENT AGENDA**

1. UCC Minutes (9/19; 9/26; 10/3; 10/10 and 10/17) (pp. 21-77)

**F. ACTION ITEMS**

1. Proposed revisions to the *Graduate and Professional Bulletin* - E.1.3. Scholastic Standards – CoSRGE (pp. 78-79)
2. New CIOU: The Africa Center – CUP (pp. 80-83)
3. New SAU: The School of Biomedical Engineering – UCC (pp. 84-113)
4. New CIOU: Colorado State University Prevention Research Center – CUP (pp.114-125)

**G. DISCUSSION**

1. Proposed Changes to Health Care Benefits
  - Diana Prieto, Executive Director of Human Resources
  - Teri Suhr, Associate Director of Human Resources

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Secretary's Note: Please detach at this line, print your name, and leave in attendance box at the Faculty Council meeting. If you must be absent, you are encouraged to send a substitute representative of academic faculty status in order to provide proper representation at the meeting. Substitutes should turn in the attendance slip at the meeting and indicate on the slip whom they are representing. Members will find it helpful to have copies of the Faculty Council, University Curriculum Committee and Executive Committee minutes available for reference at the meeting.

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please call, send a memorandum, or E-mail immediately to Rita Knoll, ext 1-5693.

NOTE: Final revisions are noted in the following manner: additions underlined; deletions ~~over-scored~~.

***MINUTES***  
***FACULTY COUNCIL***  
**October 7, 2014**

***CALL TO ORDER***

The Faculty Council meeting was called to order at 4:04 p.m. by Mary Stromberger, Chair.

***ANNOUNCEMENTS***

- A. Next Faculty Council Meeting – November 4, 2014 – A201 Clark Building – 4 p.m.

Stromberger announced that the next Faculty Council meeting would be held on November 4, 2014 at 4:00 p.m. in Room A201 Clark Building.

- B. Executive Committee Meeting Minutes located on FC website –August 26, 2014; September 9, 2014; September 16, 2014

Stromberger noted that the August 26, September 9 and September 16, 2014 Executive Committee meeting minutes can be found at the following website:  
(<http://facultycouncil.colostate.edu/files/ecminutes>)

- C. Stromberger announced the Colorado Commission on Higher Education (CHE) public outreach meeting to discuss HB 14-1319 would be on October 8, 2014 – 4:30-6:00 p.m. at CSU in the Lory Student Center Room 312

Van Buren (Anthropology) asked Stromberger to explain HB 14-1319. Stromberger explained that HB 14-1319 charges the Colorado Commission on Higher Education (CCHE) to develop a new funding formula for higher education in Colorado. CCHE is in the process of gathering public input at a series of public meetings.

- D. Faculty representatives on the Parking and Transportation Planning Committee – Dr. James Custis (CVMBS) and Jonathan Carlyon (CLA).

- E. Stromberger announced that she has tickets for the gubernatorial debate on Thursday at 7 p.m. at the Lory Student Center theater.
- F. Stromberger also announced that additional Faculty “I Care” buttons are available for Faculty Council representatives to take back to their departments for distribution.

### ***MINUTES TO BE APPROVED***

- A. Faculty Council Meeting Minutes – September 2, 2014

By unanimous consent, the September 2, 2014 Faculty Council meeting minutes were approved.

### ***UNFINISHED BUSINESS***

- A. University Discipline Panel Elections – Committee on Faculty Governance

Diane Lunde, Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, Beth Oehlerts (Library) for the University Discipline Panel.

Stromberger asked if there were any nominations from the floor. There were none, and Stromberger declared the nominations closed.

Oehlerts was unanimously elected to a three-year term on the University Discipline Panel.

- B. University Grievance Panel Elections – Committee on Faculty Governance

### **BALLOT – GRIEVANCE PANEL**

#### **Academic Faculty Positions on Faculty Council Grievance Panel October 7, 2014**

<b>Nominee</b>	<b>Term</b>
<b>FIVE OPENINGS - THREE YEAR TERM - 2014</b>	
<u>Gamze Cavdar – College of Liberal Arts</u> (Nominated – Committee on Faculty Governance)	<b>2014-2017</b>
<u>Ross McConnell – College of Natural Sciences</u> (Nominated – Committee on Faculty Governance)	<b>2014-2017</b>



Stromberger asked if there were any nominations from the floor. There were none, and Stromberger declared the nominations closed.

Gamze Cavdar and Ross McConnell were unanimously elected to three-year terms on the University Grievance Panel.

C. Faculty Council Standing Committees – Committee on Faculty Governance

Diane Lunde, Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, the following faculty members to serve on the University Grievance Panel and Faculty Council Standing Committees:

**BALLOT**

**Academic Faculty Nominations to Faculty Council Standing Committees  
October 7, 2014**

**University Curriculum Committee**

<b><u>Sally Sutton</u></b>	<b>Warner College of Natural Resources</b>	<b>2017</b>
<b>(Nominated by Committee on Faculty Governance)</b>		

**Committee on Strategic and Financial Planning**

<b><u>Chuck Shackelford</u></b>	<b>Engineering</b>	<b>2017</b>
<b>(Nominated by Committee on Faculty Governance)</b>		

**Committee on University Programs**

<b><u>Dan Smeak</u></b>	<b>Veterinary Medicine and Biomedical Sciences</b>	<b>2015</b>
<b>(Nominated by Committee on Faculty Governance)</b>		

Stromberger asked if there were any other nominations from the floor. Hearing no further nominations, the nominations were closed.

The nominated faculty members were elected to the terms shown above on their respective standing committees.

### ***REPORTS TO BE RECEIVED***

1. President – Tony Frank

Frank reported the following:

Update on University metrics:

Enrollment is slightly up, but essentially the same as last year. Colorado resident student numbers have dropped, but non-resident numbers have increased. We are not on track to meet the 2020 Plan student admissions goals (designed in the event of a total State defunding), but the monetary support from the state is better than anticipated in the Plan. Overall tuition revenue has increased. Retention and graduation rates have increased. Research dollars have increased (in excess of \$300 million; ranks among the top 10 percent in the nation). Faculty has a great deal to do with these metrics.

Engagement/service is happening in all counties in Colorado and awareness indices have improved. Philanthropically, CSU had another record year, not including donations to the athletic program. This was the third year in a row that philanthropic dollars has been greater than the monetary support received from the state of Colorado. The number of new donors has increased. The philanthropic donation total last year (\$143 million) is the largest amount for a campus in Colorado.

Budget:

Work on the FY 2016 budget has started. \$100 million came from the state last year. \$40 million of this was financial aid to students. ~\$12 million of the \$100 million came directly to CSU. We do not know what to expect from the state for this upcoming year, but we are planning on ~\$5 million (a little less than half of what we received last year). We are being a little conservative. We will also have ~\$5 million from increased enrollment revenue for next year. We are authorized to have up to a 6% resident tuition increase. We are currently using this percentage (and 4% for non-resident, 3% for graduates) for planning. This provides \$13.5M in tuition revenue. We might dial back on this percentage depending on support received from the state. All this adds up to ~\$23.5 million in increased revenue. Projected expenses include ~\$6 million needed for special projects (e.g., cluster hires, addressing salary inequities), ~\$4 million for mandatory costs (e.g., electric bill), \$3M for financial aid, \$4M in academic pass throughs directly to colleges, ~\$9 million for Defined Contribution Plan increase (2<sup>nd</sup> year of 3 year 1% increases), 2% raise for faculty. This percentage raise may increase depending on raises for state classified (which CSU likes to match for Faculty and Administrative Professional salaries). Maybe a 3% raise for faculty will be considered. The current budget projections are ~\$2.5 million out of balance, but at this point in the budget process, that difference is reasonable as many decisions have yet to be made. Concerning HB 13-19, CSU is well positioned for many directions that this committee could go. One aspect that does cause concern is the formulaic projection of expenses from year to year and that this formula can be tied directly to tuition raises. Potential problems include that projecting expenses is more challenging than imagined;

ramifications of taking revenue out of local control; and assuming that universities are at a relevant starting place for such a formula.

Stadium:

Frank emailed the community outlining his decision and rationale. Committees have been formed to investigate stadium options.

Questions:

David Gilkey (College of Veterinary Medicine and Biomedical Sciences) - asked if there are messages/questions that should be noted tomorrow at the CHE meeting. Answer – CSU needs to be accessible, but we need to maintain affordability and quality. We want to leave as much local control for the Board of Governors as possible. Turnout at these meetings is important and turnout has been strong in the education community. Concerning affordability, we are the most efficient state in terms of producing degrees.

Pedros-Gascon (Dept. of Foreign Languages and Literatures) – asked if CSU is in danger of projecting our budget too low? Answer – CSU preliminary budgets are also based on signals from the Joint Budget Committee (JBC) and CSU lobbyists at the state house; we are usually not too far off in our budget projections. The JBC also focuses at a higher level (i.e., Higher Education in general) not on CSU's budget. Pedros-Gascon reiterated that he believes there is a risk of projections being too low. Frank agreed there could be a risk, but CSU ultimately does not have much influence on what JBC puts into the Higher Education formula.

Van Buren (Dept. of Anthropology) – asked what has worked with regards to student retention and the influence of grade inflation? Frank replied that the topics have been a focus of many studies. Key advisors help retention as does focusing on course bottlenecks. Taking math and composition early also leads to increased retention. Non-curricular activities also help. Concerning grade inflation; CSU reports to the Board periodically on the subject and we have not detected a problem. If CSU is doing a good job at recruiting/admissions, then retention should be high even with a rigorous curriculum. Miranda added that grade inflation is not too much a concern, but D, F, and W grade rates are a concern in some courses and some focus is being applied to that problem.

Frank's report was received

2. Provost/Executive Vice President – Rick Miranda

Miranda reported the following:

The Fall Forum went well. Miranda and several others gave a presentation on student success initiatives from the past five years and also projecting forward to the next five years. Miranda recently met with the deans for a phase zero planning session to hear about new degrees that are in the initiation stage. Miranda recently traveled to Boston for

alumni events associated with the football game (met with ~200-300 alumni). Miranda suggested faculty being aware of future Presidential Community Lecture Series speakers (recent speaker was Lori Peek) as these are a nice opportunity to learn about fellow faculty and interface with community members. Joe Garcia will be here tomorrow to present a student success award to CSU (1:30pm tomorrow at TILT) which particularly celebrates our Key Communities. Recent Board of Governors meeting included discussion about HB 13-19, an Excellence in Undergraduate Teaching Award to Dr. James Pritchett, campus safety, regional engagement centers (first one is in Sterling, second one might be in Pueblo, others in metro-Denver and on West slope being considered). These engagement centers might be able to incorporate our other campuses (i.e., Pueblo and Global).

Due to a family illness Alex Bernasek (Faculty Council's Board of Governor's representative) was absent and Miranda gave her report:

Bernasek reported to the Board of Governors on degrees and certificates as well as parking and transportation plans. Bernasek also presented a list of possible discussion topics for future Faculty Council meetings and provided highlights to the Board concerning record enrollment, the reframe campaign on sexual assault issues, the ripple effect, and that the College Scorecard rated CSU positively again this year.

Miranda's report was received.

3. Faculty Council Chair – Mary Stromberger

Stromberger reported the following:

Stromberger noted a presentation on student success and faculty engagement will be forthcoming.

In the last month, Stromberger has met with several of the Faculty Council standing committees (Committee on Teaching and Learning, Committee on Scholastic Standards, Committee on Responsibilities and Standing of Academic Faculty, and Committee on Scholarship, Research, and Graduate Education)

Stromberger also has met with Gwen Gorzelsky (new Executive Director of TILT) and Stephanie Clemons, Chair of Committee on Teaching and Learning, concerning how course evaluations are being used for faculty evaluations. Clemons and Stromberger discussed with Gorzelsky the need to develop better tools for assessing teaching effectiveness as the course evaluations were not developed to do this. Gorzelsky understood the issue and will discuss the matter further with the Committee on Teaching and Learning.

Stromberger met with Kirk Hallahan (University Grievance Officer) to learn more about the grievance process.

Stromberger met with Toni-Lee Viney, Chair of the Administrative Professional Council, and Jeff Sturgeon, Chair of the Classified Personnel Council, to discuss the creation of shared governance educational resources that would be distributed to Deans and Department Chairs.

Stromberger attended the International Colloquium President's dinner.

Stromberger noted that part of her role as Faculty Council Chair is to hear faculty concerns and to bring the right people together. Faculty has alerted Stromberger to the growing trend of militarized equipment being received by campuses across the country. Stromberger will meet with CSU Police Chief Scott Harris on Monday, October 13, to discuss the issue and will report back to Faculty Council.

Pedros-Gascon (Foreign Languages and Literatures) asked that Stromberger discuss with Harris a problem of slow response time from CSU police department concerning complaints about disturbing student emails. Stromberger will ask Harris about it.

4. Board of Governors Faculty Representative – Alexandra Bernasek

Bernasek is away due to a family illness and Miranda gave Bernasek's report with his report.

### ***CONSENT AGENDA***

1. UCC Minutes (9-5-14; 9-12-14)
2. Approval of Degree Candidates

Carole Makela, Chair, University Curriculum Committee, moved that Faculty Council adopt the consent agenda.

Stromberger explained that the approval of the degree candidates is symbolic of Faculty Council's responsibility and power to approve the granting of degrees to qualified candidates.

Makela's motion was adopted.

### ***ACTION ITEMS***

1. Elections – Student Reps – (Undergraduate) – Faculty Council Standing Committees – Committee on Faculty Governance

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Diane Lunde, Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, the following undergraduate student representatives to serve on the Faculty Council Standing Committees:

**BALLOT**

October 7, 2014

**Undergraduate Student Positions on Faculty Council Standing Committees  
(One-Year Terms)**

**Committee on Teaching and Learning**

<u>Deanna Olson</u> (Nominated by ASCSU)	Student Representative (Undergraduate)	2015
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**Committee on University Programs**

<u>Holly Houston</u> (Nominated by ASCSU)	Student Representative (Undergraduate)	2015
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**Committee on Libraries**

<u>Jake Loughridge</u> (Nominated by ASCSU)	Student Representative (Undergraduate)	2015
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The nominated student representatives were elected to a one-year term beginning July 1, 2014 through June 30, 2015 on their respective standing committee.

2. Elections – Student Reps – (Graduate) – Faculty Council Standing Committees – Committee on Faculty Governance

Diane Lunde, Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, the following graduate student representatives to serve on the Faculty Council Standing Committees:

**BALLOT**

October 7, 2014

**Graduate Student Positions on Faculty Council Standing Committees  
(One-Year Terms)**

**Committee on Teaching and Learning**

<u>Nick Kacher</u> (Nominated by ASCSU)	Student Representative (Graduate)	2015
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**Committee on Strategic and Financial Planning**

<u>Andrew Bondi</u>	Student Representative	2015
(Nominated by ASCSU)	(Graduate)	

**University Curriculum Committee**

<u>Andrew Bondi</u>	Student Representative	2015
(Nominated by ASCSU)	(Graduate)	

The nominated student representatives were elected to a one-year term beginning July 1, 2014 through June 30, 2015 on their respective standing committee.

3. Proposed revisions to the *Manual*, Section C.2.3.1.e – College of Liberal Arts - Change Journalism and Technical Communication to Journalism and Media Communication – CoFG

Diane Lunde, Committee on Faculty Governance, moved that Faculty Council approve the proposed revisions to the *Manual*, Section C.2.3.1.e - College of Liberal Arts – Change Journalism and Technical Communication to Journalism and Media Communication as follows:

The Committee on Faculty Governance submits the following amendment:

MOVED, THAT SECTION C.2.3.1.e OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE AMENDED AS FOLLOWS:

Please note the language: additions underlined, deletions ~~over~~scored.

e. College of Liberal Arts (*last revised February 14, 2014*)

Comprising the Departments of Anthropology; Art and Art History; Communication Studies; Economics; English; Ethnic Studies; Foreign Languages and Literatures; History; Journalism and ~~Technical~~ Media Communication; Music, Theater, and Dance; Philosophy; Political Science; and Sociology.

Further that Journalism and Technical Communication shall be changed to the Journalism and Media Communication wherever it appears in the Academic Faculty and Administrative Professional Manual.

Lunde's motion was approved.

4. Proposed revisions to the *Manual*, Section C.2.3.1.e – College of Liberal Arts – Change Department of Music, Theatre, and Dance to School of Music, Theatre, and Dance – CoFG

Diane Lunde, Committee on Faculty Governance, moved that Faculty Council approve the proposed revisions to the *Manual*, Section C.2.3.1.e – College of Liberal Arts – Change Department of Music, Theatre, and Dance to the School of Music, Theatre, and Dance as follows:

The Committee on Faculty Governance submits the following amendment:

MOVED, THAT SECTION C.2.3.1.e OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE AMENDED AS FOLLOWS:

Please note the language: additions underlined, deletions ~~oversecored~~.

e. College of Liberal Arts (*last revised February 14, 2014*)

Comprising the Departments of Anthropology; Art and Art History; Communication Studies; Economics; English; Ethnic Studies; Foreign Languages and Literatures; History; Journalism and Technical Communication; ~~Music, Theater, and Dance~~; Philosophy; Political Science; and Sociology; and School of Music, Theater, and Dance.

<sup>1</sup> Throughout the University Code the term "departments" shall include the School of Education, the School of Music, Theater, and Dance, and the School of Social Work.

Further that Department of Music, Theater, and Dance shall be changed to School of Music, Theater, and Dance wherever it appears in the Academic Faculty and Administrative Professional Manual.

Discussion:

Marius Lehene (Dept. of Art) – asked if the name change implied a change in strategic thinking concerning all of the department members of the former School of the Arts. Walt Jones (Music, Theatre, Dance) replied that The School of the Arts was dissolved.

With a follow up question, Lehene asked if the reference to the friends of the University Center of the Arts in a recent brochure implied that that these people are not friends to the Department of Art. Jones answered that currently the friends are for Music, Theater, and Dance and recruiting for the Art department is not happening through the School



Suzanne Lowensohn (College of Business) - asked if “The” in “The School” was important as the reference was inconsistent in the motion and rationale. Stromberger replied that “The” was important and that we want to be consistent.

Lunde’s motion was approved.

***DISCUSSION***

1. No discussion items.

The Faculty Council meeting adjourned at 5:14 p.m.

Mary Stromberger, Chair  
Paul Doherty, Vice Chair  
Rita Knoll, Executive Assistant

*ATTENDANCE*  
***BOLD INDICATES PRESENT AT MEETING***  
***UNDERLINE INDICATES ABSENT AT MEETING***

**Agricultural Sciences**

Norman Dalsted

Jack Whittier

**Deb Young**

Bradley Goetz

**Francesca Cotrufo**

Milt Thomas

**Merlyn Paulson**

(Substituting for Kelly Curl)

**Jason Ahola**

Agricultural and Resource Economics

Animal Sciences

Bioagricultural Sciences & Pest Management

Horticulture & Landscape Architecture

Soil and Crop Sciences

College-at-Large

College-at-Large

College-at-Large

**Health and Human Sciences**

Stephanie Clemons

**Tracy Nelson-Ceschin**

**David Sampson**

**Lisa Daunhauer**

**Scott Glick**

TBD

**Sharon Anderson**

**Jennifer Portz**

Design and Merchandising

Health and Exercise Science

Food Science and Human Nutrition

Human Development and Family Studies

Construction Management

Occupational Therapy

School of Education

School of Social Work

**Business**

**Suzanne Lowensohn** (Fall 2014);

Margarita Lenk (Spring 2015-16)

**Stephen Hayne**

**Patricia Ryan**

**Jim McCambridge**

**Chris Blocker**

(Substituting for Kelly Martin)

Accounting

Computer Information Systems

Finance and Real Estate

Management

Marketing

**Engineering**

**Emily Fischer**

(Substituting for Russ Schumacher)

**Travis Bailey**

Suren Chen

Steve Reising (Excused)

Azer Yalin

**J. Rockey Luo**

**Jose Chavez**

Atmospheric Science

Chemical and Biological Engineering

Civil and Environmental Engineering

Electrical and Computer Engineering

Mechanical Engineering

College-at-Large

College-at-Large

### **Liberal Arts**

<b>Mary Van Buren</b>	Anthropology
<b>Marius Lehene</b> (Substituting for Eleanor Moseman)	Art
<b>Elizabeth Williams</b>	Communication Studies
<b>Robert Keller</b> (Substituting for Martin Shields)	Economics
<b>Sue Doe</b>	English
<b>Ernesto Sagas</b>	Ethnic Studies
<b>Antonio Pedros-Gascon</b>	Foreign Languages and Literatures
<b>Adrian Howkins</b>	History
<b>Jangyul Kim</b>	Journalism and Technical Communication
<b>Gary Moody</b>	Music, Theater, and Dance
<b>Michael McCulloch</b>	Philosophy
<b>Kyle Saunders</b>	Political Science
<b>Ken Berry</b>	Sociology
<u>Mohammed Hirchi</u>	College-at-Large
TBD	College-at-Large
<b>Eric Aoki</b>	College-at-Large

### **Natural Resources**

<b>Monique Rocca</b>	Ecosystem Science and Sustainability
<b>Ann Randall</b> (replace Paul Doherty (through Spring 2015))	Fish, Wildlife, & Conservation Biology
<b>Yu Wei</b>	Forest and Rangeland Stewardship
<u>Sven Egenhoff</u>	Geosciences
<u>Stuart Cottrell</u>	HDNR

### **Natural Sciences**

TBD	Biochemistry and Molecular Biology
<b>David Steingraeber</b>	Biology
<u>George Barisas</u>	Chemistry
<b>Ross McConnell</b>	Computer Science
<b>David Aristoff</b> (Substituting for Iuliana Oprea)	Mathematics
<u>Mingzhong Wu</u>	Physics
<b>Zinta Byrne</b>	Psychology
<u>Geof Givens</u>	Statistics
<u>Ed DeLosh</u>	College-at-Large
<u>Christos Papadopoulos</u>	College-at-Large
<b>Roger Culver</b>	College-at-Large
<b>Carl Patton</b>	College-at-Large

### **Veterinary Medicine & Biomedical Sciences**

<b>Elaine Carnevale</b>	Biomedical Sciences
<u>Howard Seim</u>	Clinical Sciences
<b>Lucas Argueso</b>	Environmental & Radiological Health Sciences
<u>Gary Mason</u>	Microbiology, Immunology and Pathology
<u>Ryan Ferris</u>	College-at-Large
<u>Gerald Callahan</u>	College-at-Large
<u>Pete Hellyer</u>	College-at-Large
<b>David Gilkey</b>	College-at-Large
<u>E.J. Ehrhart</u>	College-at-Large
<u>Melinda Frye</u>	College-at-Large
<b>C. W. Miller</b>	College-at-Large
<u>Ronald B. Tjalkens</u>	College-at-Large

### **University Libraries**

<b>Nancy Hunter</b>	Libraries
<b>Rachel Erb</b>	At-Large

### **Ex Officio Voting Members** (\*Indicates Elected Member of Faculty Council)

<b>Mary Stromberger</b>	Chair, Faculty Council/Executive Committee
<b>Paul Doherty</b>	Vice Chair, Faculty Council
<b>Alexandra Bernasek</b>	BOG Representative
Don Estep	Chair, Committee on Faculty Governance
Susan LaRue	Chair, Committee on Intercollegiate Athletics
Jerry Magloughlin	Chair, Committee on Libraries
<b>Jennifer Aberle</b>	Chair, Committee on Non-Tenure Track Faculty
<u>Bill Hanneman*</u>	Chair, Committee on Responsibilities & Standing of Academic Faculty
Mark Zabel	Chair, Committee on Scholarship Research and Graduate Education
Melinda Frye*	Chair, Committee on Scholastic Standards
Jeff Wilusz*	Chair, Committee on Strategic and Financial Planning
Stephanie Clemons*	Chair, Committee on Teaching and Learning
Eric Prince	Chair, Committee on University Programs
<b>Carole Makela</b>	Chair, University Curriculum Committee

\*Indicates Member of Faculty Council

***Ex-Officio Non-Voting Members***

**Anthony Frank**

**Rick Miranda**

Brett Anderson

Mary Ontiveros

Lou Swanson

Robin Brown

Dan Bush

Patrick Burns

Jim Cooney

Tom Milligan

Alan Rudolph

Blanche M. Hughes

**Kathleen Pickering**

Amy Parsons

Craig Beyrouty

Jeff McCubbin

Ajay Menon

David McLean

Jodie Hanzlik

Ann Gill

Jan Nerger

Mark Stetter

John Hayes

**Timothy Gallagher**

Toni-Lee Viney

President

Provost/Executive Vice President

Vice President for Advancement

Vice President for Diversity

Vice Provost for Engagement/Director of Extension

Vice President for Enrollment and Access

Vice Provost for Faculty Affairs

Vice President for Information Technology/Dean Libraries

Vice Provost for International Affairs

Vice President for Public Affairs

Vice President for Research

Vice President for Student Affairs

Vice Provost for Undergraduate Affairs

Vice President for University Operations

Dean, College of Agricultural Sciences

Dean, College of Applied Human Sciences

Dean, College of Business

Dean, College of Engineering

Dean, Graduate School

Dean, College of Liberal Arts

Dean, College of Natural Sciences

Dean, College of Vet. Medicine & Biomedical Sciences

Dean, Warner College of Natural Resources

Former Faculty Council Chair

Chair, Administrative Professional Council

**BALLOT**  
**Academic Faculty Nominations to Faculty Council Standing Committees**  
**November 4, 2014**

**Committee on Responsibilities and Standing of Academic Faculty**

Richard Eykholt	Natural Sciences	2017
(Nominated by Committee on Faculty Governance)		

**Committee on Non-Tenure Track Faculty**

Jenny Morse	College of Business	2017
(Nominated by Committee on Faculty Governance)		

**Committee on Libraries**

Susan Baker	Health and Human Sciences	2017
(Nominated by Committee on Faculty Governance)		

**Committee on Scholastic Standards**

Karen Barrett	Health and Human Sciences	2017
(Nominated by Committee on Faculty Governance)		

**Committee on Scholarship, Research and Graduate Education**

Juyeon Park	Health and Human Sciences	2017
(Nominated by Committee on Faculty Governance)		

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**BALLOT**

November 4, 2014

**Graduate** Student Positions on Faculty Council Standing Committees  
(One-Year Terms)

**Committee on Scholarship, Research and Graduate Education**

Anne Byrne  
(Nominated by ASCSU)

Student Representative  
(Graduate)

2015

May, 2014

TO: Amy Parsons, Vice President of University Operations, CSU  
 Tony DeCrosta, Executive Director/Chief HR Officer, CSU HR  
 Teri Suhr, Associate Director, CSU HR Benefits  
 Tim Gallagher, Chair, Faculty Council  
 David Mornes, Chair, & Toni Lee Viney, Vice Chair, Administrative Professional Council

FROM: University Benefits Committee (UBC)  
 Co-Chairs: Jennifer Bissell and Scott Woods  
 AP Representatives: Angie Addie, Joanna Holliday  
 Faculty Representatives: Torsten Eckstein, Kelly McArthur, Jean Opsomer,  
 Yongli Zhou  
 Retiree Representative: Robert "Bob" Meroney  
 CPC Representative (ex-officio): Jeff Sturgeon

SUBJECT: 2013-2014 Annual Report of the University Benefits Committee (UBC)

It is our pleasure to provide the following report on behalf of the University Benefits Committee (UBC).

**2012-2013 Top Recommendations for 2013-2014:**

Our top recommendations included:

- 1) Defined Contribution Plan Improvements/Increases
- 2) Administrative Leave Policy Enhancements (in lieu of Leave Bank Proposal)
- 3) CSU Retiree Eligibility to Long-Term Care Insurance Group Rates

Results of 2012-2013 Top Recommendations:

- 1) CSU has adopted an incremental plan to increase their contribution to employee retirement plans at a rate of 1% increase per year until they reach 12%.
- 2) Parental Leave and Catastrophic Circumstance Leave policies were updated to provide improved leave benefits effective May 2013. CSU did not adopt a "leave bank" plan similar to the State Classified Leave bank system.
- 3) Long Term Care Plan now available to Faculty and AP reps through Genworth.

**2013-2014 UBC Report**

The year 2013-2014 was a year of "education" for the UBC as more than half of the committee was newly appointed. Many of the topics that were considered priorities became a learning moment for the committee which resulted in no actual specific recommendations from the committee at this time. It was discovered that many of the proposed agenda items are actively being addressed by CSU and/or



had already been reviewed for viability and were tabled with good cause. This “year of education” has provided the committee with a list of topics that we will cover in the 2014-2015 academic year

2013-2014 UBC Items Considered:

1. Additional Improvements to Employee Study Privilege. The UBC committee tabled this item for 2013-2014 and will revisit it again in 2014-2015. The committee decided to table the item for this year for two reasons:
  - a. The proposed enhancements will have an additional cost and the committee felt that it was more important that CSU funding go towards increasing its contributions to the retirement benefit to bring CSU in alignment with our peer institutions when it comes to the retirement benefits
  - b. It has only been about a year or two since this benefit received an enhancement bringing the total number of credits per year up to 9 from 6.
2. Leave pool for faculty and AP staff similar to Leave Bank Program. Leave enhancements were implemented (both parental and catastrophic circumstances) for faculty and staff soon after the final report from the 2012-2013 was submitted.
3. Offer an HDHP with H.S.A. medical plan. Offer a Kaiser Permanente medical plan. These two offerings would more closely align our medical plan benefits with those plans available to State Classified staff.
  - a. Learned that HR has considered and evaluated the pros and cons of these medical plans and will continue to consider these options each year. At this time HR has elected not to offer either option. There is still limited availability of Kaiser services and facilities in northern Colorado so this type of plan would not be easily accessible to many CSU faculty and staff at this time. HR is very concerned about the number of employees that would NOT benefit if the Green plan was switched to an HDHP H.S.A. option because of IRS rules for accumulating family deductibles.
4. Enhanced offering of language courses for work and personal purposes. The UBC has decided to continue investigating this topic in the 2014-2015 academic year.
5. Campus parking and transportation concerns. UBC learned of the Transportation Office’s plans for enhancements related to campus transportation and parking. The committee feels that we need to wait and see how the campus community feels about parking and transportation issues once these enhancements are implemented.
6. Employee scheduling.
  - a. Some departments don’t seem willing to use the flexible scheduling options with staff.
    - i. Learned that this is not a benefit but more of a management tool. It was understood that H.R. is moving forward on improving training about how to use the tool and improved wording in the HR manual and other policy statements regarding flexible work arrangement.
  - b. Discussions on how to define full-time employees and see if there would be any benefit in redefining full-time to get cost savings in actual wages that could be used to offset new health care expenses to the university.

- i. Learned that with all the different classifications of positions (full-time, part-time, temporary, faculty, transitional, special – exempt vs. non-exempt etc.) here at CSU, combined with state and federal regulations, the definition of what is a “full-time” number of hours has a different and complex answer. Pursuing the possibility of redefining the number of hours per week that equal full-time status does not seem viable at this time.
- c. Discussion on supervisors and how to deal with PTO and “flex” time in relation to exempt versus not exempt employees
  - i. After discussion it was agreed that the UBC would support the APC and CPC recommendations for more management training.
- 7. Supplemental Insurance Plan offerings outside of the new Long-Term Care plan.
  - a. CSU does not work specifically with supplemental insurance companies such as AFLAC, Colonial Life, Aetna, etc. because:
    - i. People can choose to purchase on their own without the aid of CSU (individual policies). This gives the consumer the right to choose which company and product best fits their needs.
    - ii. Wouldn't be able to offer AP and State Classified the “pre-tax” benefit of pulling out premiums if CSU partnered with a provider on the AP side. HR works hard to not make too many inequities between State Classified and Admin Pro. The State of CO will not allow the University to affect the benefits offerings for State classified staff.
    - iii. Because policies can be purchased individually, if CSU did offer the benefit of pulling out premiums pre-tax, HR would have to work hard when employee leaves to make sure employee know to continue paying premiums on their own or the insurance will lapse; due to loss of benefits eligibility, separation of service, retirement etc.

#### Suggested Topics for 2014-2015

- Review and possibly come up with recommendations for updates to the UBC web site once it goes live
- Improve education for employees about Employee Benefits options
- Increase options for study of languages for professional and personal use
- Benefits offerings for dependents of Grad Students
- Additional enhancements to Employee Study Privilege
- CSU Retiree Medical Subsidy Increase (Employer contribution; increase in monthly subsidy for retirees under age 65 who choose to continue medical coverage under the “Green Plan”). Seeking increase in both employer match to medical plan coverage for the individual, as well as increase to the \$200 per month stipend that has not changed since 1993

The UBC would like to thank Joanna Holliday for her service on this year's committee. We would like to welcome Allison Dineen the APC nominee for 2014-2015.

A regular meeting of the University Curriculum Committee was held on September 19, 2014, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Patrick Fitzhorn, Mike Hogan, Rick Knight for Sally Sutton, Ed DeLosh, Howard Ramsdell, Michelle Wilde, graduate representative Andrew Bondi, and Kathleen Pickering (ex-officio).

Absent: Undergraduate representative.

Guests: Kelley Brundage, Carrie Middleton, and Linda Selkirk

## Minutes

The minutes of September 12, 2014, were approved.

## Experimental Course Report

The Experimental Course Report was received.

## Consent Agenda

The Consent Agenda was approved.

## CURRICULAR REQUESTS

° Course is offered for term specified in odd numbered years.

\* Course is offered for term specified in even-numbered years.

+Course requires field trips.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

### New Courses

### Effective Date

**°BZ 430 04(3-0-1). Animal Behavior and Conservation.** S. Prerequisite: (BZ 110; BZ 111) or LIFE 103; BZ 300. Spring Semester 2015

The interface between animal behavior and conservation biology, exploring how behavioral tools can be applied to conservation problems.

**°BZ 466 04(3-2-0). Biological Basis of Animal Behavior.** S. Prerequisite: BMS 325 or BZ 310 or LIFE 210; STAT 301 or STAT 307. Spring Semester 2015

An integrative view of mechanisms of animal behavior spanning genetics, neural systems, development, functional morphology, and evolution.

**BZ 482 04(0-0-4). Ecology/Conservation: Ecuadorian Biodiversity** S. Spring Semester 2015  
Prerequisite: BZ 220; junior or senior standing.

Study abroad experience focused on understanding the diversity of tropical habitats and organisms in Ecuador, and how to conduct ecological research.

[Approved as a second offering of a travel course.]

**JTC 419 03(3-0-0). Food and Natural Resources Communication.** S. Spring Semester 2015  
Prerequisite: Junior, senior, or graduate standing.

Natural resources issues and the role of news media, PR, and advertising and how people form beliefs about food and natural resources in communication.

**LEAP 495 Var[1-6]. Independent Study in Arts Leadership.** F, S, SS. Fall Semester 2015  
 Prerequisite: Enrollment in minor in Arts Leadership and Administration.

**LEAP 695 Var[1-6]. Independent Study in Arts Leadership.** F, S, SS. Fall Semester 2015  
 Prerequisite: LEAP 500. A maximum of 6 credits allowed. (NT-O)

[Approved as an online course.]

**MECH 657 04(3-2-0). Advanced Computational Gas Dynamics.** S. Spring Semester 2015  
 Prerequisite: MECH 651.

Advanced computational algorithms for gas dynamics.

**°PHIL 411 03(3-0-0). Formal Tools in Philosophy.** S. Prerequisite: PHIL 210. Spring Semester 2015

Formal methodological tools used in contemporary philosophy. Topics may include modal logic, formal semantics, and decision theory.

**VM 732 01(1-0-0). Veterinary Sports Medicine and Rehabilitation.** F. Spring Semester 2015

Prerequisite: Admission to professional curriculum in veterinary medicine. All courses must be taken in prescribed sequence in the PVM program.

An introduction to the principles and practice of sports medicine and rehabilitation in veterinary medicine.

## Major Change to Courses

## Effective Date

**ACT 550 03(3-0-0). Electronic Commerce Accounting Issues, change to:** Spring Semester 2015

**ACT 550 03(3-0-0). Accounting Information Technologies.** F, S. Prerequisite: ACT 350.

Best practices for information technologies used in accounting systems worldwide. (NT-O)

[Approved as an online course.]

**AREC 542 04(3-2-0). Applied Advanced Water Resource Economics, change to:** Spring Semester 2015

**AREC 542 03(3-0-0). Applied Advanced Water Resource Economics.** S.

AREC 342; ECON 306; MATH 141 or MATH 155 or MATH 160; STAT 301.

Credit not allowed for both AREC 542 and AREC 442.

Theory and application of economics in water resource planning.

**°AREC 705 02(2-0-0). Advanced Production and Technological Change, change to:** Fall Semester 2016

**\*AREC 705 02(2-0-0). Advanced Production and Technological Change.** F.

Prerequisite: AREC 605; AREC 706/ECON 706 or concurrent registration; AREC 735/ECON 735.

Production theory is applied to real-world issues including risk, innovation, and environment, through lectures and readings of current literature.

°AREC 710 02(2-0-0). Advanced Agricultural Marketing Issues, **change to:** Fall Semester 2016

**\*AREC 710 02(2-0-0). Advanced Agricultural Marketing Issues.** F.  
 Prerequisite: AREC 610; AREC 706/ECON 706 or concurrent registration;  
 AREC 735/ECON 735.

Theoretical and modeling issues of consumer demand, market structure,  
 product differentiation and market behavior.

\*AREC 770 03(3-0-0). Advanced Methods and Topics in AREC, **change to:** Fall Semester 2015

°AREC 770 03(3-0-0). **Advanced Methods in Applied Economics.** F.  
 Prerequisite: AREC 706/ECON 706 or concurrent registration; AREC  
 735/ECON 735.

Advanced research methods in applied economics: lab and field experiments,  
 non-market valuation and discrete choice experiments.

ATS 607 03(2-3-0). Computational Methods for Atmospheric Science, **change to:** Spring Semester 2015

**ATS 607 03(3-0-0). Computational Methods for Atmospheric Science.** S.  
 Prerequisite: ATS 601 or concurrent registration.

Computer programming tools unique to and common in the atmospheric  
 sciences.

BIOM 526/ECE 526 03(3-0-0). Biological Physics, **change to:** Spring Semester 2015

**BIOM 526/ECE 526 03(3-0-0). Biological Physics.** S. Prerequisite: MATH 340  
 or MATH 345; PH 122 or PH142.

Mathematical and physical modeling of biological systems. Mass transport in  
 cellular environments. Electrical/mechanical properties of biomolecules. (NT-O)

[Approved as an online course.]

CIVE 532 03(3-0-0). Wells and Pumps, **change to:** Spring Semester 2015

**CIVE 532 03(3-0-0). Wells and Pumps.** S. Prerequisite: CIVE 423; CIVE 531  
 or GEOL 452; CHEM111.

Well field hydraulics, well drilling methods, well design, aquifer test methods,  
 pumping systems, well maintenance, storage/distribution systems. (NT-O)

[Approved as an online course.]

CO 402 03(3-0-0). Advanced Writing Online, **change to:** Spring Semester 2015

**CO 402 03(3-0-0). Principles of Digital Rhetoric and Design.** F, S.  
 Prerequisite: Completion of AUCC category 2.

Advanced study of rhetorical contexts shaping online texts. Includes  
 instruction in coding and digital design.

E 638 03(3-0-0). Assessment of English Language Learners, **change to:** Spring Semester 2015

**E 638 03(3-0-0). Assessment of English Language Learners.** S. Prerequisite:  
 E514; E527.

Theory, practice, and professional conduct in the assessment of English  
 language learners.

ECE 526/BIOM 526 03(3-0-0). Biological Physics, **change to:** Spring Semester 2015

**ECE 526/BIOM 526 03(3-0-0). Biological Physics.** S. Prerequisite: MATH 340 or MATH 345; PH 122 or PH142.

Mathematical and physical modeling of biological systems. Mass transport in cellular environments. Electrical/mechanical properties of biomolecules. (NT-O)

[Approved as an online course.]

LEAP 600 03(0-0-3). Arts Policy and Advocacy, **change to:** Fall Semester 2015

**LEAP 600 03(0-0-3). Arts Policy and Advocacy.** F. Prerequisite: Admission to the Master in Arts Leadership and Administration program.

Discussion of the role of artist as citizen and how we affect public policy. (NT-O)

[Approved as an online course.]

LEAP 650 03(3-0-0). Arts Events Management, **change to:** Spring Semester 2015

**LEAP 650 03(3-0-0). Arts Events Management.** S. Prerequisite: LEAP 500 or LEAP 600.

Technical aspects of events, season, and festival management for arts related organizations. (NT-O)

[Approved as an online course.]

+LEAP 660 03(1-4-1). Arts Collaboration and the Community, **change to:** Fall Semester 2015

**+LEAP 660 03(1-4-1). Arts Collaboration and the Community.** F. Prerequisite: LEAP 600. Field trips required.

Research, development and production of outreach projects; team projects for community engagement. (NT-O)

[Approved as an online course.]

LEAP 670 03(3-0-0). Law and the Arts, **change to:** Spring Semester 2016

**LEAP 670 03(3-0-0). Law and the Arts.** S. Prerequisite: LEAP 600.

Examines the legal foundations of artistic creation including copyright, freedom of expression, public domain laws, and contract negotiation. (NT-O)

[Approved as an online course.]

LEAP 687 Var[3-12]. Internship, **change to:** Spring Semester 2015

**LEAP 687 Var[3-12]. Internship.** F, S, SS. Prerequisite: LEAP 600; LEAP 692 or concurrent registration.

Field internship at local, regional or national arts organization (45 hours per credit). (NT-O)

[Approved as an online course.]

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University Curriculum Committee  
September 19, 2014  
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LEAP 692 01(0-0-1). Internship Seminar, **change to:**

Spring Semester 2016

**LEAP 692 Var[1-3]. Internship Seminar.** F, S, SS. Prerequisite: LEAP 600.  
(NT-O)

[Approved as an online course.]

### **Request to Offer Travel Course**

A request by the College of Natural Sciences to offer BZ 482, Ecology/Conservation: Ecuadorian Biodiversity, was approved for Spring Semester 2015, its second offering.

The meeting adjourned at 4:30 p.m.

(FC) 9/26/14

Carole Makela, Chair  
Tom Hoehn, Secretary

A regular meeting of the University Curriculum Committee was held on September 26, 2014, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Gretchen Irwin for Paul Mallette, Patrick Fitzhorn, Mike Hogan, Matt Wallenstein for Sally Sutton, Ed DeLosh, Howard Ramsdell, Michelle Wilde, graduate representative Andrew Bondi, and Kathleen Pickering (ex-officio).

Absent: Undergraduate representative.

Guests: Fionna Bright, Kelley Brundage, and Linda Selkirk

## Minutes

The minutes of September 19, 2014, were approved.

## Experimental Course Report

There was no Experimental Course Report.

## Consent Agenda

There was no Consent Agenda.

## CURRICULAR REQUESTS

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

### New Courses

### Effective Date

**AGED 486 Var[2-6]. Practicum.** F, S. SS. Prerequisite: AGED 220; written consent of instructor. Spring Semester 2015

Supervised work experience in approved agricultural education setting with periodic consultation of faculty.

**CBE 570 03(3-0-0). Biomolecular Engineering/Synthetic Biology.** S. Prerequisite: BC 351; CHEM 341 or CHEM 345. Spring Semester 2015

Rational design and evolutionary methods for engineering functional protein and nucleic acid systems.

**CHEM 522 02(2-0-0). Methods of Chemical Biology.** S. Prerequisite: BC 351 with a B or better or BC 401 with a B or better. Spring Semester 2016

Approaches to quantitative chemical biology, visualization, study and characterization of macromolecules and macromolecular-dependent processes.

**CHEM 548 02(2-0-0). Organometallics in Synthesis.** S. Prerequisite: CHEM 545. Spring Semester 2015

Fundamental aspects of organometallic chemistry applied to organic synthesis.

**PBHL 550 03(3-0-0). Community Health Strategies.** S. Prerequisite: Graduate standing; Colorado School of Public Health student. Credit not allowed for both HES 556 and PBHL 550. Spring Semester 2015

Introduction and application of community public health strategies and interventions including systems level changes.



**PBHL 630 03(3-0-0). Field Methods for Disease Investigation.** S. Prerequisite: Spring Semester 2015  
 Bachelor's degree; one epidemiology course.

Application of epidemiologic tools to collect, analyze, and interpret data and test results important for disease surveillance and investigation.

### Major Change to Courses

### Effective Date

**CBE 430 03(3-0-0). Process Control and Instrumentation, change to:** Spring Semester 2015

**CBE 430 03(3-0-0). Process Control and Instrumentation.** S. Prerequisite: CBE 320 with a C or better; CBE 442 with a C or better.

Measurement and control of process variables; transient chemical and biological processes; feedback, feedforward, and computer control concepts. (NT-O)

[Approved as an online course.]

**CHEM 541 03(3-0-0). Organic Spectroscopy, change to:** Spring Semester 2015

**CHEM 541 02(2-0-0). Organic Molecular Structure Determination.** S. Prerequisite: CHEM 440.

Determination of organic molecular structure by spectroscopic methods.

**CHEM 549 03(3-0-0). Synthetic Organic Chemistry II, change to:** Spring Semester 2015

**CHEM 549 02(2-0-0). Synthetic Organic Chemistry.** S. Prerequisite: CHEM 545.

Strategies for the total synthesis of natural products.

**ESS 330 03(3-0-0). Quantitative Reasoning for Ecosystem Science, change to:** Spring Semester 2015

**ESS 330 03(2-2-0). Quantitative Reasoning for Ecosystem Science.** S. Prerequisite: ESS 211 or LIFE 320; MATH 155 or MATH 160; STAT 301 or STAT 307 or STAT 315; junior or senior standing.

Understanding diverse approaches for using data and models to understand complex ecological systems.

**PSY 335 03(3-0-0). Forensic Psychology, change to:** Spring Semester 2015

**PSY 335 03(3-0-0). Forensic Psychology.** F, S, SS. Prerequisite: PSY 100; junior or senior standing.

The psychology of crime and criminal behavior, including theory on deviance, the criminal mind, and the root causes of violence in society. (NT-O)

[Approved as an online course.]

**PSY 360 03(3-0-0). Psychology of Drug Addiction Treatment, change to:** Spring Semester 2015

**PSY 360 03(3-0-0). Psychology of Drug Addiction Treatment.** F, SS. Prerequisite: PSY 320.

Psychological theory and method for treating substance use addictions. (NT-O)

[Approved as an online course.]

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PSY 362 03(3-0-0). Professional Issues in Addiction Treatment, **change to:** Fall Semester 2015

**PSY 362 03(3-0-0). Professional Issues in Addiction Treatment.** S, SS.

Prerequisite: PSY 360 or concurrent registration.

Diversity, ethno-cultural, and ethical issues in drug addiction treatment.  
(NT-O)

[Approved as an online course.]

SOWK 792 03(0-0-3). Seminar, **change to:** Spring Semester 2015

**SOWK 792 Var[1-4].** F, S, SS. Prerequisite: SOWK 701.

SOWK 795 Var. Independent Study, **change to:** Spring Semester 2015

**SOWK 795 Var. Independent Study.** F, S, SS.

### **Grading Option Change for SOWK 792 and SOWK 795**

A request from the Department of Social Work to change the grading option in SOWK 792, Seminar, and SOWK 795, Independent Study, from T, traditional, to I, instructor option, was approved. This change will be effective Spring Semester 2015.

The meeting adjourned at 4:25 p.m.

(FC) 10/3/14

Carole Makela, Chair  
Tom Hoehn, Secretary

A regular meeting of the University Curriculum Committee was held on October 3, 2014, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Patrick Fitzhorn, Mike Hogan, Sally Sutton, Ed DeLosh, Howard Ramsdell, Michelle Wilde, graduate representative Andrew Bondi, and Kathleen Pickering (ex-officio).

Absent: Undergraduate representative.

Guests: Fionna Bright

## Minutes

The minutes of September 26, 2014, were approved.

## Experimental Course Report

The Experimental Course Report was received.

## Consent Agenda

The Consent Agenda was approved.

## CURRICULAR REQUESTS

° Course is offered for term specified in odd numbered years.

The following curricular requests were approved.

### New Courses

### Effective Date

**AREC 741/ECON 741 03(3-0-0). Advanced Environmental Economics.** S. Spring Semester 2016  
Prerequisite: AREC 706/ECON 706. Credit not allowed for both AREC 741 and ECON 741.

Advanced theory, methods, and literature in environmental economics.

**ECON 740/AREC 740 03(3-0-0). Advanced Natural Resource Economics.** F. Fall Semester 2015  
Prerequisite: ECON 706/AREC 706. Credit not allowed for both ECON 740 and AREC 740.

Advanced theory, methods, and literature in natural resource economics, including dynamic programming and optimal control.

**ECON 741/AREC 741 03(3-0-0). Advanced Environmental Economics.** S. Spring Semester 2016  
Prerequisite: ECON 706/AREC 706. Credit not allowed for both ECON 741 and AREC 741.

Advanced theory, methods, and literature in environmental economics.

**KEY 162/LIFE 162 02(2-0-0). Bridging Biol/Chem Gulf for Pre-Health Majors.** F. Spring Semester 2015  
Prerequisite: Enrollment in the KEY Health Professions Learning Community. Credit not allowed for both LIFE 162 and KEY 162.

Connections between chemistry and biology through inquiry-based exercises centered around societal and health issues.

**MKT 486 03(0-0-3). Marketing Practicum.** F, S. Prerequisite: Spring Semester 2015  
MKT 300 or MKT 305; written consent of instructor.

To give students the experience of working on a real marketing problem with a

team at a sponsoring firm.

**NR 182A-B. Sea to the Sierra: Parks and Livelihoods.** S. Prerequisite: Written consent of instructor. Spring Semester 2015

Protected areas and livelihoods of the seas and the sierras of Baja California del Sur. **A)** Study Abroad: Pre & Post Travel. 03(2-0-1).

**B)** Study Abroad 01(0-0-1).

## Major Change to Courses

## Effective Date

AREC 540/ECON 540 03(3-0-0). Economics of Natural Resources, **change to:** Spring Semester 2016

**AREC 540/ECON 540 03(3-0-0). Environmental and Natural Resource Economics.** S. Prerequisite: AREC 506/ECON 506. Credit not allowed for both AREC 540 and ECON 540.

Theory, methods, and policy in environmental and natural resource economics.

°AREC 740 03(3-0-0). Advanced Resource and Environmental Economics, **change to:** Fall Semester 2015

**AREC 740/ECON 740 03(3-0-0). Advanced Natural Resource Economics.** F. Prerequisite: AREC 706/ECON 706. Credit not allowed for both AREC 740 and ECON 740.

Advanced theory, methods, and literature in natural resource economics, including dynamic programming and optimal control.

°BZ 315 03(2-0-1). Marine Ecology, **change to:** Spring Semester 2015

°**BZ 415 04(3-0-1). Marine Biology.** S. Prerequisite: BC 351 or BC 401; BZ 214.

Marine organisms, habitats and communities.

CO 302 03(3-0-0). Writing Online, **change to:** Spring Semester 2015

**CO 302 03(3-0-0). Writing in Digital Environments.** F, S.

Prerequisite: CO 150 or HONR 193.

Writing strategies, patterns and approaches for online materials.

ECON 540/AREC 540 03(3-0-0). Economics of Natural Resources, **change to:** Spring Semester 2016

**ECON 540/AREC 540 03(3-0-0). Environmental and Natural Resource Economics.** S. Prerequisite: ECON 506/AREC 506. Credit not allowed for both ECON 540 and AREC 540.

Theory, methods, and policy in environmental and natural resource economics.

LIFE 162 02(2-0-0). Bridging Biol/Chem Gulf for Pre-Health Majors, **change to:** Fall Semester 2014

**LIFE 162/KEY 162 02(2-0-0). Bridging Biol/Chem Gulf for Pre-Health Majors.** F. Prerequisite: Enrollment in the KEY Health Professions Learning Community. Credit not allowed for both LIFE 162 and KEY 162.

Connections between chemistry and biology through inquiry-based exercises centered around societal and health issues.

## New Curricula

**College of Health and Human Sciences**  
**Department of Construction Management**  
**Minor in Construction Management**

Effective Fall 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<b>LOWER DIVISION</b>		
CON 101	Introduction to Construction Management	<u>3</u>
CON 131	Graphic Communications for Construction	<u>2</u>
<b>OR</b>		
INTD 256 <sup>P</sup>	Computer-Aided Design for Interior Designers	<u>3</u>
CON 151	Construction Materials and Methods	<u>3</u>
CON 265 <sup>P</sup>	Construction Estimating I	<u>3</u>
TOTAL		<u>11-12</u>
<b>UPPER DIVISION</b>		
CON 317	Safety Management	<u>2</u>
CON 359 <sup>P</sup>	Structures I	<u>4</u>
CON 365 <sup>P</sup>	Construction Estimating II	<u>3</u>
CON 367 <sup>P</sup>	Construction Contracts/Projects Administration	<u>3</u>
CON 461 <sup>P</sup>	Construction Project Scheduling and Cost Control	<u>3</u>
TOTAL		<u>15</u>
<b>PROGRAM TOTAL = 26-27 credits without prerequisites*</b>		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction of the catalog at <http://catalog.colostate.edu> to see the course prerequisites.

\* Additional coursework may be required due to prerequisites.



**College of Liberal Arts**  
**Department of Political Science**  
**Major in Political Science**  
**Environmental Politics and Policy Concentration**

Effective Fall 2015

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
CO 150 <sup>P</sup>	College Composition	<u>3</u>	<u>1A</u>
POLS 101	American Government and Politics	<u>3</u>	<u>3C</u>
POLS 103	State and Local Government and Politics	<u>3</u>	<u>3C</u>
	Arts and Humanities <sup>1</sup>	<u>6</u>	<u>3B</u>
	Biological and Physical Sciences <sup>2</sup>	<u>4</u>	<u>3A</u>
	Historical Perspectives <sup>3</sup>	<u>3</u>	<u>3D</u>
	Mathematics <sup>4</sup>	<u>3</u>	<u>1B</u>
	Electives	<u>5</u>	
TOTAL		<u>30</u>	
<b>SOPHOMORE</b>			
<i>Select one course from the following:</i>			

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301A-D <sup>P</sup>	Writing in the Disciplines	3	2
CO 302 <sup>P</sup>	Writing Online	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
LB 300 <sup>P</sup>	Specialized Professional Writing	3	2
POLS 232	International Relations	3	3E
POLS 241	Comparative Government and Politics	3	3E
<i>Tier Four: Select one course from among the following:<sup>5, 6</sup></i>			
POLS 361 <sup>P</sup>	U.S. Environmental Politics and Policy	3	
POLS 362 <sup>P</sup>	Global Environmental Politics	3	
POLS 364 <sup>P</sup>	U.S. Energy Policy Analysis	3	
POLS 3**	Tier Three (300-level courses only) <sup>6, 7</sup>	0-3	
	Biological and Physical Sciences <sup>7</sup>	3	3A
	Support Option <sup>8</sup>	3-6	
	Electives	12	
	<u>TOTAL</u>	<u>30-33</u>	
<b>JUNIOR</b>			
<i>Tier Two: Select one course from among the following:</i>			
POLS 420	History of Political Thought	3	4A, 4B
POLS 421	Contemporary Political Thought	3	4A, 4B
POLS 422 <sup>P</sup>	Democratic Theory	3	4A, 4B
POLS 423 <sup>P</sup>	American Political Theories	3	4A, 4B
POLS ***	Tier Three (courses not taken previously) <sup>6</sup>	3-6	
POLS ***	Tier Four (courses not taken previously) <sup>5, 6</sup>	3-6	
	Support Option <sup>8</sup>	6-12	
	Electives <sup>9</sup>	3-12	
	<u>TOTAL</u>	<u>27-30</u>	
<b>SENIOR</b>			
POLS ***	Tier Four (courses not taken previously) <sup>5, 6</sup>	3-6	
POLS 492 <sup>P</sup>	Tier Five: Capstone Seminar <sup>10</sup>	3	4A, 4B, 4C
	Support Option <sup>8</sup>	6-12	
	Electives <sup>9</sup>	3-12	
	<u>TOTAL</u>	<u>27-30</u>	
<b>PROGRAM TOTAL = 120 credits</b>			
<b>Environmental Politics and Policy Concentration Tier Requirements</b>			
<b>Tier One Courses (12 credits, four courses taken in the freshman and sophomore years as shown above):</b>			
POLS 101	American Government and Politics	3	3C
POLS 103	State and Local Government and Politics	3	3C
POLS 232	International Relations	3	3E
POLS 241	Comparative Government and Politics	3	3E
<b>Tier Two Courses (3 credits, one course taken in the junior year, as shown above)</b>			
POLS 420	History of Political Thought	3	4A, 4B
POLS 421	Contemporary Political Thought	3	4A, 4B
POLS 422 <sup>P</sup>	Democratic Theory	3	4A, 4B
POLS 423 <sup>P</sup>	American Political Theories	3	4A, 4B
<b>Tier Three Courses (Select 6 unique credits, two courses, one each from among two different subfields of the three subfields below, taken in the sophomore, junior and/or senior years.)<sup>6, 7</sup></b>			
<b>American Politics and Law</b>			
POLS 302 <sup>P</sup>	U.S. Political Parties and Elections	3	4A, 4B
POLS 303 <sup>P</sup>	Politics of Organized Interests	3	4A, 4B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
POLS 304 <sup>P</sup>	<u>Legislative Politics</u>	3	
POLS 305 <sup>P</sup>	<u>Judicial Politics</u>	3	
POLS 306 <sup>P</sup>	<u>Executive Politics</u>	3	
POLS 309 <sup>P</sup>	<u>Urban Politics</u>	3	
POLS 405 <sup>P</sup>	<u>Race and Ethnicity in U.S. Politics</u>	3	4A, 4B
POLS 409 <sup>P</sup>	<u>Urban and Regional Politics</u>	3	
POLS 410 <sup>P</sup>	<u>American Constitutional Law</u>	3	
POLS 413 <sup>P</sup>	<u>U.S. Civil Rights and Liberties</u>	3	
<b>International Relations</b>			
POLS 331	<u>Politics and Society Along Mexican Border</u>	3	
POLS 332 <sup>P</sup>	<u>International Political Economy</u>	3	
ECON 332 <sup>P</sup>			
POLS 362 <sup>P</sup>	<u>Global Environmental Politics</u>	3	
POLS 431 <sup>P</sup>	<u>International Law</u>	3	
POLS 433 <sup>P</sup>	<u>International Organization</u>	3	
POLS 435 <sup>P</sup>	<u>United States Foreign Policy</u>	3	
POLS 436 <sup>P</sup>	<u>Comparative Foreign Policy</u>	3	
POLS 437	<u>International Security</u>	3	
<b>Comparative Politics</b>			
POLS 341 <sup>P</sup>	<u>Western European Government and Politics</u>	3	
POLS 345 <sup>P</sup>	<u>Russian, Central, and East European Politics</u>	3	
POLS 442 <sup>P</sup>	<u>Environmental Politics in Developing World</u>	3	
POLS 443 <sup>P</sup>	<u>Comparative Social Movements</u>	3	
POLS 444 <sup>P</sup>	<u>Comparative African Politics</u>	3	
POLS 445 <sup>P</sup>	<u>Comparative Asian Politics</u>	3	
POLS 446 <sup>P</sup>	<u>Politics of South America</u>	3	
POLS 447 <sup>P</sup>	<u>Politics in Mexico, Central America, Caribbean</u>	3	
POLS 448 <sup>P</sup>	<u>Comparative Racial/Ethnic Politics</u>	3	4A, 4B
POLS 449 <sup>P</sup>	<u>Middle East Politics</u>	3	4A, 4B
<b>Tier Four Courses (Select 12 unique credits, four courses taken in the sophomore, junior and/or senior years.)<sup>5,6</sup></b>			
POLS 361 <sup>P</sup>	<u>U.S. Environmental Politics and Policy</u>	3	
POLS 362 <sup>P</sup>	<u>Global Environmental Politics</u>	3	
POLS 364 <sup>P</sup>	<u>U.S. Energy Policy Analysis</u>	3	
POLS 442 <sup>P</sup>	<u>Environmental Politics in Developing World</u>	3	
POLS 459 <sup>P</sup>	<u>Program Evaluation for Public Administrators</u>	3	
POLS 460 <sup>P</sup>	<u>Public Policy Process</u>	3	
POLS 462 <sup>P</sup>	<u>Globalization, Sustainability, and Justice</u>	3	
POLS 465 <sup>P</sup>	<u>Public Policy Analysis</u>	3	
POLS 486A-B	<u>Practicum<sup>11</sup></u>	3	
<i>One of the following courses may be substituted for 3 credits of the 12 required for Tier Four:</i>			
AREC 340 <sup>P</sup> /	<u>Introduction: Economics of Natural Resources</u>	3	
ECON 340 <sup>P</sup>			
HIST 351 <sup>P</sup>	<u>American West to 1900</u>	3	
HIST 352 <sup>P</sup>	<u>American West Since 1900</u>	3	
HIST 355 <sup>P</sup>	<u>American Environmental History</u>	3	
HIST 470 <sup>P</sup>	<u>World Environmental History</u>	3	
HIST 476 <sup>P</sup>	<u>History of America's National Parks</u>	3	
SOC 320 <sup>P</sup>	<u>Population-Natural Resources and Environment</u>	3	
SOC 321 <sup>P</sup>	<u>Soil, Environment, and Society</u>	3	
SOC 322 <sup>P</sup>	<u>Introduction to Environmental Justice</u>	3	
SOC 364 <sup>P</sup>	<u>Agriculture and Global Society</u>	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
SOC 460 <sup>P</sup>	Society and Environment	3	
SOC 463 <sup>P</sup>	Sociology of Disaster	3	
<b>Tier Five Course (3 credits, one course taken in the senior year)</b>			
POLS 492 <sup>P</sup>	Tier Five: Capstone Seminar <sup>10</sup>	3	4A, 4B, 4C
<b>Political Science majors must complete one of the following five Support Options:<sup>8</sup></b>			
<b>1. Minor or Interdisciplinary Minor Support Option</b>			
Select a minor or interdisciplinary minor in consultation with advisor.		21-24	
<b>2. Student-Selected Course Group Support Option</b>			
A program of courses proposed by student and approved by advisor containing a minimum of 21 credits, of which at least 12 must be upper-division (300- to 400-level).		21	
<b>3. Second Major Support Option</b>			
Select a second major in consultation with advisor. This option may require as much as 36 credits. Credit range shown is approximate, and may require more or less, depending on the second major chosen.		27-36	
<b>4. Foreign Language Support Option</b>			
A minimum of 5 courses totaling at least 15 credits in a single foreign language, including at least 2 courses of language instruction or in the language at the upper-division level.		15-22	
<b>5. Methods Support Option</b>			
POLS 320	Empirical Political Analysis	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<i>Select two of the following for a total of 6 credits:</i>			
PHIL 120	History and Philosophy of Scientific Thought	3	
PHIL 327 <sup>P</sup>	Philosophy of Behavioral Sciences	3	
PHIL 415	Logic and Scientific Method	3	
<i>Select one from the following for a total of 3 credits:</i>			
STAT 305 <sup>P</sup>	Sampling Techniques	3	
STAT 340 <sup>P</sup>	Multiple Regression Analysis	3	
STAT 350 <sup>P</sup>	Design of Experiments	3	
<i>Select two of the following for a total of 6 credits:</i>			
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
AREC 335 <sup>P</sup> /	Introduction to Econometrics	3	
ECON 335 <sup>P</sup>			
SOC 210 <sup>P</sup>	Quantitative Sociological Analysis	3	
SOC 311 <sup>P</sup>	Methods of Sociological Inquiry	3	
<b>TOTAL</b>		<b>21</b>	

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select from the list of courses in category 3B of the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>2</sup> Select a total of seven credits from the list of courses in category 3A of the AUCC. One of the courses selected must have a laboratory component.

<sup>3</sup> Select from the list of courses in category 3D of the AUCC.

<sup>4</sup> Select at least three credits from the list of courses in category 1B of the AUCC.

<sup>5</sup> Select a minimum of 12 upper-division credits to fulfill Tier Four. Sophomores may take only 300-level courses from this section. Students may substitute a maximum of 3 credits in one of two ways: 1. from non-POLS specified



courses shown above in the program; 2. by petitioning the advisor to include a non-POLS upper-division course when at least fifty percent (50%) of the course material and grading are related to environmental politics and policy. A course syllabus will be required for this option.

<sup>6</sup> Courses selected to fulfill Tier Three requirements may not also fulfill Tier Four requirements, and vice versa.

<sup>7</sup> Sophomores may take only 300-level Tier Three courses.

<sup>8</sup> Select one of five Support Options listed above in the program.

<sup>9</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).

<sup>10</sup> Students must complete one upper-division course in each of four of the five departmental subfields (American Politics, Political Theory, International Relations, Comparative Politics, and Public Policy and Administration) prior to taking POLS 492, Capstone Seminar.

<sup>11</sup> A maximum of 3 credits of POLS 486A-B, Practicum, may be used to fulfill Tier Four requirements, subject to department approval.



### Major in Political Science

Effective Fall 2015

#### Global Politics and Policy Concentration

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
CO 150 <sup>P</sup>	College Composition	3	1A
POLS 101	American Government and Politics	3	3C
POLS 103	State and Local Government and Politics	3	3C
	Arts and Humanities <sup>1</sup>	6	3B
	Biological and Physical Sciences <sup>2</sup>	4	3A
	Historical Perspectives <sup>3</sup>	3	3D
	Mathematics <sup>4</sup>	3	1B
	Electives	5	
	<u>TOTAL</u>	<u>30</u>	

#### SOPHOMORE

<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301A-D <sup>P</sup>	Writing in the Disciplines	3	2
CO 302 <sup>P</sup>	Writing in Digital Environments	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
LB 300 <sup>P</sup>	Specialized Professional Writing	3	2
POLS 232	International Relations	3	3E
POLS 241	Comparative Government and Politics	3	3E
<i>Tier Four: Select one course from among the following:<sup>5, 6</sup></i>			
POLS 331	Politics and Society Along Mexican Border	3	
POLS 332 <sup>P</sup> /	International Political Economy	3	
ECON 332 <sup>P</sup>			
POLS 341 <sup>P</sup>	Western European Government and Politics	3	
POLS 345 <sup>P</sup>	Russian, Central, and East European Politics	3	
POLS 362 <sup>P</sup>	Global Environmental Politics	3	
POLS 3**	Tier Three (300-level courses only) <sup>6, 7</sup>	0-3	
	Biological and Physical Sciences <sup>2</sup>	3	3A
	Support Option <sup>8</sup>	3-6	
	Electives	12	
	<u>TOTAL</u>	<u>30-33</u>	

#### JUNIOR

*Tier Two: Select one course from among the following:*

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
POLS 420	History of Political Thought	3	4A, 4B
POLS 421	Contemporary Political Thought	3	4A, 4B
POLS 422 <sup>P</sup>	Democratic Theory	3	4A, 4B
POLS 423 <sup>P</sup>	American Political Theories	3	4A, 4B
POLS ***	Tier Three (courses not taken previously) <sup>6, 7</sup>	3-6	
POLS ***	Tier Four (courses not taken previously) <sup>5, 6</sup>	3-6	
	Support Option <sup>8</sup>	6-12	
	Electives <sup>9</sup>	3-12	
	<u>TOTAL</u>	<u>27-30</u>	
<b>SENIOR</b>			
POLS ***	Tier Four (courses not taken previously) <sup>5, 6</sup>	3-6	
POLS 492 <sup>P</sup>	Tier Five: Capstone Seminar <sup>10</sup>	3	4A, 4B, 4C
	Support Option <sup>8</sup>	6-12	
	Electives <sup>9</sup>	3-12	
	<u>TOTAL</u>	<u>27-30</u>	
<b>PROGRAM TOTAL = 120 credits</b>			
<b>Global Politics and Policy Concentration Tier Requirements</b>			
<b>Tier One Courses (12 credits, four courses taken in the freshman and sophomore years as shown above):</b>			
POLS 101	American Government and Politics	3	3C
POLS 103	State and Local Government and Politics	3	3C
POLS 232	International Relations	3	3E
POLS 241	Comparative Government and Politics	3	3E
<b>Tier Two Courses (3 credits, one course taken in the junior year, as shown above)</b>			
POLS 420	History of Political Thought	3	4A, 4B
POLS 421	Contemporary Political Thought	3	4A, 4B
POLS 422 <sup>P</sup>	Democratic Theory	3	4A, 4B
POLS 423 <sup>P</sup>	American Political Theories	3	4A, 4B
<b>Tier Three Courses (Select 6 unique credits, two courses, one from each of the two different subfields below, taken in the sophomore, junior and/or senior years.)<sup>6, 7</sup></b>			
<b>American Politics and Law</b>			
POLS 302 <sup>P</sup>	U.S. Political Parties and Elections	3	4A, 4B
POLS 303 <sup>P</sup>	Politics of Organized Interests	3	4A, 4B
POLS 304 <sup>P</sup>	Legislative Politics	3	
POLS 305 <sup>P</sup>	Judicial Politics	3	
POLS 306 <sup>P</sup>	Executive Politics	3	
POLS 309 <sup>P</sup>	Urban Politics	3	
POLS 405 <sup>P</sup>	Race and Ethnicity in U.S. Politics	3	4A, 4B
POLS 409 <sup>P</sup>	Urban and Regional Politics	3	
POLS 410 <sup>P</sup>	American Constitutional Law	3	
POLS 413 <sup>P</sup>	U.S. Civil Rights and Liberties	3	
<b>Public Policy and Administration</b>			
POLS 351 <sup>P</sup>	Public Administration	3	
POLS 361 <sup>P</sup>	U.S. Environmental Politics and Policy	3	
POLS 364 <sup>P</sup>	U.S. Energy Policy Analysis	3	
POLS 451 <sup>P</sup>	Public Policy Design and Governance	3	
POLS 459 <sup>P</sup>	Program Evaluation for Public Administrators	3	
POLS 460 <sup>P</sup>	Public Policy Process	3	
POLS 462 <sup>P</sup>	Globalization, Sustainability and Justice	3	
POLS 465 <sup>P</sup>	Public Policy Analysis	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
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**Tier Four Courses (Select 12 unique credits, with at least one course from each of the first two subfields below, taken in the sophomore, junior and/or senior years.)<sup>5, 6</sup>**

**International Relations**

POLS 331	Politics and Society Along Mexican Border	3	
POLS 332 <sup>P</sup>	International Political Economy	3	
ECON 332 <sup>P</sup>			
POLS 362 <sup>P</sup>	Global Environmental Politics	3	
POLS 431 <sup>P</sup>	International Law	3	
POLS 433 <sup>P</sup>	International Organization	3	
POLS 435 <sup>P</sup>	United States Foreign Policy	3	
POLS 436 <sup>P</sup>	Comparative Foreign Policy	3	
POLS 437	International Security	3	

**Comparative Politics**

POLS 341 <sup>P</sup>	Western European Government and Politics	3	
POLS 345 <sup>P</sup>	Russian, Central, and East European	3	
POLS 442 <sup>P</sup>	Environmental Politics in Developing World	3	
POLS 443 <sup>P</sup>	Comparative Social Movements	3	
POLS 444 <sup>P</sup>	Comparative African Politics	3	
POLS 445 <sup>P</sup>	Comparative Asian Politics	3	
POLS 446 <sup>P</sup>	Politics of South America	3	
POLS 447 <sup>P</sup>	Politics in Mexico, Central America, Caribbean	3	
POLS 448 <sup>P</sup>	Comparative Racial/Ethnic Politics	3	4A, 4B
POLS 449 <sup>P</sup>	Middle East Politics	3	4A, 4B

**Practicum**

POLS 486A-B	Practicum <sup>11</sup>	3	
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**Tier Five Course (3 credits, one course taken in the senior year)**

POLS 492 <sup>P</sup>	Tier Five: Capstone Seminar <sup>10</sup>	3	4A, 4B, 4C
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**Political Science majors must complete one of the following five Support Options:<sup>8</sup>**

**1. Minor or Interdisciplinary Minor Support Option**

Select a minor or interdisciplinary minor in consultation with advisor. 21-24

**2. Student-Selected Course Group Support Option**

A program of courses proposed by student and approved by advisor containing a minimum of 21 credits, of which at least 12 must be upper-division (300- to 400-level). 21

**3. Second Major Support Option**

Select a second major in consultation with advisor. This option may require as much as 36 credits. Credit range shown is approximate, and may require more or less, depending on the second major chosen. 27-36

**4. Foreign Language Support Option**

A minimum of 5 courses totaling at least 15 credits in a single foreign language, including at least 2 courses of language instruction or in the language at the upper-division level. 15-22

**5. Methods Support Option**

POLS 320	Empirical Political Analysis	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<i>Select two of the following for a total of 6 credits:</i>			
PHIL 120	History and Philosophy of Scientific Thought	3	
PHIL 327 <sup>P</sup>	Philosophy of Behavioral Sciences	3	
PHIL 415	Logic and Scientific Method	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<i>Select one from the following for a total of 3 credits:</i>			
STAT 305 <sup>P</sup>	Sampling Techniques	3	
STAT 340 <sup>P</sup>	Multiple Regression Analysis	3	
STAT 350 <sup>P</sup>	Design of Experiments	3	
<i>Select two of the following for a total of 6 credits:</i>			
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
AREC 335 <sup>P</sup>	Introduction to Econometrics	3	
ECON 335 <sup>P</sup>			
SOC 210 <sup>P</sup>	Quantitative Sociological Analysis	3	
SOC 311 <sup>P</sup>	Methods of Sociological Inquiry	3	
<b>TOTAL</b>		<b>21</b>	

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select from the list of courses in category 3B of the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>2</sup> Select a total of seven credits from the list of courses in category 3A of the AUCC. One of the courses selected must have a laboratory component.

<sup>3</sup> Select from the list of courses in category 3D of the AUCC.

<sup>4</sup> Select at least three credits from the list of courses in category 1B of the AUCC.

<sup>5</sup> Select a minimum of 12 upper-division credits to fulfill Tier Four. Sophomores may take only 300-level courses from this section.

<sup>6</sup> Courses selected to fulfill Tier Three requirements may not also fulfill Tier Four requirements, and vice versa.

<sup>7</sup> Sophomores may take only 300-level Tier Three courses.

<sup>8</sup> Select one of five Support Options listed above in the program.

<sup>9</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division.

<sup>10</sup> Students must complete one upper division course in each of four of the five departmental subfields (American Politics, Political Theory, International Relations, Comparative Politics, and Public Policy and Administration) prior to taking POLS492, Capstone Seminar.

<sup>11</sup> A maximum of 3 credits of POLS 486A-B, Practicum, may be used to fulfill Tier Four requirements, subject to department approval.



### Major in Political Science

Effective Fall 2015

#### U.S. Government, Law, and Policy Concentration

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
CO 150 <sup>P</sup>	College Composition	3	1A
POLS 101	American Government and Politics	3	3C
POLS 103	State and Local Government and Politics	3	3C
	Arts and Humanities <sup>1</sup>	6	3B
	Biological and Physical Sciences <sup>2</sup>	4	3A
	Historical Perspectives <sup>3</sup>	3	3D
	Mathematics <sup>4</sup>	3	1B
	Electives	5	
<b>TOTAL</b>		<b>30</b>	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>SOPHOMORE</b>			
<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301A-D <sup>P</sup>	Writing in the Disciplines	3	2
CO 302 <sup>P</sup>	Writing Online	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
LB 300 <sup>P</sup>	Specialized Professional Writing	3	2
POLS 232	International Relations	3	3E
POLS 241	Comparative Government and Politics	3	3E
<i>Tier Four: Select one course from the following:<sup>5, 6</sup></i>			
POLS 302 <sup>P</sup>	U.S. Political Parties and Elections	3	4A, 4B
POLS 303 <sup>P</sup>	Politics of Organized Interests	3	4A, 4B
POLS 304 <sup>P</sup>	Legislative Politics	3	
POLS 305 <sup>P</sup>	Judicial Politics	3	
POLS 306 <sup>P</sup>	Executive Politics	3	
POLS 309 <sup>P</sup>	Urban Politics	3	
POLS 351 <sup>P</sup>	Public Administration	3	
POLS 361 <sup>P</sup>	U.S. Environmental Politics and Policy	3	
POLS 364 <sup>P</sup>	U.S. Energy Policy Analysis	3	
POLS 3**	Tier Three (300-level courses only) <sup>6, 7</sup>	0-3	
	Biological and Physical Sciences <sup>2</sup>	3	3A
	Support Option <sup>8</sup>	3-6	
	Electives	12	
	<b>TOTAL</b>	<b>30-33</b>	
<b>JUNIOR</b>			
<i>Tier Two: Select one course from the following:</i>			
POLS 420	History of Political Thought	3	4A, 4B
POLS 421	Contemporary Political Thought	3	4A, 4B
POLS 422 <sup>P</sup>	Democratic Theory	3	4A, 4B
POLS 423 <sup>P</sup>	American Political Theories	3	4A, 4B
POLS ***	Tier Three (courses not taken previously) <sup>6, 7</sup>	3-6	
POLS ***	Tier Four (courses not taken previously) <sup>5, 6</sup>	3-6	
	Support Option <sup>8</sup>	6-12	
	Electives <sup>9</sup>	3-12	
	<b>TOTAL</b>	<b>27-30</b>	
<b>SENIOR</b>			
POLS ***	Tier Four (courses not taken previously) <sup>5, 6</sup>	3-6	
POLS 492 <sup>P</sup>	Tier Five: Capstone Seminar <sup>10</sup>	3	4A, 4B, 4C
	Support Option <sup>8</sup>	6-12	
	Electives <sup>9</sup>	3-12	
	<b>TOTAL</b>	<b>27-30</b>	
<b>PROGRAM TOTAL = 120 credits</b>			
<b>U.S. Government, Law, and Policy Concentration Tier Requirements</b>			
<b>Tier One Courses (12 credits, four courses taken in the freshman and sophomore years as shown above):</b>			
POLS 101	American Government and Politics	3	3C
POLS 103	State and Local Government and Politics	3	3C
POLS 232	International Relations	3	3E
POLS 241	Comparative Government and Politics	3	3E
<b>Tier Two Courses (3 credits, one course taken in the junior year, as shown above)</b>			
POLS 420	History of Political Thought	3	4A, 4B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
POLS 421	Contemporary Political Thought	3	4A, 4B
POLS 422 <sup>P</sup>	Democratic Theory	3	4A, 4B
POLS 423 <sup>P</sup>	American Political Theories	3	4A, 4B
<b>Tier Three Courses (Select 6 unique credits, one from each of the two different subfields below, taken in the sophomore, junior and/or senior years.)<sup>6, 7</sup></b>			
<b>International Relations</b>			
POLS 331	Politics and Society Along Mexican Border	3	
POLS 332 <sup>P</sup>	International Political Economy	3	
ECON 332 <sup>P</sup>			
POLS 362 <sup>P</sup>	Global Environmental Politics	3	
POLS 431 <sup>P</sup>	International Law	3	
POLS 433 <sup>P</sup>	International Organization	3	
POLS 435 <sup>P</sup>	United States Foreign Policy	3	
POLS 436 <sup>P</sup>	Comparative Foreign Policy	3	
POLS 437	International Security	3	
<b>Comparative Politics</b>			
POLS 341 <sup>P</sup>	Western European Government and Politics	3	
POLS 345 <sup>P</sup>	Russian, Central, and East European Politics	3	
POLS 442 <sup>P</sup>	Environmental Politics in Developing World	3	
POLS 443 <sup>P</sup>	Comparative Social Movements	3	
POLS 444 <sup>P</sup>	Comparative African Politics	3	
POLS 445 <sup>P</sup>	Comparative Asian Politics	3	
POLS 446 <sup>P</sup>	Politics of South America	3	
POLS 447 <sup>P</sup>	Politics in Mexico, Central America, Caribbean	3	
POLS 448 <sup>P</sup>	Comparative Racial/Ethnic Politics	3	4A, 4B
POLS 449 <sup>P</sup>	Middle East Politics	3	4A, 4B
<b>Tier Four Courses (Select 12 unique credits, with at least one course from each of the first two subfields below, taken in the sophomore, junior and/or senior years.)<sup>5, 6</sup></b>			
<b>American Politics and Law</b>			
POLS 302 <sup>P</sup>	U.S. Political Parties and Elections	3	4A, 4B
POLS 303 <sup>P</sup>	Politics of Organized Interests	3	4A, 4B
POLS 304 <sup>P</sup>	Legislative Politics	3	
POLS 305 <sup>P</sup>	Judicial Politics	3	
POLS 306 <sup>P</sup>	Executive Politics	3	
POLS 309 <sup>P</sup>	Urban Politics	3	
POLS 405 <sup>P</sup>	Race and Ethnicity in U.S. Politics	3	4A, 4B
POLS 409 <sup>P</sup>	Urban and Regional Politics	3	
POLS 410 <sup>P</sup>	American Constitutional Law	3	
POLS 413 <sup>P</sup>	U.S. Civil Rights and Liberties	3	
<b>Public Policy and Administration</b>			
POLS 351 <sup>P</sup>	Public Administration	3	
POLS 361 <sup>P</sup>	U.S. Environmental Politics and Policy	3	
POLS 364 <sup>P</sup>	U.S. Energy Policy Analysis	3	
POLS 451 <sup>P</sup>	Public Policy Design and Governance	3	
POLS 459 <sup>P</sup>	Program Evaluation for Public Administrators	3	
POLS 460 <sup>P</sup>	Public Policy Process	3	
POLS 462 <sup>P</sup>	Globalization, Sustainability and Justice	3	
POLS 465 <sup>P</sup>	Public Policy Analysis	3	
<b>Practicum</b>			
POLS 486A-B	Practicum <sup>11</sup>	3	
<b>Tier Five Course (3 credits, one course taken in the senior year)</b>			
POLS 492 <sup>P</sup>	Tier Five: Capstone Seminar <sup>10</sup>	3	4A, 4B, 4C

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>Political Science majors must complete one of the following five Support Options:<sup>8</sup></b>			
<b>1. Minor or Interdisciplinary Minor Support Option</b>			
	Select a minor or interdisciplinary minor in consultation with advisor.	21-24	
<b>2. Student-Selected Course Group Support Option</b>			
	A program of courses proposed by student and approved by advisor containing a minimum of 21 credits, of which at least 12 must be upper-division (300- to 400-level).	21	
<b>3. Second Major Support Option</b>			
	Select a second major in consultation with advisor. This option may require as much as 36 credits. Credit range shown is approximate, and may require more or less, depending on the second major chosen.	27-36	
<b>4. Foreign Language Support Option</b>			
	A minimum of 5 courses totaling at least 15 credits in a single foreign language, including at least 2 courses of language instruction or in the language at the upper-division level.	15-22	
<b>5. Methods Support Option</b>			
POLS 320	Empirical Political Analysis	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<i>Select two of the following for a total of 6 credits:</i>			
PHIL 120	History and Philosophy of Scientific Thought	3	
PHIL 327 <sup>P</sup>	Philosophy of Behavioral Sciences	3	
PHIL 415	Logic and Scientific Method	3	
<i>Select one from the following for a total of 3 credits:</i>			
STAT 305 <sup>P</sup>	Sampling Techniques	3	
STAT 340 <sup>P</sup>	Multiple Regression Analysis	3	
STAT 350 <sup>P</sup>	Design of Experiments	3	
<i>Select two of the following for a total of 6 credits:</i>			
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
AREC 335 <sup>P</sup> /	Introduction to Econometrics	3	
ECON 335 <sup>P</sup>			
SOC 210 <sup>P</sup>	Quantitative Sociological Analysis	3	
SOC 311 <sup>P</sup>	Methods of Sociological Inquiry	3	
<b>TOTAL</b>		<b>21</b>	

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select from the list of courses in category 3B of the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>2</sup> Select a total of seven credits from the list of courses in category 3A of the AUCC. One of the courses selected must have a laboratory component.

<sup>3</sup> Select from the list of courses in category 3D of the AUCC.

<sup>4</sup> Select at least three credits from the list of courses in category 1B of the AUCC.

<sup>5</sup> Select a minimum of 12 upper-division credits to fulfill Tier Four. Sophomores may take only 300-level courses from this section.

<sup>6</sup> Courses selected to fulfill Tier Three requirements may not also fulfill Tier Four requirements, and vice versa.

<sup>7</sup> Sophomores may take only 300-level Tier Three courses.

<sup>8</sup> Select one of five Support Options listed above in the program.

<sup>9</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division.

<sup>10</sup> Students must complete one upper division course in each of four of the five departmental subfields (American Politics, Political Theory, International Relations, Comparative Politics, and Public Policy and Administration) prior to taking POLS492, Capstone Seminar.

<sup>11</sup> A maximum of 3 credits of POLS 486A-B, Practicum, may be used to fulfill Tier Four requirements, subject to department approval.

## Major Changes to Curricula

College of Agricultural Sciences  
Department of Animal Sciences  
Major in Animal Science

Effective Spring 2015

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

A maximum of five credits is allowed for ANEQ 350A-E, ANEQ 352, ANEQ 353, ANEQ 354, ANEQ 355, ANEQ 356, ANEQ 357, ANEQ 361, ANEQ 362, ANEQ 363, and ANEQ 364. A maximum of 12 credits is allowed for any combination of the following: ANEQ 350A-E, ANEQ 352, ANEQ 353, ANEQ 354, ANEQ 355, ANEQ 356, ANEQ 357, ANEQ 361, ANEQ 362, ANEQ 363, ANEQ 364, ANEQ 384, ANEQ 487, ANEQ 495, and ANEQ 496.

A minimum grade of 'C' (2.0) is required for each of the ANEQ courses which are required to complete the major.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
AGRI 192	Orientation to Agricultural Systems	1	
ANEQ 101	Food Animal Science	3	
ANEQ 286 <sup>P</sup>	Livestock Practicum	2	
AREC 202 <sup>P</sup>	Agricultural and Resource Economics	3	3C
<b>OR</b>			
ECON 202 <sup>P</sup>	Principles of Microeconomics	3	3C
<i>Select one pair of courses from the following:</i>			
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CHEM 108 <sup>P</sup>	Fundamentals of Chemistry Laboratory	1	3A
<b>OR</b>			
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CO 150 <sup>P</sup>	College Composition	3	1A
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
<i>Select at least three credits from the following:</i>			
MATH 117 <sup>P</sup>	College Algebra in Context I	1	1B
MATH 118 <sup>P</sup>	College Algebra in Context II	1	1B
MATH 124 <sup>P</sup>	Logarithmic and Exponential Function	1	1B
MATH 125 <sup>P</sup>	Numerical Trigonometry	1	1B
MATH 126 <sup>P</sup>	Analytic Trigonometry	1	1B
MATH 141 <sup>P</sup>	Calculus in Management Sciences	3	1B
MATH 155 <sup>P</sup>	Calculus for Biological Scientists	4	1B
	Arts and Humanities <sup>1</sup>	6	3B
	Historical Perspectives <sup>2</sup>	3	3D
	<b>TOTAL</b>	<b>33-34</b>	
<b>SOPHOMORE</b>			
<i>Select one of the following courses:</i>			
ANEQ 230 <sup>P</sup>	Farm Animal Anatomy and Physiology	3	



<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANEQ 305 <sup>P</sup>	Functional Large Animal Anatomy/Physiology	3	
BMS 300 <sup>P</sup>	Human Gross Anatomy	4	
ANEQ 250 <sup>P</sup>	Live Animal and Carcass Evaluation	3	
ANEQ 310 <sup>P</sup>	Animal Reproduction	3	4B
<i>Select one of the following courses:</i>			
ANEQ 328 <sup>P</sup>	Foundations in Animal Genetics	3	
<b>OR</b>			
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	
MIP 450 <sup>P</sup>	Microbial Genetics	3	
SOCR 330 <sup>P</sup>	Principles of Genetics	3	
<i>Select one course from the following:</i>			
L*** 105 <sup>P</sup>	First Year Language I	5	
L*** 107 <sup>P</sup>	First Year Language II	5	
L*** 200 <sup>P</sup>	Second Year Language I	3	3B
L*** 201 <sup>P</sup>	Second Year Language II	3	3B
SPCM 200	Public Speaking	3	
RS 300 <sup>P</sup>	Rangeland Conservation and Stewardship	3	
<b>OR</b>			
SOCR 320	Forage and Pasture Management	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<b>OR</b>			
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Advanced Writing <sup>3</sup>	3	2
	Business Electives <sup>4</sup>	6	
	TOTAL	30-34	
		30-33	
<b>JUNIOR</b>			
ANEQ 320 <sup>P</sup>	Principles of Animal Nutrition	4	4B
ANEQ 360 <sup>P</sup>	Principles of Meat Science	3	4B
	Advanced Animal Science Elective <sup>5</sup>	3	
	Applied Animal Science Elective <sup>6,7</sup>	2-6	
	Business Electives <sup>4</sup>	6	
	Experience Animal Science Elective <sup>7,8</sup>	2-6	
	Global and Cultural Awareness <sup>9,8</sup>	3	3E
	Electives <sup>7,10,9</sup>	0-4	
	TOTAL	23-35	
		23-32	
<b>SENIOR</b>			
<i>Select one course from the following:</i>			
ANEQ 313 <sup>P</sup> / VS 313 <sup>P</sup>	Prevention and Control of Livestock Diseases	3	
ANEQ 346 <sup>P</sup>	Equine Disease Management	4	
MIP 315A	Human and Animal Disease	3	
ANEQ 330 <sup>P</sup>	Principles of Animal Breeding	3	4B
<i>Select two courses from the following:</i> <sup>11,10</sup>			
ANEQ 470 <sup>P</sup>	Meat Processing Systems	4	4A, 4C
ANEQ 472 <sup>P</sup>	Sheep Systems	3	4A, 4C
ANEQ 473 <sup>P</sup>	Dairy Systems	3	4A, 4C
ANEQ 474 <sup>P</sup>	Swine Systems	3	4A, 4C
ANEQ 476 <sup>P</sup>	Feedlot Systems	3	4A, 4C
ANEQ 478 <sup>P</sup>	Beef Systems	3	4A, 4C
	Advanced Animal Science Elective <sup>3</sup>	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Business Electives <sup>4</sup>	63	
	Electives <sup>109</sup>	0-10	
		<u>1-16</u>	
	TOTAL	18-30	
		<u>21-34</u>	

**PROGRAM TOTAL = 120 credits**

<sup>p</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select from the list of courses in category 3B of the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>2</sup> Select from the list of courses in category 3D of the AUCC.

<sup>3</sup> Select from the list of courses in category 2 of the AUCC.

<sup>4</sup> Select a total of 18-15 credits from any AREC or ECON course or any business course, of which 3 credits may be a computer course. Access granted for the following business courses: ACT 205, BUS 205, FIN 305, MGT 305, MKT 305.

<sup>5</sup> Select a total of two courses from the department approved Advanced Animal Science course list for Animal Science majors.

<sup>6</sup> Select two courses from department approved Applied Animal Science course list for Animal Science majors.

<sup>7</sup> The combined total credits in the junior year for Applied Animal Science Electives, Experience Animal Science Electives, and free electives, may not exceed 13 credits.

<sup>78</sup> Select one course from the department approved Experience Animal Science course list for Animal Science majors.

<sup>8-9</sup> Select from the list of courses in category 3E of the AUCC.

<sup>910</sup> Students with specific career goals are strongly encouraged to consult with their adviser regarding selection of elective credits. Select enough elective credits to bring the program total to 120 credits with a minimum of 42 upper-division credits.

<sup>1011</sup> Selecting two courses from the list meets departmental requirements. One of those two courses may be used to meet AUCC category 4A and 4C requirements.

**Advanced Animal Science Electives**

<u>Course</u>	<u>Title</u>	<u>Credits</u>
ANEQ 460 <sup>p</sup>	Meat Safety	<u>2</u>
ANEQ 470 <sup>p</sup>	Meat Processing Systems <sup>1</sup>	<u>4</u>
ANEQ 472 <sup>p</sup>	Sheep Systems <sup>1</sup>	<u>3</u>
ANEQ 473 <sup>p</sup>	Dairy Systems <sup>1</sup>	<u>3</u>
ANEQ 474 <sup>p</sup>	Swine Systems <sup>1</sup>	<u>3</u>
ANEQ 476 <sup>p</sup>	Feedlot Systems <sup>1</sup>	<u>3</u>
ANE 478 <sup>p</sup>	Beef Systems <sup>1</sup>	<u>3</u>
ANEQ 510 <sup>p</sup>	Bovine Reproduction Management	<u>4</u>
ANEQ 522 <sup>p</sup>	Animal Metabolism	<u>3</u>
ANEQ 550A <sup>p</sup>	Basic Research Surgery – Farm Animal	<u>2</u>
ANEQ 550B <sup>p</sup>	Basic Research Surgery – Rodent	<u>2</u>
ANEQ 551 <sup>p</sup>	Field Necropsy	<u>2</u>
ANEQ 565 <sup>p</sup>	Interpreting Animal Science Research	<u>3</u>
ANEQ 567 <sup>p</sup>	HACCP Meat Safety	<u>2</u>
ANEQ 575 <sup>p</sup>	Computational Biology in Animal Breeding	<u>3</u>
Or, select any upper-division (300- to 400-level) course(s) from BC, BMS,		

MIP or VS subject codes.<sup>2</sup>

<sup>p</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Course selected here to fulfill the Advanced Animal Science Elective requirement may not also fulfill the Capstone two-course requirement elsewhere in the major.

<sup>2</sup> Course(s) selected from among this group may not count for any other requirements in the major, including Base Course Requirements.



**College of Liberal Arts  
Department of Anthropology  
Major in Anthropology**

**Effective Spring 2015**

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
ANTH 100	Introductory Cultural Anthropology <sup>1</sup>	3	3C
<b>OR</b>			
ANTH 200	Cultures and the Global System <sup>2</sup>	3	3E
ANTH 120	Human Origins and Variation	3	3A
ANTH 121 <sup>p</sup>	Human Origins and Variation Laboratory	1	3A
ANTH 140	Introduction to Prehistory	3	3D
CO 150 <sup>p</sup>	College Composition	3	1A
	Additional Humanities <sup>3</sup>	3	
	Mathematics <sup>4</sup>	3	1B
	Electives	11	
	<b>TOTAL</b>	<b>30</b>	
<b>SOPHOMORE</b>			
GR 100	Introduction to Geography	3	3C
	Advanced Writing <sup>5</sup>	3	2
	Additional Natural Sciences <sup>5,6</sup>	7	
	Additional Social Sciences <sup>6,7</sup>	3	
	Arts and Humanities <sup>7,8</sup>	6	3B
	Biological and Physical Sciences <sup>8,9</sup>	3	3A
	Global and Cultural Awareness <sup>2</sup>	3	3E
<b>OR</b>			
	Social and Behavioral Science <sup>1</sup>	3	3C
	Anthropology elective <sup>10,11</sup>	3	
	<b>TOTAL</b>	<b>31</b>	
<b>JUNIOR</b>			
ANTH 400 <sup>p</sup>	History of Anthropological Theory	3	4B
<i>Select one of the following archaeology courses not taken in another category:</i>			
ANTH 350 <sup>p</sup>	Archaeology of North America	3	
ANTH 351 <sup>p</sup>	Archaeology of Europe and Africa	3	
ANTH 352 <sup>p</sup>	Geoarchaeology	3	
ANTH 359	Colorado Prehistory	3	
ANTH 360 <sup>p</sup>	Archaeological Investigation	3	
ANTH 450 <sup>p</sup>	Hunter-Gatherer Ecology	3	

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<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3	
ANTH 452 <sup>P</sup>	Archaeology of Mesoamerica	3	
ANTH 453 <sup>P</sup>	Impacts on Ancient Environments	3	
ANTH 455 <sup>P</sup>	Great Plains Archaeology	3	
ANTH 456 <sup>P</sup>	Archaeology and the Public	3	
ANTH 457 <sup>P</sup>	Lithic Technology	3	
ANTH 460 <sup>P</sup>	Field Class in Archaeology	3-8	
ANTH 461 <sup>P</sup>	Anthropological Report Preparation	3	
ANTH 465 <sup>P</sup>	Zooarchaeology	3	
ANTH 478 <sup>P</sup> / HIST 478 <sup>P</sup>	Heritage Resource Management	3	
ANTH 492A <sup>P</sup>	Seminar: Archaeology	3	
<i>Select one of the following biological anthropology courses not taken in another category:</i>			
ANTH 330 <sup>P</sup>	Human Ecology	3	
ANTH 370 <sup>P</sup>	Primate Behavior and Ecology	3	
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 373 <sup>P</sup>	Human Evolution	3	
ANTH 374 <sup>P</sup>	Human Biological Variation	3	
ANTH 375 <sup>P</sup>	Evolution of Primate Behavior	3	
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	
ANTH 470 <sup>P</sup>	Paleontology Field School	4	
ANTH 472 <sup>P</sup>	Human Biology	3	
ANTH 473 <sup>P</sup>	The Neandertals	3	
ANTH 475 <sup>P</sup>	Methods of Analysis in Paleoanthropology	3	
ANTH 492B <sup>P</sup>	Seminar: Biological Anthropology	3	
<i>Select one of the following cultural anthropology courses not taken in another category:</i>			
ANTH 310 <sup>P</sup>	Peoples and Cultures of Africa	3	
ANTH 312 <sup>P</sup>	Modern Indian Culture and Society	3	
ANTH 313 <sup>P</sup>	Modernization and Development	3	
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3	
ANTH 318 <sup>P</sup> / ETST 318 <sup>P</sup>	Peoples and Cultures of the Southwest	3	
ANTH 319 <sup>P</sup> / ETST 319 <sup>P</sup>	Latin American Peasantries	3	
ANTH 322 <sup>P</sup>	Religion, Culture, and Mind	3	
ANTH 329 <sup>P</sup>	Cultural Change	3	
ANTH 334 <sup>P</sup>	Narrative Traditions and Social Experience	4	
ANTH 335	Language and Culture	3	
ANTH 336 <sup>P</sup>	Art and Culture	3	
ANTH 338 <sup>P</sup>	Gender and Anthropology	3	
ANTH 340 <sup>P</sup>	Medical Anthropology	3	
ANTH 343 <sup>P</sup>	Applied Medical Anthropology	3	
ANTH 412 <sup>P</sup>	Indians of North America	3	
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3	
ANTH 414/ ETST 414	Development in Indian Country	3	
ANTH 415	Indigenous Ecologies and the Modern World	3	
ANTH 422 <sup>P</sup> / SOC 422 <sup>P</sup>	Comparative Legal Systems	3	
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3	
ANTH 440 <sup>P</sup>	Theory in Cultural Anthropology	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
ANTH 442 <sup>P</sup>	Ethnographic Field School	3-8	
ANTH 443 <sup>P</sup>	Ethnographic Field Methods	3	
ANTH 444 <sup>P</sup>	Cultures of Virtual Worlds: Research Methods	3	
ANTH 445 <sup>P</sup>	Psychological Anthropology	3	
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3	
ANTH 449 <sup>P</sup>	Participatory Monitoring and Evaluation	3	
Additional Social Sciences <sup>7</sup>		3	
Anthropology electives <sup>9,10</sup>		6	
Advanced Writing <sup>10</sup>		3	2
Electives		0-9	
TOTAL		30-32	
<b>SENIOR</b>			
<i>Students must take ANTH 493 concurrently with one of the courses listed in the selection below it:</i>			
ANTH 493 <sup>P</sup>	Capstone <sup>11</sup>	1	4C
<b>AND</b>			
<i>Select one of the following AUCC 4A courses not taken in another category:<sup>11</sup></i>			
Cultural Anthropology			
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3	4A
ANTH 329 <sup>P</sup>	Cultural Change	3	4A
ANTH 334 <sup>P</sup>	Narrative Traditions and Social Experience	4	4A
ANTH 335 <sup>P</sup>	Language and Culture	3	4A
ANTH 338 <sup>P</sup>	Gender and Anthropology	3	4A
ANTH 340 <sup>P</sup>	Medical Anthropology	3	4A
ANTH 412 <sup>P</sup>	Indians of North America	3	4A
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3	4A
ANTH 414 <sup>P</sup>	Development in Indian Country	3	4A
ANTH 415	Indigenous Ecologies and the Modern World	3	4A
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3	4A
ANTH 444 <sup>P</sup>	Cultures of Virtual Worlds: Research Methods	3	4A
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3	4A
ANTH 479 <sup>P</sup> / IE 479 <sup>P</sup>	International Development Theory and Practice	3	4A
Archaeology			
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3	4A
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3	4A
ANTH 452 <sup>P</sup>	Archaeology of Mesoamerica	3	4A
ANTH 453 <sup>P</sup>	Impacts on Ancient Environments	3	4A
ANTH 455 <sup>P</sup>	Great Plains Archaeology	3	4A
ANTH 456 <sup>P</sup>	Archaeology and the Public	3	4A
ANTH 461 <sup>P</sup>	Anthropological Report Preparation	3	4A
Biological Anthropology			
ANTH 330 <sup>P</sup>	Human Ecology	3	4A
ANTH 373 <sup>P</sup>	Human Evolution	3	4A
ANTH 374 <sup>P</sup>	Human Biological Variation	3	4A
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	4A
ANTH 472 <sup>P</sup>	Human Biology	3	4A
Additional Humanities <sup>3</sup>		3	
Additional Social Sciences <sup>6,7</sup>		3	
Anthropology elective <sup>9,10</sup>		3	
Electives <sup>12</sup>		14-16	

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<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
TOTAL		27-29	
<b>PROGRAM TOTAL = 120 credits</b>			

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu> to see the course prerequisites.

<sup>1</sup> ANTH 100 fulfills AUCC category 3C. Taking ANTH 100 in the freshman year will eliminate the requirement for 3 credits of Social and Behavioral Sciences in the sophomore year. If ANTH 200 is chosen in the freshman year instead, then 3 credits of Social and Behavior Sciences will be required in the sophomore year, selected from the list of courses in category 3C in the AUCC.

<sup>2</sup> ANTH 200 fulfills AUCC category 3E. Taking ANTH 200 in the freshman year will eliminate the requirement for 3 credits of Global and Cultural Awareness in the sophomore year. If ANTH 100 is chosen in the freshman year instead, then 3 credits of Global and Cultural Awareness will be required in the sophomore year, selected from the list of courses in category 3E in the AUCC.

<sup>3</sup> Additional Humanities courses taken in the freshman and senior years for a total of six credits must include two subject codes, selected from among the following: ART, D, CO, E, ETST 344, ETST 430, L\*\*\*, LB192 (Arts and Humanities sections only), MU, PHIL, SPCM, TH.

<sup>4</sup> Select three credits, except MATH 133, from the courses in category 1B of the AUCC.

<sup>5</sup> Select from the list of courses in category 2 in the All-University Core Curriculum (AUCC).

<sup>6-5</sup> Select 7 credits including two subject codes and at least one formal laboratory from the following: AA, BMS, BIO, BZ, CHEM, GEOL, GR 210, LIFE, MATH, NR, NSCI, PH, SOCR, and STAT.

<sup>7-6</sup> Select a total of 9 credits over the sophomore, junior and senior years as shown, and including at least two subject codes, from the following: ECON, HIST, JTC, POLS, PSY, SOC, LB 192 (social science sections only), ETST (except ETST 344 and ETST 430).

<sup>8-7</sup> Select two courses from the list of courses in category 3B of the AUCC. Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>9-8</sup> Select 3 credits from the list of courses in category 3A of the AUCC.

<sup>10-9</sup> Select any course with the ANTH or GR subject code.

<sup>11</sup> Select from the list of courses in category 2 of the All-University Core Curriculum (AUCC).

<sup>11</sup> ANTH 493 must be taken concurrently with one of the AUCC 4A anthropology courses listed with ANTH 493 in the senior year. Using Competencies (AUCC 4A) must be taken concurrently with ANTH 493 Capstone Seminar. Courses approved for AUCC category 4A taken in the sophomore, junior, or senior year and not concurrently with ANTH 493 and not included in the approved list in the program will not count toward completion of the 4A requirement for this major. Students taking Senior Honors Thesis (HONR 499, 3 credits) are also required to register for ANTH 493 (1 credit).

<sup>12</sup> Select enough elective credits to bring the program total to 120 credits, of which at least 42 must be upper-division (300- to 400-level).



**Major in Anthropology  
Archaeology Concentration**

**Effective Spring 2015**

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
ANTH 100	Introductory Cultural Anthropology <sup>1</sup>	3	3C
<b>OR</b>			
ANTH 200	Cultures and the Global System <sup>2</sup>	3	3E
ANTH 120	Human Origins and Variation	3	3A
ANTH 121 <sup>P</sup>	Human Origins and Variation Laboratory	1	3A

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 140	Introduction to Prehistory	3	3D
CO 150 <sup>P</sup>	College Composition	3	1A
	Additional Humanities <sup>3</sup>	3	
	Mathematics <sup>4</sup>	3	1B
	Electives	11	
	TOTAL	30	

**SOPHOMORE**

ANTH 360 <sup>P</sup>	Archaeological Investigation	3	
<i>Select one course from the following:</i>			
GEOL 120	Exploring Earth: Physical Geology	3	3A
GEOL 122	The Blue Planet: Geology of Our Environment	3	3A
GEOL 124	Geology of Natural Resources	3	3A
GEOL 121 <sup>P</sup>	Introductory Geology Laboratory	1	3A
GR 100	Introduction to Geography	3	3C
	Additional Natural Sciences <sup>5</sup>	6	
	Additional Social Sciences <sup>6</sup>	3	
	Advanced Writing <sup>7</sup>	3	2
	Arts and Humanities <sup>7,8</sup>	6	3B
	Global and Cultural Awareness <sup>2</sup>	3	3E
<b>OR</b>			
	Social and Behavioral Sciences <sup>1</sup>	3	3C
	TOTAL	31	

**JUNIOR**

ANTH 400 <sup>P</sup>	History of Anthropological Theory	3	4B
<i>Select one course from the following:</i>			
ANTH 365 <sup>P</sup>	Quantifying Anthropology	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
STAT 311 <sup>P</sup>	Statistics for Behavioral Sciences I	3	
ANTH 400 <sup>P</sup>	History of Anthropological Theory	3	4B
<i>Select one of the following Archaeological Concepts and Practice courses not taken in another category:</i>			
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3	
ANTH 453 <sup>P</sup>	Impacts on Ancient Environments	3	
ANTH 456 <sup>P</sup>	Archaeology and the Public	3	
ANTH 460 <sup>P</sup>	Field Class in Archaeology	3-8	
ANTH 461 <sup>P</sup>	Anthropological Report Preparation	3	
ANTH 478 <sup>P</sup> / HIST 478 <sup>P</sup>	Heritage Resource Management	3	
<i>Select one of the following Archaeological Methods courses not taken in another category:</i>			
ANTH 352 <sup>P</sup>	Geoarchaeology	3	
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 457 <sup>P</sup>	Lithic Technology	3	
ANTH 465 <sup>P</sup>	Zooarchaeology	3	
<i>Select one of the following biological anthropology courses not taken in another category:</i>			
ANTH 330 <sup>P</sup>	Human Ecology	3	
ANTH 370 <sup>P</sup>	Primate Behavior and Ecology	3	
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 373 <sup>P</sup>	Human Evolution	3	
ANTH 374 <sup>P</sup>	Human Biological Variation	3	
ANTH 375 <sup>P</sup>	Evolution of Primate Behavior	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	
ANTH 470 <sup>P</sup>	Paleontology Field School	3	
ANTH 472 <sup>P</sup>	Human Biology	3	
ANTH 473 <sup>P</sup>	The Neandertals	3	
ANTH 475 <sup>P</sup>	Methods of Analysis in Paleoanthropology	3	
ANTH 492B <sup>P</sup>	Seminar: Biological Anthropology	3	
<i>Select one of the following cultural anthropology courses not taken in another category:</i>			
ANTH 310 <sup>P</sup>	Peoples and Cultures of Africa	3	
ANTH 312 <sup>P</sup>	Modern Indian Culture and Society	3	
ANTH 313 <sup>P</sup>	<u>Modernization and Development</u>	<u>3</u>	
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3	
ANTH 318 <sup>P</sup> /	Peoples and Cultures of the Southwest	3	
ETST 318 <sup>P</sup>			
ANTH 319 <sup>P</sup> /	Latin American Peasantries	3	
ETST 319 <sup>P</sup>			
ANTH 322 <sup>P</sup>	Religion, Culture, and Mind	3	
ANTH 329 <sup>P</sup>	Cultural Change	3	
ANTH 334 <sup>P</sup>	Narrative Traditions and Social Experience	4	
ANTH 335 <sup>P</sup>	Language and Culture	3	
ANTH 336 <sup>P</sup>	<u>Art and Culture</u>	<u>3</u>	
ANTH 338 <sup>P</sup>	Gender and Anthropology	3	
ANTH 340 <sup>P</sup>	Medical Anthropology	3	
ANTH 343 <sup>P</sup>	<u>Applied Medical Anthropology</u>	<u>3</u>	
ANTH 412 <sup>P</sup>	Indians of North America	3	
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3	
ANTH 414 <sup>P</sup> /	Development in Indian Country	3	
ETST 414 <sup>P</sup>			
ANTH 415	Indigenous Ecologies and the Modern World	3	
ANTH 422 <sup>P</sup> /	Comparative Legal Systems	3	
SOC 422 <sup>P</sup>			
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3	
ANTH 440 <sup>P</sup>	Theory in Cultural Anthropology	3	
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
ANTH 442 <sup>P</sup>	Ethnographic Field School	3-8	
ANTH 443 <sup>P</sup>	Ethnographic Field Methods	3	
ANTH 444 <sup>P</sup>	Cultures of Virtual Worlds: Research Methods	3	
ANTH 445 <sup>P</sup>	Psychological Anthropology	3	
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3	
ANTH 449 <sup>P</sup>	Participatory Monitoring and Evolution	3	
ANTH 479 <sup>P</sup> /	International Development Theory and Practice	3	
IE 479 <sup>P</sup>			
Additional Social Sciences <sup>P</sup>		3	
<u>Advanced Writing<sup>8</sup></u>		<u>3</u>	<u>2</u>
Electives		0-9	
TOTAL		30-31	
<b>SENIOR</b>			
<i>Students must take ANTH 493 concurrently with one of the courses listed in the selection below it:</i>			
ANTH 493 <sup>P</sup>	Capstone <sup>9</sup>	1	4C
<b>AND</b>			
<i>Select one of the following AUCC 4A courses not taken in another category:<sup>9</sup></i>			



<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3	4A
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3	4A
ANTH 452 <sup>P</sup>	Archaeology of Mesoamerica	3	4A
ANTH 453 <sup>P</sup>	Impacts on Ancient Environments	3	4A
ANTH 455 <sup>P</sup>	Great Plains Archaeology	3	4A
ANTH 456 <sup>P</sup>	Archaeology and the Public	3	4A
ANTH 461 <sup>P</sup>	Anthropological Report Preparation	3	4A
<i>Select one of the following Place and Space in Archaeology courses not taken in another category:</i>			
ANTH 350 <sup>P</sup>	Archaeology of North America	3	
ANTH 351 <sup>P</sup>	Archaeology of Europe and Africa	3	
ANTH 359	Colorado Prehistory	3	
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3	
ANTH 452 <sup>P</sup>	Archaeology of Mesoamerica	3	
ANTH 455 <sup>P</sup>	Great Plains Archaeology	3	
ANTH 492A <sup>P</sup>	Seminar: Archaeology	3	
	Additional Humanities <sup>3</sup>	3	
	Additional Social Sciences <sup>6</sup>	3	
	Electives <sup>10</sup>	15-16	
	TOTAL	28-29	

**PROGRAM TOTAL = 120 credits**

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu> to see the course prerequisites.

<sup>1</sup>ANTH 100 fulfills category 3C of the All-University Core Curriculum (AUCC). Taking ANTH 100 in the freshman year will eliminate the requirement for 3 credits of Social and Behavioral Sciences in the sophomore year. If ANTH 200 is chosen in the freshman year instead, then 3 credits of Social and Behavioral Sciences will be required in the sophomore year, selected from the list of courses in category 3C of the AUCC.

<sup>2</sup>ANTH 200 fulfills AUCC category 3E. Taking ANTH 200 in the freshman year will eliminate the requirement for 3 credits of Global and Cultural Awareness in the sophomore year. If ANTH 100 is chosen in the freshman year, then 3 credits of Global and Cultural Awareness will be required in the sophomore year, selected from the list of courses in category 3E of the AUCC.

<sup>3</sup>Additional Humanities courses taken in the freshman and senior years for a total of six credits must include two subject codes, selected from among the following: ART, D, CO, E, ~~ETST 344~~, ETST 430, L\*\*\*, LB192 (Arts and Humanities sections only), MU, PHIL, SPCM, TH.

<sup>4</sup>Select three credits, except MATH 133, from the courses in category 1B of the AUCC.

<sup>5</sup>Select 6 credits including two subject codes from the following: AA, BMS, BIO, BZ, CHEM, GEOL, GR210, LIFE, MATH, NR, NSCI, PH, SOCR, and STAT.

<sup>6</sup>Select a total of 9 credits over the sophomore, junior and senior years as shown and including at least two subject codes from the following: ECON, HIST, JTC, POLS, PSY, SOC, LB 192 (social science sections only), ETST (except ~~ETST 344~~ and ETST 430).

<sup>7</sup>Select from the list of courses in category 2 in the AUCC.

<sup>8</sup>Select two courses from the list of courses in category 3B of the AUCC. Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>9</sup>Select from the list of courses in category 2 of the AUCC.

<sup>9</sup>ANTH 493 must be taken concurrently with one of the AUCC 4A cultural anthropology courses listed with ANTH 493 in the senior year. Using Competencies (AUCC 4A) must be taken concurrently with ANTH 493 Capstone Seminar. Courses approved for AUCC category 4A taken in the sophomore, junior, or senior year and not concurrently with ANTH 493 and not included in the approved list in the program will not count toward completion of the 4A requirement for this major. Students taking Senior Honors Thesis (HONR 499, 3 credits) also are required to register for ANTH 493 (1 credit).

<sup>10</sup>Select enough elective credits to bring program total to 120 credits, of which at least 42 must be upper-division.



**Major in Anthropology**  
**Biological Anthropology Concentration**

Effective Spring 2015

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
ANTH 100	Introductory Cultural Anthropology <sup>1</sup>	3	3C
	<b>OR</b>		
ANTH 200	Cultures and the Global System <sup>2</sup>	3	3E
ANTH 120	Human Origins and Variation	3	3A
ANTH 121 <sup>P</sup>	Human Origins and Variation Laboratory	1	3A
ANTH 140	Introduction to Prehistory	3	3D
CO 150 <sup>P</sup>	College Composition	3	1A
	Additional Humanities <sup>3</sup>	3	
	Mathematics <sup>4</sup>	3	1B
	Electives	11	
	<b>TOTAL</b>	<u>30</u>	
<b>SOPHOMORE</b>			
	<i>Select one course from the following:</i>		
ANTH 365 <sup>P</sup>	<u>Quantifying Anthropology</u>	<u>3</u>	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
STAT 311 <sup>P</sup>	Statistics for Behavioral Sciences I	3	
	<i>Select one science course group of 9-11 credits from the following:</i>		
<b>Anatomy:</b>			
BMS 301 <sup>P</sup>	Human Gross Anatomy	5	
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
<b>Evolution:</b>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 424 <sup>P</sup> /	Principles of Systematic Zoology	3	
BSPM 424 <sup>P</sup>			
<b>Genetics (A):</b>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	
<b>Genetics (B):</b>			
LIFE 102	Attributes of Living Systems	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms—Animals and Plants	4	
LIFE 201 <sup>P</sup>	Introductory Genetics	3	3A
<b>Health and Epidemiology:</b>			
BZ 101	Humans and Other Animals	3	3A
	<b>OR</b>		
BZ 110	Principles of Animal Biology	3	3A
	<b>OR</b>		
ERHS 332 <sup>P</sup>	<u>Principles of Epidemiology</u>	<u>3</u>	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>OR</b>			
LIFE 102	Attributes of Living Systems	4	3A
ERHS 220 <sup>P</sup>	Environmental Health	3	
ERHS 430	Human Disease and the Environment	3	
GR 100	Introduction to Geography	3	3C
	Advanced Writing <sup>5</sup>	3	2
	Additional Social Sciences <sup>56</sup>	36	
	Arts and Humanities <sup>67</sup>	6	3B
	Global and Cultural Awareness <sup>2</sup>	3	3E
<b>OR</b>			
	Social and Behavioral Science <sup>1</sup>	3	3C
<b>TOTAL</b>		30-32	
<b>JUNIOR</b>			
ANTH 400 <sup>P</sup>	History of Anthropological Theory	3	4B
<i>Select one of the following biological anthropology Concepts and Practice courses not taken in another semester or category:</i>			
ANTH 370 <sup>P</sup>	Primate Behavior and Ecology	3	
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 373 <sup>P</sup>	Human Evolution	3	
ANTH 374 <sup>P</sup>	Human Biological Variation	3	
ANTH 375 <sup>P</sup>	Evolution of Primate Behavior	3	
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	
ANTH 470 <sup>P</sup>	Paleontology Field School	3	
ANTH 472 <sup>P</sup>	Human Biology	3	
ANTH 473 <sup>P</sup>	The Neandertals	3	
ANTH 475 <sup>P</sup>	Methods of Analysis in Paleoanthropology	3	
<i>Select one of the following archaeology courses not taken in another category:</i>			
ANTH 350 <sup>P</sup>	Archaeology of North America	3	
ANTH 351 <sup>P</sup>	Archaeology of Europe and Africa	3	
ANTH 352 <sup>P</sup>	Geoarchaeology	3	
ANTH 359	Colorado Prehistory	3	
ANTH 360 <sup>P</sup>	Archaeological Investigation	3	
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3	
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3	
ANTH 452 <sup>P</sup>	Archaeology of Mesoamerica	3	
ANTH 453 <sup>P</sup>	Impacts on Ancient Environments	3	
ANTH 455 <sup>P</sup>	Great Plains Archaeology	3	
ANTH 456 <sup>P</sup>	Archaeology and the Public	3	
ANTH 457 <sup>P</sup>	Lithic Technology	3	
ANTH 460 <sup>P</sup>	Field Class in Archaeology	3-8	
ANTH 461 <sup>P</sup>	Anthropological Report Preparation	3	
ANTH 465 <sup>P</sup>	Zooarchaeology	3	
ANTH 478 <sup>P</sup> /	Heritage Resource Management	3	
HIST 478 <sup>P</sup>			
ANTH 492A <sup>P</sup>	Seminar in Archaeology	3	
<i>Select one of the following biological anthropology Concepts and Practice courses not taken in another semester or category:</i>			
ANTH 370 <sup>P</sup>	Primate Behavior and Ecology	3	
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 373 <sup>P</sup>	Human Evolution	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 374 <sup>P</sup>	Human Biological Variation	3	
ANTH 375 <sup>P</sup>	Evolution of Primate Behavior	3	
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	
ANTH 470 <sup>P</sup>	Paleontology Field School	3	
ANTH 472 <sup>P</sup>	Human Biology	3	
ANTH 473 <sup>P</sup>	The Neandertals	3	
ANTH 475 <sup>P</sup>	Methods of Analysis in Paleoanthropology	3	
<i>Select one of the following biological anthropology Methods courses not taken in another category:</i>			
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
ANTH 457 <sup>P</sup>	Lithic Technology	3	
ANTH 465 <sup>P</sup>	Zooarchaeology	3	
ANTH 470 <sup>P</sup>	Paleontology Field School	3	
ANTH 475 <sup>P</sup>	Methods of Analysis in Paleoanthropology	3	
GR 420 <sup>P</sup>	Spatial Analysis with GIS	4	
NR 323 <sup>P</sup>	Remote Sensing and Image Analysis	3	
<i>Select one of the following cultural anthropology courses not taken in another category:</i>			
ANTH 310 <sup>P</sup>	Peoples and Cultures of Africa	3	
ANTH 312 <sup>P</sup>	Modern Indian Culture and Society	3	
ANTH 313 <sup>P</sup>	<u>Modernization and Development</u>	3	
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3	
ANTH 318 <sup>P</sup> /	Peoples and Cultures of the Southwest	3	
ETST 318 <sup>P</sup>			
ANTH 319 <sup>P</sup> /	Latin American Peasantries	3	
ETST 319 <sup>P</sup>			
ANTH 322 <sup>P</sup>	Religion, Culture, and Mind	3	
ANTH 329 <sup>P</sup>	Cultural Change	3	
ANTH 334 <sup>P</sup>	Narrative Traditions and Social Experience	4	
ANTH 335	Language and Culture	3	
ANTH 336 <sup>P</sup>	<u>Art and Culture</u>	3	
ANTH 338 <sup>P</sup>	Gender and Anthropology	3	
ANTH 340 <sup>P</sup>	Medical Anthropology	3	
ANTH 343 <sup>P</sup>	<u>Applied Medical Anthropology</u>	3	
ANTH 412 <sup>P</sup>	Indians of North America	3	
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3	
ANTH 414/	Development in Indian Country	3	
ETST 414			
ANTH 415	Indigenous Ecologies and the Modern World	3	
ANTH 422 <sup>P</sup> /	Comparative Legal Systems	3	
SOC 422 <sup>P</sup>			
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3	
ANTH 440 <sup>P</sup>	Theory in Cultural Anthropology	3	
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
ANTH 442 <sup>P</sup>	Ethnographic Field School	3-8	
ANTH 443 <sup>P</sup>	Ethnographic Field Methods	3	
ANTH 444 <sup>P</sup>	Cultures of Virtual Worlds: Research Methods	3	
ANTH 445 <sup>P</sup>	Psychological Anthropology	3	
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3	
ANTH 449 <sup>P</sup>	Participatory Monitoring and Evaluation	3	
ANTH 479 <sup>P</sup> /	International Development Theory and Practice	3	
IE 479 <sup>P</sup>			

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Additional Social Sciences <sup>6</sup>	3	
	Advanced Writing <sup>7</sup>	3	2
	Electives	0-9	
	TOTAL	30-31	
<b>SENIOR</b>			
ANTH 493 <sup>8P</sup>	<i>Students must take ANTH 493 concurrently with one of the courses listed in the selection below it:</i> Capstone <sup>8</sup>	1	4C
	<b>AND</b>		
	<i>Select one of the following AUCC 4A biological anthropology courses not taken in another semester or category.<sup>8</sup></i>		
ANTH 330 <sup>P</sup>	Human Ecology	3	4A
ANTH 373 <sup>P</sup>	Human Evolution	3	4A
ANTH 374 <sup>P</sup>	Human Biological Variation	3	4A
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	4A
ANTH 472 <sup>P</sup>	Human Biology	3	4A
	<i>Select two of the following biological anthropology Concepts and Practice courses not taken in another semester or category:</i>		
ANTH 370 <sup>P</sup>	Primate Behavior and Ecology	3	
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 373 <sup>P</sup>	Human Evolution	3	
ANTH 374 <sup>P</sup>	Human Biological Variation	3	
ANTH 375 <sup>P</sup>	Evolution of Primate Behavior	3	
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	
ANTH 470 <sup>P</sup>	Paleontology Field School	3	
ANTH 472 <sup>P</sup>	Human Biology	3	
ANTH 473 <sup>P</sup>	The Neandertals	3	
ANTH 475 <sup>P</sup>	Methods of Analysis in Paleoanthropology	3	
	Additional Humanities <sup>3</sup>	3	
	Additional Social Sciences <sup>6</sup>	3	
	Electives <sup>9</sup>	11-14	
	TOTAL	27-30	

**PROGRAM TOTAL = 120 credits**

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu> to see the course prerequisites.

<sup>1</sup> ANTH 100 fulfills AUCC category 3C. Taking ANTH 100 in the freshman year will eliminate the requirement for 3 credits of Social and Behavioral Sciences in the sophomore year. If ANTH 200 is chosen in the freshman year instead, then 3 credits of Social and Behavior Sciences will be required in the sophomore year, selected from the list of courses in category 3C of the AUCC.

<sup>2</sup> ANTH 200 fulfills AUCC category 3E. Taking ANTH 200 in the freshman year will eliminate the requirement for 3 credits of Global and Cultural Awareness in the sophomore year. If ANTH 100 is chosen in the freshman year instead, then 3 credits of Global and Cultural Awareness will be required in the sophomore year, selected from the list of courses in category 3E of the AUCC.

<sup>3</sup> Additional Humanities courses taken in the freshman and senior years for a total of six credits must include two subject codes, selected from among the following: ART, D, CO, E, ETST 344, ETST 430, L\*\*\*, LB192 (Arts/Humanities sections only), MU, PHIL, SPCM, TH.

<sup>4</sup> Select three credits, except MATH 133, from the courses in category 1B of the AUCC.

<sup>5</sup> Select from the list of courses in category 2 in the All-University Core Curriculum (AUCC).

<sup>6</sup> Select a total of 9 credits over the sophomore, junior and senior years as shown, and including at least two subject codes, from the following: ECON, HIST, JTC, POLS, PSY, SOC, LB 192 (social science sections only), ETST (except ETST 344 and ETST 430).

<sup>76</sup> Select two courses from the list of courses in category 3B of the AUCC. Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>7</sup> Select from the list of courses in category 2 of the All-University Core Curriculum (AUCC).

<sup>8</sup> Capstone topic must focus on geography. ANTH 493 must be taken concurrently with one of the AUCC 4A anthropology courses listed with ANTH 493 in the senior year. Using Competencies (AUCC 4A) must be taken concurrently with ANTH 493 Capstone Seminar. Courses approved for AUCC category 4A taken in the sophomore, junior, or senior year and not concurrently with ANTH 493 and not included in the approved list in the program will not count toward completion of the 4A requirement for this major. Students taking Senior Honors Thesis (HONR 499, 3 credits) are also required to register for ANTH 493 (1 credit).

<sup>9</sup> Select enough elective credits to bring program total to 120 credits, of which at least 42 must be upper-division (300- to 400-level).



**Major in Anthropology**  
**Cultural Anthropology Concentration**

Effective Spring 2015

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
ANTH 100	Introductory Cultural Anthropology <sup>1</sup>	3	3C
<b>OR</b>			
ANTH 200	Cultures and the Global System <sup>2</sup>	3	3E
ANTH 120	Human Origins and Variation	3	3A
ANTH 121 <sup>P</sup>	Human Origins and Variation Laboratory	1	3A
ANTH 140	Introduction to Prehistory	3	3D
CO 150 <sup>P</sup>	College Composition	3	1A
	Additional Humanities <sup>3</sup>	3	
	Mathematics <sup>4</sup>	3	1B
	Electives	11	
	<b>TOTAL</b>	<b>30</b>	
<b>SOPHOMORE</b>			
<i>Select one of the following Place and Space in Cultural Anthropology courses not taken in another category:</i>			
ANTH 310 <sup>P</sup>	Peoples and Cultures of Africa	3	
ANTH 312 <sup>P</sup>	Modern Indian Culture and Society	3	
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3	4A
ANTH 412 <sup>P</sup>	Indians of North America	3	
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3	
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3	
GR 100	Introduction to Geography	3	3C
	Advanced Writing <sup>5</sup>	3	2
	Additional Natural Sciences <sup>56</sup>	7	
	Additional Social Sciences <sup>67</sup>	36	
	Arts and Humanities <sup>78</sup>	6	3B
	Biological and Physical Sciences <sup>89</sup>	3	3A
	Global and Cultural Awareness <sup>2</sup>	3	3E
<b>OR</b>			
	Social and Behavioral Science <sup>1</sup>	3	3C
	<b>TOTAL</b>	<b>31</b>	
<b>JUNIOR</b>			
ANTH 400 <sup>P</sup>	History of Anthropological Theory	3	4B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<i>Select one course from the following:</i>			
ANTH 365 <sup>P</sup>	Quantifying Anthropology	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
STAT 311 <sup>P</sup>	Statistics for Behavioral Sciences I	3	
ANTH 400 <sup>P</sup>	History of Anthropological Theory	3	4B
<i>Select one of the following archaeology courses not taken in another category:</i>			
ANTH 350 <sup>P</sup>	Archaeology of North America	3	
ANTH 351 <sup>P</sup>	Archaeology of Europe and Africa	3	
ANTH 352 <sup>P</sup>	Geoarchaeology	3	
ANTH 359	Colorado Prehistory	3	
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3	
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3	4A
ANTH 452 <sup>P</sup>	Archaeology of Mesoamerica	3	4A
ANTH 453 <sup>P</sup>	Impacts on Ancient Environments	3	
ANTH 455 <sup>P</sup>	Great Plains Archaeology	3	4A
ANTH 456 <sup>P</sup>	Archaeology and the Public	3	
ANTH 457 <sup>P</sup>	Lithic Technology	3	
ANTH 460 <sup>P</sup>	Field Class in Archaeology	3-8	
ANTH 461 <sup>P</sup>	Anthropological Report Preparation	3	
ANTH 465 <sup>P</sup>	Zooarchaeology	3	
ANTH 478 <sup>P</sup> /	Heritage Resource Management	3	
HIST 478 <sup>P</sup>			
ANTH 492A <sup>P</sup>	Seminar: Archaeology	3	
<i>Select one of the following biological anthropology courses not taken in another category:</i>			
ANTH 330 <sup>P</sup>	Human Ecology	3	
ANTH 370 <sup>P</sup>	Primate Behavior and Ecology	3	
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 373 <sup>P</sup>	Human Evolution	3	
ANTH 374 <sup>P</sup>	Human Biological Variation	3	
ANTH 375 <sup>P</sup>	Evolution of Primate Behavior	3	
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	
ANTH 470 <sup>P</sup>	Paleontology Field School	4	
ANTH 472 <sup>P</sup>	Human Biology	3	
ANTH 473 <sup>P</sup>	The Neandertals	3	
ANTH 475 <sup>P</sup>	Methods of Analysis in Paleoanthropology	3	
ANTH 492B <sup>P</sup>	Seminar: Biological Anthropology	3	
<i>Select one of the following cultural content courses not taken in another category:</i>			
ANTH 313 <sup>P</sup>	Modernization and Development	3	
ANTH 330 <sup>P</sup>	Human Ecology	3	
ANTH 334 <sup>P</sup>	Narrative Traditions and Social Experience	4	
ANTH 335	Language and Culture	3	
ANTH 336 <sup>P</sup>	Art and Culture	3	
ANTH 340 <sup>P</sup>	Medical Anthropology	3	
ANTH 414/	Development in Indian Country	3	
ETST 414			
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3	
<i>Select one of the following cultural theory courses not taken in another category:</i>			
ANTH 322 <sup>P</sup>	Religion, Culture, and Mind	3	

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<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 329 <sup>P</sup>	Cultural Change	3	
ANTH 338 <sup>P</sup>	Gender and Anthropology	3	
ANTH 415	Indigenous Ecologies and the Modern World	3	
ANTH 440 <sup>P</sup>	Theory in Cultural Anthropology	3	
ANTH 445 <sup>P</sup>	Psychological Anthropology	3	
ANTH 479 <sup>P</sup> / IE 479 <sup>P</sup>	International Development Theory and Practice	3	
Additional Social Sciences <sup>7</sup>		3	
Advanced Writing <sup>9</sup>		3	2
Electives		3-9	
TOTAL		30	
<b>SENIOR</b>			
<i>Select one of the following cultural methods courses not taken in another category:</i>			
ANTH 343 <sup>P</sup>	Applied Medical Anthropology	3	
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
ANTH 442 <sup>P</sup>	Ethnographic Field School	3-8	
ANTH 443 <sup>P</sup>	Ethnographic Field Methods	3	
ANTH 444 <sup>P</sup>	Cultures of Virtual Worlds: Research Methods	3	
ANTH 449 <sup>P</sup>	Participatory Monitoring and Evaluation	3	
<i>Students must take ANTH 493 concurrently with one of the courses listed in the selection below it:</i>			
ANTH 493 <sup>P</sup>	Capstone <sup>10</sup>	1	4C
<b>AND</b>			
<i>Select one of the following AUCC 4A courses not taken in another category:<sup>10</sup></i>			
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3	4A
ANTH 329 <sup>P</sup>	Cultural Change	3	4A
ANTH 334 <sup>P</sup>	Narrative Traditions and Social Experience	4	4A
ANTH 335	Language and Culture	3	4A
ANTH 338 <sup>P</sup>	Gender and Anthropology	3	4A
ANTH 340 <sup>P</sup>	Medical Anthropology	3	4A
ANTH 412 <sup>P</sup>	Indians of North America	3	4A
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3	4A
ANTH 414/ ETST 414	Development in Indian Country	3	4A
ANTH 415	Indigenous Ecologies and the Modern World	3	4A
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3	4A
ANTH 443 <sup>P</sup>	Ethnographic Field Methods	3	4A
ANTH 444 <sup>P</sup>	Cultures of Virtual Worlds: Research Methods	3	4A
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3	4A
Additional Humanities <sup>3</sup>		3	
Additional Social Sciences <sup>6,7</sup>		3	
Electives <sup>11</sup>		10-16	
TOTAL		29	

**PROGRAM TOTAL = 120 credits**

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu> to see the course prerequisites.

<sup>1</sup>ANTH 100 fulfills category 3C of the All-University Core Curriculum (AUCC). Taking ANTH 100 in the freshman year will eliminate the requirement for 3 credits of Social and Behavioral Sciences in the sophomore year. If ANTH 200 is chosen in the freshmen year instead, then 3 credits of Social and Behavioral Sciences will be required in the sophomore year, selected from the list of courses in category 3C of the AUCC.



<sup>2</sup> ANTH 200 fulfills AUCC category 3E. Taking ANTH 200 in the freshman year will eliminate the requirement for 3 credits of Global and Cultural Awareness in the sophomore year. If ANTH 100 is chosen in the freshman year, then 3 credits of Global and Cultural Awareness will be required in the sophomore year, selected from the list of courses in category 3E of the AUCC.

<sup>3</sup> Additional Humanities courses taken in the freshman and senior years for a total of six credits must include two subject codes, selected from among the following: ART, D, CO, E, ~~ETST 344~~, ETST 430, L\*\*\*, LB 192 (Arts and Humanities sections only), MU, PHIL, SPCM, TH.

<sup>4</sup> Select three credits, except MATH 133, from the courses in category 1B of the AUCC.

<sup>5</sup> ~~Select from the list of courses in category 2 in the AUCC.~~

<sup>6,5</sup> Select 7 credits including two subject codes and at least one formal laboratory from the following: AA, BMS, BIO, BZ, CHEM, GEOL, GR210, LIFE, MATH, NR, NSCI, PH, SOCR, and STAT.

<sup>7,6</sup> Select a total of 9 credits over the sophomore, junior and senior years as shown and including at least two subject codes from the following: ECON, HIST, JTC, POLS, PSY, SOC, LB192 (social science sections only), ETST (except ~~ETST 344 and ETST 430~~).

<sup>8,7</sup> Select two courses from the list of courses in category 3B of the AUCC. Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>9,8</sup> Select 3 credits from the list of courses in category 3A of the AUCC.

<sup>10,9</sup> ANTH 493 must be taken concurrently with one of the AUCC 4A cultural anthropology courses listed with ANTH 493 in the senior year. Using Competencies (AUCC 4A) must be taken concurrently with ANTH 493 Capstone Seminar. Courses approved for AUCC category 4A taken in the sophomore, junior, or senior year and not concurrently with ANTH 493 and not included in the approved list in the program will not count toward completion of the 4A requirement for this major. Students taking Senior Honors Thesis (HONR 499, 3 credits) also are required to register for ANTH 493 (1 credit).

<sup>10</sup> ~~Select from the list of courses in category 2 of the AUCC.~~

<sup>11</sup> Select enough elective credits to bring program total to 120 credits, of which at least 42 must be upper-division (300- to 400-level).



### Major in Anthropology Geography Concentration

Effective Spring 2015

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
ANTH 100	Introductory Cultural Anthropology <sup>1</sup>	3	3C
<b>OR</b>			
ANTH 200	Cultures and the Global System <sup>2</sup>	3	3E
ANTH 120	Human Origins and Variation	3	3A
ANTH 121 <sup>P</sup>	Human Origins and Variation Laboratory	1	3A
ANTH 140	Introduction to Prehistory	3	3D
CO 150 <sup>P</sup>	College Composition	3	1A
GR 100	Introduction to Geography	3	3C
	Additional Humanities <sup>3</sup>	3	
	Mathematics <sup>4</sup>	3	1B
	Electives	8	
	<b>TOTAL</b>	<b>30</b>	
<b>SOPHOMORE</b>			
ESS 210/	Physical Geography	3	
GR 210			
	<del>Advanced Writing<sup>5</sup></del>	<del>3</del>	<del>2</del>
	Additional Natural Sciences <sup>5,6</sup>	7	

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<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Additional Social Sciences <sup>62</sup>	36	
	Arts and Humanities <sup>78</sup>	6	3B
	Biological and Physical Sciences <sup>89</sup>	3	3A
	Global and Cultural Awareness <sup>2</sup>	3	3E
	<b>OR</b>		
	Social and Behavioral Science <sup>1</sup>	3	3C
	Electives	3	
	TOTAL	31	
<b>JUNIOR</b>			
<i>Select one course from the following:</i>			
ANTH 365 <sup>P</sup>	Quantifying Anthropology	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
STAT 311 <sup>P</sup>	Statistics for Behavioral Sciences I	3	
GR 320 <sup>P</sup>	Cultural Geography	3	
NR 323 <sup>P</sup>	Remote Sensing and Image Analysis	3	
	<b>OR</b>		
GR 420 <sup>P</sup>	Spatial Analysis with GIS	4	
<i>Select one course from the following:</i>			
<del>STAT 301<sup>P</sup></del>	<del>Introduction to Statistical Methods</del>	<del>3</del>	
<del>STAT 307<sup>P</sup></del>	<del>Introduction to Biostatistics</del>	<del>3</del>	
<del>STAT 311<sup>P</sup></del>	<del>Statistics for Behavioral Sciences I</del>	<del>3</del>	
<i>Select one of the following archaeology courses not taken in another category:</i>			
ANTH 350 <sup>P</sup>	Archaeology of North America	3	
ANTH 351 <sup>P</sup>	Archaeology of Europe and Africa	3	
ANTH 352 <sup>P</sup>	Geoarchaeology	3	
ANTH 359	Colorado Prehistory	3	
ANTH 360 <sup>P</sup>	Archaeological Investigation	3	
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3	
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3	
ANTH 452 <sup>P</sup>	Archaeology of Mesoamerica	3	
ANTH 453 <sup>P</sup>	Impacts on Ancient Environments	3	
ANTH 455 <sup>P</sup>	Great Plains Archaeology	3	
ANTH 456 <sup>P</sup>	Archaeology and the Public	3	
ANTH 457 <sup>P</sup>	Lithic Technology	3	
ANTH 460 <sup>P</sup>	Field Class in Archaeology	3-8	
ANTH 461 <sup>P</sup>	Anthropological Report Preparation	3	
ANTH 465 <sup>P</sup>	Zooarchaeology	3	
ANTH 478 <sup>P</sup> /	Heritage Resource Management	3	
HIST 478 <sup>P</sup>			
ANTH 492A <sup>P</sup>	Seminar in Archaeology	3	
<i>Select one of the following biological anthropology courses not taken in another category:</i>			
ANTH 330 <sup>P</sup>	Human Ecology	3	
ANTH 370 <sup>P</sup>	Primate Behavior and Ecology	3	
ANTH 372 <sup>P</sup>	Human Osteology	3	
ANTH 373 <sup>P</sup>	Human Evolution	3	
ANTH 374 <sup>P</sup>	Human Biological Variation	3	
ANTH 375 <sup>P</sup>	Evolution of Primate Behavior	3	
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	
ANTH 470 <sup>P</sup>	Paleontology Field School	3	
ANTH 472 <sup>P</sup>	Human Biology	3	

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<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 473 <sup>P</sup>	The Neandertals	3	
ANTH 475 <sup>P</sup>	Methods of Analysis in Paleoanthropology	3	
ANTH 492B <sup>P</sup>	Seminar: Biological Anthropology	3	
<i>Select one of the following cultural anthropology courses not taken in another category:</i>			
ANTH 310 <sup>P</sup>	Peoples and Cultures of Africa	3	
ANTH 312 <sup>P</sup>	Modern Indian Culture and Society	3	
ANTH 313 <sup>P</sup>	Modernization and Development	3	
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3	
ANTH 318 <sup>P</sup> / ETST 318 <sup>P</sup>	Peoples and Cultures of the Southwest	3	
ANTH 319 <sup>P</sup> / ETST 319 <sup>P</sup>	Latin American Peasantries	3	
ANTH 322 <sup>P</sup>	Religion, Culture, and Mind	3	
ANTH 329 <sup>P</sup>	Cultural Change	3	
ANTH 334 <sup>P</sup>	Narrative Traditions and Social Experience	4	
ANTH 335 <sup>P</sup>	Language and Culture	3	
ANTH 336 <sup>P</sup>	Art and Culture	3	
ANTH 340 <sup>P</sup>	Medical Anthropology	3	
ANTH 343 <sup>P</sup>	Applied Medical Anthropology	3	
ANTH 412 <sup>P</sup>	Indians of North America	3	
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3	
ANTH 414 <sup>P</sup> / ETST 414 <sup>P</sup>	Development in Indian Country	3	
ANTH 415	Indigenous Ecologies and the Modern World	3	
ANTH 422 <sup>P</sup> / SOC 422 <sup>P</sup>	Comparative Legal Systems	3	
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3	
ANTH 440 <sup>P</sup>	Theory in Cultural Anthropology	3	
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
ANTH 442 <sup>P</sup>	Ethnographic Field School	3-8	
ANTH 444 <sup>P</sup>	Cultures of Virtual Worlds: Research Methods	3	
ANTH 445 <sup>P</sup>	Psychological Anthropology	3	
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3	
Additional Social Sciences <sup>7</sup>		3	
Advanced Writing <sup>9</sup>		3	2
Electives		3-9	
TOTAL		30-35	
<b>SENIOR</b>			
ANTH 400 <sup>P</sup>	History of Anthropological Theory	3	4B
<i>Students must take ANTH 493 concurrently with one of the courses listed in the selection below it:</i>			
ANTH 493 <sup>P</sup>	Capstone <sup>10</sup>	1	4C
<b>AND</b>			
<i>Select one of the following AUCC 4A courses not taken in another category:<sup>10</sup></i>			
Cultural Anthropology			
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3	4A
ANTH 329 <sup>P</sup>	Cultural Change	3	4A
ANTH 334 <sup>P</sup>	Narrative Traditions and Social Experience	4	4A
ANTH 335 <sup>P</sup>	Language and Culture	3	4A
ANTH 338 <sup>P</sup>	Gender and Anthropology	3	4A
ANTH 340 <sup>P</sup>	Medical Anthropology	3	4A

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<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ANTH 412 <sup>P</sup>	Indians of North America	3	4A
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3	4A
ANTH 414 <sup>P</sup>	Development in Indian Country	3	4A
ANTH 415	Indigenous Ecologies and the Modern World	3	4A
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3	4A
ANTH 443 <sup>P</sup>	Ethnographic Field Methods	3	4A
ANTH 444 <sup>P</sup>	Cultures of Virtual Worlds: Research Methods	3	4A
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3	4A
Archaeology			
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3	4A
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3	4A
ANTH 452 <sup>P</sup>	Archaeology of Mesoamerica	3	4A
ANTH 453 <sup>P</sup>	Impacts on Ancient Environments	3	4A
ANTH 455 <sup>P</sup>	Great Plains Archaeology	3	4A
ANTH 456 <sup>P</sup>	Archaeology and the Public	3	4A
ANTH 461 <sup>P</sup>	Anthropological Report Preparation	3	4A
Biological Anthropology			
ANTH 330 <sup>P</sup>	Human Ecology	3	4A
ANTH 373 <sup>P</sup>	Human Evolution	3	4A
ANTH 374 <sup>P</sup>	Human Biological Variation	3	4A
ANTH 376 <sup>P</sup>	Evolution of Human Adaptation	3	4A
ANTH 472 <sup>P</sup>	Human Biology	3	4A
<i>Select one of the following geography Content courses:</i>			
GR 304 <sup>P</sup> / WR 304 <sup>P</sup>	Sustainable Watersheds	3	3A
GR 330 <sup>P</sup>	Urban Geography	3	
GR 342	Geography of Water Sources	3	
GR 345 <sup>P</sup>	Geography of Hazards	3	
GR 410 <sup>P</sup>	Climate Change: Science, Policy, Implications	3	
GR 415 <sup>P</sup>	The Geography of Commodities	3	
IE 492	International Development Seminar	3	
	Additional Humanities <sup>3</sup>	3	
	Additional Social Sciences <sup>6,7</sup>	3	
	Electives <sup>11</sup>	7-13	
	TOTAL	24-29	

**PROGRAM TOTAL = 120 credits**

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu> to see the course prerequisites.

<sup>1</sup> ANTH 100 fulfills AUCC category 3C. Taking ANTH 100 in the freshman year will eliminate the requirement for 3 credits of Social and Behavioral Sciences in the sophomore year. If ANTH 200 is chosen in the freshman year instead, then 3 credits of Social and Behavior Sciences will be required in the sophomore year, selected from the list of courses in category 3C of the AUCC.

<sup>2</sup> ANTH 200 fulfills AUCC category 3E. Taking ANTH 200 in the freshman year will eliminate the requirement for 3 credits of Global and Cultural Awareness in the sophomore year. If ANTH 100 is chosen in the freshman year instead, then 3 credits of Global and Cultural Awareness will be required in the sophomore year, selected from the list of courses in category 3E of the AUCC.

<sup>3</sup> Anthropology Humanities courses taken in the freshman and senior years for a total of six credits must include two subject codes, selected from among the following: ART, D, CO, E, ETST 344, ETST 430, L\*\*\*, LB 192 (Arts and Humanities sections only), MU, PHIL, SPCM, TH.

<sup>4</sup> Select three credits, except MATH 133, from the courses in category 1B of the AUCC.

<sup>5</sup> Select from the list of courses in category 2 of the All-University Core Curriculum (AUCC).

<sup>56</sup> Select 7 credits including two subject codes and at least one formal laboratory from the following: AA, BMS, BIO, BZ, CHEM, GEOL, LIFE, MATH, NR, NSCI, PH, SOCR, and STAT.

<sup>67</sup> Select a total of 9 credits over the sophomore, junior and senior years as shown, and including at least two subject codes, from the following: ECON, HIST, JTC, POLS, PSY, SOC, LB 192 (social science sections only), ETST (except ~~ETST 344~~ and ~~ETST 430~~).

<sup>78</sup> Select two courses from the list of courses in category 3B of the AUCC. Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>89</sup> Select 3 credits from the list of courses in category 3A of the AUCC.

<sup>9</sup> Select from the list of courses in category 2 of the All-University Core Curriculum (AUCC).

<sup>10</sup> Capstone topic must focus on geography. ANTH 493 must be taken concurrently with one of the AUCC 4A anthropology courses listed with ANTH 493 in the senior year. Using Competencies (AUCC 4A) must be taken concurrently with ANTH 493 Capstone Seminar. Courses approved for AUCC category 4A taken in the sophomore, junior, or senior year and not concurrently with ANTH 493 and not included in the approved list in the program will not count toward completion of the 4A requirement for this major. Students taking Senior Honors Thesis (HONR 499, 3 credits) are also required to register for ANTH 493 (1 credit).

<sup>11</sup> Select enough elective credits to bring program total to 120 credits, of which at least 42 must be upper-division (300- to 400-level).



## Minor in Geography

Effective Spring 2015

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
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Students must complete a minimum of 12 upper-division credits (300-level and above) toward the minor.

### CORE COURSES

GR	100	Introduction to Geography	3
GR	320 <sup>P</sup>	Cultural Geography	3
<i>Select at least one of the following techniques courses:<sup>1</sup></i>			
GR	323/	Remote Sensing and Image Interpretation	3
NR	323		
GR	420 <sup>P</sup>	Spatial Analysis with GIS <sup>2</sup>	4
NR	322	Introduction to Geographic Information Systems <sup>2</sup>	4
TOTAL			9-10

### SELECTED COURSES

<i>Select enough credits from the following courses to bring program total to a minimum of 21 credits. At least 8-9 of the credits selected here must be GR and/or ANTH courses:<sup>1</sup></i>			
ANTH	330 <sup>P</sup>	Human Ecology	3
ANTH	479 <sup>P</sup> /	International Development Theory and Practice	3
IE	479 <sup>P</sup>		
ESS	210/	Physical Geography	3
GR	210		
GEOL	454 <sup>P</sup>	Geomorphology	3
GES	192	Global Environmental Sustainability Seminar	1-3
GES	470 <sup>P</sup>	Applications of Environmental Sustainability	3
<u>GR</u>	<u>304<sup>P</sup>/</u>	<u>Sustainable Watersheds</u>	<u>3</u>
<u>WR</u>	<u>304<sup>P</sup></u>		
GR	323/	Remote Sensing and Image Interpretation	3
NR	323		

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<u>Course</u>	<u>Title</u>	<u>Credits</u>
GR 330 <sup>P</sup>	Urban Geography	3
GR 342	Geography of Water Resources	3
GR 345 <sup>P</sup>	Geography of Hazards	3
GR 410 <sup>P</sup>	Climate Change: Science, Policy, Implications	3
GR 415 <sup>P</sup>	The Geography of Commodities	3
GR 420 <sup>P</sup>	Spatial Analysis with GIS <sup>2</sup>	4
HIST 355 <sup>P</sup>	American Environmental History	3
INST 300 <sup>P</sup>	Approaches to International Studies	3
NR 322	Introduction to Geographic Information Systems <sup>2</sup>	4
SOC 320 <sup>P</sup>	Population-Natural Resources and Environment	3
SOC 460 <sup>P</sup>	Society and Environment	3
TOTAL		11-12

**PROGRAM TOTAL = minimum of 21 credits\***

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu> to see the course prerequisites.

\* Additional coursework may be required due to prerequisites.

<sup>1</sup> Credit for the techniques course requirement may not double count toward the minor.

<sup>2</sup> Credit is not allowed for both GR 420 and NR 322.



### **Request to Offer Travel Course**

A request by the Warner College of Natural Resources to offer NR 182A-B, Sea to the Sierra: Parks and Livelihoods, A) Study Abroad: Pre & Post Travel. 03(2-0-1). B) Study Abroad 01(0-0-1), was approved for Spring Semester 2015, its first offering.

### **Request to Add a Concentration in Environmental Politics and Policy**

A request by the Department of Political Science to add a concentration in Environmental Politics and Policy under the major in Political Science (B.A. degree) was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

### **Request to Add a Concentration in Global Politics and Policy**

A request by the Department of Political Science to add a concentration in Global Politics and Policy under the major in Political Science (B.A. degree) was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

### **Request to Add a Concentration in U.S. Government, Law, and Policy**

A request by the Department of Political Science to add a concentration in U.S. Government, Law, and Policy under the major in Political Science (B.A. degree) was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

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### **Request to Add a Minor in Construction Management**

A request by the Department of Construction Management to add a minor in Construction Management was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

### **Request to Move the Latin American and Caribbean Studies Interdisciplinary Minor**

A request by the Office of International Education to move the Latin American and Caribbean Studies Interdisciplinary Minor to the Department of Political Science was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

### **Request to Add a New Special Academic Unit**

A request by the Director of the School of Biomedical Engineering to establish a new special academic unit called the School of Biomedical Engineering which will house the Master and Ph.D. programs in Bioengineering was approved. The undergraduate Biomedical dual-degree programs will continue to be administered in the College of Engineering. The recommended effective date, subject to special action by Faculty Council and approval by the Board of Governors, is July 1, 2015.

The meeting adjourned at 3:45 p.m.

(FC) 10/10/14

Carole Makela, Chair  
Tom Hoehn, Secretary

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A regular meeting of the University Curriculum Committee was held on October 10, 2014, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Patrick Fitzhorn, Mike Hogan, Sally Sutton, Ed DeLosh, Howard Ramsdell, Michelle Wilde, graduate representative Andrew Bondi.

Absent: Undergraduate representative and Kathleen Pickering (ex-officio).

Guests: Fiona Bright and Linda Selkirk.

## Minutes

The minutes of October 3, 2014, were approved.

## Experimental Course Report

The Experimental Course Report was received.

## Consent Agenda

The Consent Agenda was approved.

## CURRICULAR REQUESTS

° Course is offered for term specified in odd numbered years.  
NT-O, offered as an online course.

The following curricular requests were approved.

### New Courses

### Effective Date

**ATS 543/ESS 543 02(2-0-0). Current Topics in Climate Change.** F. Spring Semester 2015  
Prerequisite: Upper-division coursework in biology, ecology, or chemistry.  
Climate fundamentals and current topics in climate change. (NT-O)

**CIVE 424/GEOL 424 03(3-0-0). Modern Gas and Oil.** S. Prerequisite: Junior Spring Semester 2015  
standing; completion of AUCC category 3A. Credit not allowed for both CIVE  
424 and GEOL 424.  
Introduction to opportunities and challenges of modern gas and oil  
development, including synergies with other energy sources.

**FIN 604 01(1-0-0). Employee Benefits.** F, S, SS. Prerequisite: FIN 603. This is a Spring Semester 2015  
partial-semester course.  
Design and financing of employee benefits including health plans, disability,  
life insurance, long-term care, and retirement plans. (NT-O)

[Approved as a new traditional and new online course]

**°FW 553 03(2-2-0). Adaptive Fish and Wildlife Management.** S. Prerequisite: Spring Semester 2015  
FW 401 or FW 471.  
Formal approaches to making management decisions about wildlife and fish  
populations, using tools of decision analysis.

**GEOL 424/CIVE 424 03(3-0-0). Modern Gas and Oil.** S. Prerequisite: Junior Spring Semester 2015  
standing; completion of AUCC category 3A. Credit not allowed for both GEOL  
424 and CIVE 424.  
Introduction to opportunities and challenges of modern gas and oil



development, including synergies with other energy sources.

**NRRT 520 02(2-0-0). Perspectives on Ski Area Management.** F, S, SS. Summer Semester 2015

Prerequisite: Bachelor's degree. This is a partial-semester course.

Introduction to the history of skiing, the ski industry, and ski area management around the world. (NT-O)

[Approved as a new online-only course.]

**NRRT 521 02(2-0-0). Sustainable Ski Area Management.** F, S, SS. Summer Semester 2015

Prerequisite: NRRT 520. This is a partial-semester course.

Examines sustainability issues that relate specifically to ski resort development and management. (NT-O)

[Approved as a new online-only course.]

**NRRT 522 02(2-0-0). Ski Area Operations and Human Resources.** F, S, SS. Summer Semester 2015

Prerequisite: NRRT 520. This is a partial-semester course.

Examines ski area operations and services. (NT-O)

[Approved as a new online-only course.]

**NRRT 523 02(2-0-0). Strategic Ski Area Marketing and Management.** F, S, SS. Fall Semester 2015

Prerequisite: NRRT 520. This is a partial-semester course.

Examines strategic management and marketing concepts within a ski area context. (NT-O)

[Approved as a new online-only course.]

**NRRT 524 02(2-0-0). Ski Area Finance and Investment.** F, S, SS. Prerequisite: Fall Semester 2015

NRRT 520. This is a partial-semester course.

Examines finance and investment considerations relevant to ski area operations and management. (NT-O)

[Approved as a new online-only course.]

**NRRT 525 02(2-0-0). Ski Area Planning and Development.** F, S, SS. Fall Semester 2015

Prerequisite: NRRT 520. This is a partial-semester course.

Examines the various planning and design considerations for ski area development and expansion. (NT-O)

[Approved as a new online-only course.]

## Major Change to Courses

## Effective Date

CIVE 525 03(3-0-0). Water Engineering: International Development, **change to:** Fall Semester 2015

**CIVE 525 03(3-0-0). Water Engineering International Development.** F.

Prerequisite: CIVE 401 or CIVE 438.

Planning and design of small-scale and low-cost water supply and wastewater systems for rural communities in developing countries.

[Delete online course format.]

ECE 661 04(3-3-0). Advanced Topics in Embedded Systems, **change to:** Summer Semester 2015

**ECE 661 04(3-3-0). Advanced Topics in Embedded Systems.** S. Prerequisite:

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ECE 452; ECE 561/CS 561.

Embedded systems design: networks on chip, novel memory architectures, synthesis algorithms, optimization for low power, fault tolerance, security.  
(NT-O)

[Approved as an online course.]

ESS 543 02(2-0-0). Current Topics in Climate Change, **change to:**

Spring Semester 2015

**ESS 543/ATS 543 02(2-0-0). Current Topics in Climate Change.** F.

Prerequisite: Upper-division coursework in biology, ecology, or chemistry.

Climate fundamentals and current topics in climate change. (NT-O)

FIN 602 01(1-0-0). Options and Futures, **change to:**

Spring Semester 2015

**FIN 602 01(1-0-0). Options and Futures.** F, S, SS. Prerequisite: BUS 641. This is a partial-semester course:

Advanced analysis and pricing of derivative securities, such as futures, forwards and options. (NT-O)

FIN 603 01(1-0-0). Corporate Risk Management, **change to:**

Spring Semester 2015

**FIN 603 01(1-0-0). Corporate Risk Management.** F, S, SS. Prerequisite: Admission to master's program in business. This is a partial-semester course.

Survey of topics related to corporate risk management including the role and function of insurance and risk management for business enterprises. (NT-O)

[Grading changed from satisfactory/unsatisfactory to traditional.]

NR 678 04(3-0-1). Advanced Ecological Restoration, **change to:**

Fall Semester 2015

**NR 678 04(3-0-1). Advanced Ecological Restoration.** F, S. Prerequisite: (BZ 450 or F 311 or LAND 220/LIFE 220; SOCR 240) or admission to the Master of Natural Resources Stewardship program. Credit not allowed for both NR 678 and RS 478. (NT-O)

[Approved as an online course.]

## Major Changes to Curricula

College of Health and Human Sciences  
School of Social Work  
Major in Social Work

Effective Spring 2015

All SOWK subject code courses required for the major in Social Work must have a minimum grade of C-.
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<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one course from the following:</i>			
ANTH 120	Human Origins and Variation	3	3A
BZ 101	Humans and Other Animals	3	3A

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
BZ 110	Principles of Animal Biology	3	3A
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
CO 150 <sup>P</sup>	College Composition	3	1A
HDFS 101	Individual and Family Development	3	3C
PSY 100	General Psychology	3	3C
SOC 100	General Sociology	3	
<b>OR</b>			
SOC 105	Social Problems	3	
SOWK 150 <sup>P</sup>	Introduction to Social Work	3	
	Mathematics <sup>1</sup>	3	1B
	ECON or POLS course	3	
	Elective	5-6	
	<b>TOTAL</b>	<b>30</b>	
<b>SOPHOMORE</b>			
<i>Select one course from the following:</i>			
FSHN 125	Food and Nutrition in Health	2	
FSHN 150	Survey of Human Nutrition	3	
HES 145	Health and Wellness	3	
MIP 149	The Microbial World	3	
PHIL 130	Bioethics and Society	2	
PSY 228	Psychology of Human Sexuality	3	
SOWK 233 <sup>P</sup>	Human Behavior in the Social Environment	3	
SOWK 286A <sup>P</sup>	Practicum I	3	
SOWK 286B <sup>P</sup>	Practicum II	3	
	Arts and Humanities <sup>2</sup>	3	3B
	Biological and Physical Sciences <sup>3</sup>	3-4	3A
	Global and Cultural Awareness <sup>4</sup>	3	3E
	Health and Wellness <sup>5</sup>	2	
	Historical Perspectives <sup>5,6</sup>	3	3D
	Statistics <sup>6,7</sup>	3	
	Electives	3-4	
	<b>TOTAL</b>	<b>30</b>	
<b>JUNIOR</b>			
SOWK 300	Research in Applied Professions	3	
SOWK 330 <sup>P</sup>	Human Diversity Practice Issues	3	
SOWK 340 <sup>P</sup>	Generalist Practice-Individuals and Families	3	
SOWK 341 <sup>P</sup>	Generalist Practice-Small Groups	3	
	Advanced Writing <sup>7,8</sup>	3	2
	Arts and Humanities <sup>2,9</sup>	6-9	3B
	Additional Arts and Humanities <sup>8</sup>	3	
	Electives <sup>9</sup>	9	
	<b>TOTAL</b>	<b>30</b>	
<b>SENIOR</b>			
SOWK 342 <sup>P</sup>	Generalist Practice-Organizations/Communities	3	4B
SOWK 410 <sup>P</sup>	Social Welfare Policy	3	4A
SOWK 488 <sup>P</sup>	Field Placement	10	
SOWK 492 <sup>P</sup>	Seminar	3	4C
	Additional Social and Behavioral Sciences <sup>10</sup>	6	
	Electives <sup>9</sup>	5	
	<b>TOTAL</b>	<b>30</b>	
<b>PROGRAM TOTAL = 120 credits</b>			

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select from the list of courses in category 1B of the AUCC. ~~MATH 130-101 or MATH 133 are is~~ recommended.

<sup>2</sup> Select from the list of courses in category 3B of the AUCC. Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>3</sup> Select from the list of courses in category 3A of the AUCC. At least one of the courses used here or selected in the freshman year to meet this requirement must have a laboratory component. At least one of the courses must be a human or animal biology course.

<sup>4</sup> Select from the list of courses in category 3E of the AUCC.

<sup>5</sup> Select from departmental list.

<sup>56</sup> Select from the list of courses in category 3D of the AUCC.

<sup>67</sup> Select any three credit statistics course.

<sup>78</sup> Select from the list of courses in category 2 of the AUCC.

<sup>89</sup> Select three credits with approval of advisor either from the list of courses in category 3B of the AUCC, and with approval of adviser, an additional three credits from category 3B or from the following prefixessubject codes: ART, D, E, ETST (see Additional Arts and Humanities department list), L\*\*\*, MU, PHIL, SPCM, and TH.

<sup>9</sup> Select enough elective credits to bring the program to a total of 120 credits, of which at least 42 must be upper-division (300- to 400-level).

<sup>10</sup> Select six upper-division credits, with approval of advisor, from the following prefixessubject codes: ANTH, ECON, ETST (see Additional Social and Behavioral Sciences department list), HIST, HDFS, POLS, PSY, and SOC.

#### Additional Arts and Humanities Department List (see footnote 8 in program)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<i>Select 3 credits with advisor approval either from the list of courses in category 3B of the AUCC or from the following:</i>		
<u>Subject codes: ART, D, E, L***, MU, PHIL, SPCM, TH</u>		
ART 208/	<u>Native American Art and Material Culture</u>	<u>3</u>
ETST 208		
E 234/	<u>Introduction to Native American Literature</u>	<u>3</u>
ETST 234		
E 239/	<u>Introduction to Chicano Literature</u>	<u>3</u>
ETST 239		
E 438/	<u>Native American Literature</u>	<u>3</u>
ETST 438		
ETST 205	<u>Ethnicity and the Media</u>	<u>3</u>
ETST 240	<u>Native American Cultural Expressions</u>	<u>3</u>
ETST 316/	<u>Multiculturalism and the Media</u>	<u>3</u>
JTC 316		
ETST 320	<u>Ethnicity and Film: Asian-American Experience</u>	<u>3</u>
ETST 340	<u>Native American Perspectives on Conquest</u>	<u>3</u>
ETST 354	<u>A Century of Black Cinema</u>	<u>3</u>
ETST 413	<u>Queer Creative Expressions</u>	<u>3</u>
ETST 424	<u>Asian Pacific American Literature and Culture</u>	<u>3</u>
ETST 425	<u>Indigenous Film and Video</u>	<u>3</u>
ETST 430 <sup>P</sup>	<u>Latina/o Creative Expression</u>	<u>3</u>
ETST 438	<u>Native American Literature</u>	<u>3</u>
ETST 454/	<u>Chicano/a Film and Video</u>	<u>3</u>
SPCM 454		

**Additional Social and Behavioral Sciences Department List (see footnote 10 in program)**

<u>Course</u>	<u>Title</u>	<u>Credits</u>
	<i>Select 6 credits with advisor approval from the following:</i>	
	<u>Subject codes: ANTH, ECON, HIST, HDFS, POLS, PSY, SOC</u>	<u>3</u>
ANTH 318 <sup>P</sup> / ETST 318 <sup>P</sup>	<u>Peoples and Cultures of the Southwest</u>	<u>3</u>
ANTH 319 <sup>P</sup> / ETST 319 <sup>P</sup>	<u>Latin American Peasantries</u>	<u>3</u>
ANTH 414/ ETST 414	<u>Development in Indian Country</u>	<u>3</u>
ETST 300	<u>Queer Studies and Women of Color</u>	<u>3</u>
ETST 310	<u>African-American Studies</u>	<u>3</u>
ETST 312	<u>African American Situation</u>	<u>3</u>
ETST 324	<u>Asian Pacific Americans and the Law</u>	<u>3</u>
ETST 332	<u>Contemporary Chicana/o Issues</u>	<u>3</u>
ETST 344	<u>Native American Religious History and Issues</u>	<u>3</u>
ETST 352/ SOWK 352	<u>Indigenous Women, Children, and Tribes</u>	<u>3</u>
ETST 360	<u>Service and Leadership in Black Communities</u>	<u>3</u>
ETST 364 <sup>P</sup> / HIST 364 <sup>P</sup>	<u>Asian American Social Movements, 1945-Present</u>	<u>3</u>
ETST 365	<u>Global Environmental Justice Movements</u>	<u>3</u>
ETST 370	<u>Caribbean Identities</u>	<u>3</u>
ETST 371	<u>The Modern Caribbean</u>	<u>3</u>
ETST 404	<u>Race Formation in the United States</u>	<u>3</u>
ETST 405	<u>Ethnicity, Class, and Gender in the U.S.</u>	<u>3</u>
ETST 410	<u>African American Periods and Personalities</u>	<u>3</u>
ETST 411	<u>Black Feminism</u>	<u>3</u>
ETST 412	<u>African and African Diaspora</u>	<u>3</u>
ETST 432 <sup>P</sup>	<u>Latina/o Routes to Empowerment</u>	<u>3</u>
ETST 444/ SOC 444	<u>Federal Indian Law and Policy</u>	<u>3</u>

**College of Liberal Arts  
Department of Art  
Master of Fine Arts (M.F.A.)**

**Effective Spring 2015**

(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>REQUIRED COURSES IN AREA OF STUDY</b>		
ART 575A-G <sup>P</sup>	Studio Problems <sup>1</sup>	9
ART 675A-G <sup>P</sup>	Studio Problems <sup>2</sup>	9
ART 695A-J	Independent Study <sup>3</sup>	3
ART 699A-G <sup>P</sup>	Thesis <sup>4</sup>	9
	<b>TOTAL</b>	<b>30</b>

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b><u>STUDIO SEMINAR REQUIREMENTS</u></b>		
ART 696I	Group Study—Studio Art Graduate Seminar <sup>5</sup>	6
<b><u>DEPARTMENT ELECTIVES<sup>5,6</sup></u></b>		
	<i>Select a minimum of 12 credits from the following:</i>	
ART 435 <sup>P</sup>	Advanced Drawing I	4
ART 436 <sup>P</sup>	Advanced Drawing II	4
ART 440 <sup>P</sup>	Pottery IV	4
ART 441 <sup>P</sup>	Pottery V	4
ART 445 <sup>P</sup>	Metalsmithing and Jewelry IV	4
ART 446 <sup>P</sup>	Metalsmithing and Jewelry V	4
ART 450 <sup>P</sup>	Fibers IV	4
ART 451 <sup>P</sup>	Fibers V	4
ART 455 <sup>P</sup>	Advanced Typography and Design Systems	4
ART 456 <sup>P</sup>	Advanced Illustration	4
ART 460 <sup>P</sup>	Advanced Painting I	4
ART 461 <sup>P</sup>	Advanced Painting II	4
ART 465 <sup>P</sup>	Printmaking IV	4
ART 466 <sup>P</sup>	Printmaking V	4
ART 470 <sup>P</sup>	Sculpture IV	4
ART 471 <sup>P</sup>	Sculpture V	4
ART 495A-K	Independent Study <sup>7</sup>	Var
ART 496A-K	Group Study	Var
ART 510A-P <sup>P</sup>	Advanced Study in Art History <sup>8</sup>	3-12
ART 684	Supervised College Teaching	Var
ART 695A-J	Independent Study	Var
ART 696I	Group Study—Multiple Media <sup>9</sup>	3
	<b>TOTAL</b>	<b>12</b>
<b><u>REQUIRED ART HISTORY<sup>6</sup></u></b>		
	<i>Select 6 credits from the following:</i>	
ART 510A-P <sup>P</sup>	Advanced Studies in Art History <sup>7</sup>	0-6
ART 695H	Independent Study—Art History	0-6
ART 510Q <sup>P</sup>	Advanced Studies in Art History—Contemporary Artists and Art Critics	3
ART 592 <sup>P</sup>	Art History Seminar	3
	<i>Select a minimum of 9 credits from the following:</i>	
ART 510A-Q <sup>P</sup>	Advanced Studies in Art History <sup>10</sup>	3-9
ART 695A-H	Independent Study	3-9
	<b>TOTAL</b>	<b>12</b>
<b><u>ELECTIVE COURSES</u></b>		
	Department List Electives <sup>8</sup>	12
	<b>TOTAL</b>	<b>12</b>
<b><u>REQUIRED ACADEMIC NON-ART COURSES</u></b>		
PHIL 318	Aesthetics: Visual Arts	3
	Out-of-Department Course <sup>11</sup>	3
	<b>TOTAL</b>	<b>6</b>
<b>PROGRAM TOTAL = minimum 60 credits</b>		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select a minimum total of 9 credits to be taken in the first year over two semesters, e.g., 4 and 5 credits.

<sup>2</sup> Select a minimum total of 9 credits to be taken in the second year over two semesters, e.g., 4 and 5 credits.

<sup>3</sup> Select a minimum of 3-9 credits in student's area of study. To be completed within student's first four semesters.

<sup>4</sup> Select a minimum of 9 credits to be taken in the third year during the student's fifth and sixth semesters, e.g., 4 and 5 credits. Course may be repeated for credit.

<sup>5</sup> Students take ART 696I twice: once during the first year and once during the second year.

<sup>6</sup> Students may provide their advisors with justification for an alternative course to substitute for one 3-credit art history elective. Students may request advisor approval for an alternative course that would be chosen from among suitable University course offerings.

<sup>7</sup> Select up to two subtopics from ART 510A-P: A) American art. B) African art. C) Pre-Columbian art. E) United States art since 1945. F) Greek art. G) Medieval art. H) Renaissance art. I) Baroque and rococo art. J) 19th-century European art. K) 20th-century European art. M) Roman art. N) Graphic design. O) Women in art. P) Pacific art.

<sup>8</sup> Select 12 credits from the M.F.A. Department List below with approval of advisor. M.F.A. Department List credits support individual studio practice and creative research. Students and advisors determine appropriate courses from, but not limited to, the list below. Students consult with faculty to assess readiness for upper-level courses, to confirm access to advanced courses, and to request overrides.

<sup>5</sup> Students consult with advisor to select academic and studio electives in art and related disciplines, in order to explore cognate areas. Twelve credits are to be taken outside of the student's area of study. Upon consultation with the advisor, a limited number of elective credits may be taken within the area of study. Electives may be in one elected area or several.

<sup>6</sup> Graduate students may register for 300- or 400-level courses in art or related disciplines, as approved in consultation with the advisor, in order to explore cognate areas. Graduate students may also register for 300- or 400-level courses at a graduate (500- or 600-) level, after consulting with the instructor to ascertain the additional requirements expected for 500- or 600-level work. These classes may have prerequisite conditions. This policy does not apply to any classes that have been required to make up undergraduate deficiencies.

<sup>7</sup> Maximum of 10 credits. Some subtopics may have a prerequisite.

<sup>8</sup> ART 510 subtopics: A) American art. B) African art. C) Pre-Columbian art. E) United States art since 1945. F) Greek art. G) Medieval art. H) Renaissance art. I) Baroque and rococo art. J) 19th-century European art. K) 20th-century European art. M) Roman art. N) Graphic design. O) Women in art. P) Pacific art.

<sup>9</sup> To be taken in the third year.

<sup>10</sup> ART 510 subtopics: A) American art. B) African art. C) Pre-Columbian art. E) United States art since 1945. F) Greek art. G) Medieval art. H) Renaissance art. I) Baroque and rococo art. J) 19th-century European art. K) 20th-century European art. M) Roman art. N) Graphic design. O) Women in art. P) Pacific art. Q) Contemporary Artists and Art Critics.

<sup>11</sup> Select course(s) of 300-level or higher from any department other than Art within the University for a minimum of 3 credits.

### **M.F.A. DEPARTMENT LIST ELECTIVES**

*Select a minimum of 12 credits from the following:*

#### **Studio Elective Options**

ART 435 <sup>P</sup>	Advanced Drawing I	4
ART 436 <sup>P</sup>	Advanced Drawing II	4
ART 440 <sup>P</sup>	Pottery IV	4
ART 441 <sup>P</sup>	Pottery V	4
ART 445 <sup>P</sup>	Metalsmithing and Jewelry IV	4
ART 446 <sup>P</sup>	Metalsmithing and Jewelry V	4
ART 450 <sup>P</sup>	Fibers IV	4
ART 451 <sup>P</sup>	Fibers V	4
ART 455 <sup>P</sup>	Advanced Typography and Design Systems	4
ART 456 <sup>P</sup>	Advanced Illustration	4
ART 460 <sup>P</sup>	Advanced Painting I	4
ART 461 <sup>P</sup>	Advanced Painting II	4
ART 465 <sup>P</sup>	Printmaking IV	4
ART 466 <sup>P</sup>	Printmaking V	4
ART 470 <sup>P</sup>	Sculpture IV	4
ART 471 <sup>P</sup>	Sculpture V	4

#### **Other Elective Options in the Department of Art**

ART 495A-K	Independent Study <sup>1</sup>	Var
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ART 496A-K	Group Study	Var
ART 510A-P <sup>p</sup>	Advanced Study in Art History <sup>2</sup>	3-12
ART 684	Supervised College Teaching	Var
ART 695A-J	Independent Study	Var
ART 696I	Group Study—Studio Art Graduate Seminar <sup>3</sup>	3
<b>Elective Options Outside the Department of Art</b>		
PHIL 318	Aesthetics: Visual Arts	3
	Out-of-Department Course(s) <sup>4</sup>	3
	<b>TOTAL</b>	<b>12</b>

<sup>p</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Maximum of 10 credits. Some subtopics may have a prerequisite.

<sup>2</sup> Select ART 510 subtopics not taken elsewhere in the program: A) American art. B) African art. C) Pre-Columbian art. E) United States art since 1945. F) Greek art. G) Medieval art. H) Renaissance art. I) Baroque and rococo art. J) 19th-century European art. K) 20th-century European art. M) Roman art. N) Graphic design. O) Women in art. P) Pacific art.

<sup>3</sup> To be taken in the third year.

<sup>4</sup> Select course(s) at 300-level or higher from any department other than Art within the University for a minimum of 3 credits, with approval of advisor.

### Request to Drop Online Delivery

A request by the Civil Engineering department to drop the online delivery of CIVE 525 Water Engineering International Development was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

### Grading Option Change for FIN 603

A request from the Department of Finance and Real Estate to change the grading option in FIN 603, Corporate Risk Management from S/U, satisfactory/unsatisfactory to T, traditional was approved. This change will be effective Spring Semester 2015.

### Request to Drop Geospatial Engineering specialization

A request by the College of Engineering to drop the Geospatial Engineering specialization in the Master of Engineering (M. E.) program was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

The meeting adjourned at 3:03 p.m.

(FC) 10/17/10

Carole Makela, Chair  
Tom Hoehn, Secretary



A regular meeting of the University Curriculum Committee was held on October 17, 2014, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Brian Fugate for Paul Mallette, Patrick Fitzhorn, Mike Hogan, Sally Sutton, Ed DeLosh, Howard Ramsdell, Michael Culbertson for Michelle Wilde, Kathleen Pickering (ex-officio).

Absent: Undergraduate representative; graduate representative Andrew Bondi.

Guests: Fionna Bright, Kelley Brundage and Linda Selkirk.

## Minutes

The minutes of October 10, 2014, were approved.

## Experimental Course Report

The Experimental Course Report was received.

## Consent Agenda

The Consent Agenda was approved.

## CURRICULAR REQUESTS

° Course is offered for term specified in odd numbered years.

\* Course is offered for term specified in even-numbered years.

The following curricular requests were approved.

New Courses	Effective Date
<p><b>EDCO 653 03(2-0-1). Counseling for Cultural Diversity.</b> F. Prerequisite: Admission to the M.Ed. Counseling and Career Development specialization or written consent of instructor. Influence of cultural differences in delivering culturally responsive counseling.</p>	Fall Semester 2015
<p>° <b>HDFS 607 03(2-0-1). Prevention Science Across the Lifespan.</b> F. Prerequisite: Six credits of upper-division behavioral science; graduate standing. Theory, methods, interventions, and standards of evidence in preventing mental, emotional, and behavioral disorders.</p>	Fall Semester 2015
<p>* <b>HDFS 608 03(2-2-0). Program Planning and Implementation.</b> S. Prerequisite: HDFS 500 or concurrent registration. Design or adapt research-based prevention programs from a family-centered, developmentally appropriate perspective.</p>	Fall Semester 2015
<p><b>PBHL 560 03(3-0-0). Public Health Data Analysis.</b> F, S. Prerequisite: Graduate standing; enrollment in Colorado School of Public Health; written consent of instructor. Credit not allowed for VS 562, EDRM 606 and PBHL 560. Introduction to the major concepts and applications in public health data interpretation and analysis.</p>	Spring Semester 2015

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## Major Change to Courses

JTC 450 03(2-2-0). Public Relations Cases, **change to:**

Spring Semester 2015

**JTC 450 03(3-0-0). Public Relations Cases. S.** Prerequisite: JTC 350.

Analysis of specializations in the field; use of media to achieve objectives with target audiences.

[Removed as an All University Core Curriculum category 4A/4C course in the Journalism and Media Communication major.]

## New Curricula

### College of Business

#### Certificate in International Business

Effective Spring 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<i>Select three courses from the following:</i>		
FIN 475 <sup>P</sup>	<u>International Business Finance<sup>1</sup></u>	<u>3</u>
MGT 468 <sup>P</sup>	<u>Negotiating Globally</u>	<u>3</u>
MGT 475 <sup>P</sup>	<u>International Business Management</u>	<u>3</u>
MKT 365 <sup>P</sup>	<u>International Marketing</u>	<u>3</u>
<u>TOTAL</u>		<u>9</u>
<b>PROGRAM TOTAL = <u>9 credits*</u></b>		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction of the catalog at <http://catalog.colostate.edu> to see the course prerequisites.

\* Additional coursework may be required due to prerequisites.

<sup>1</sup>May not double count towards the requirements of the Finance Concentration.



### Department of Management

#### Certificate in Operations, Logistics and Supply Management

Effective Spring 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
MGT 375 <sup>P</sup>	<u>Advanced Supply Management</u>	<u>3</u>
MGT 376 <sup>P</sup>	<u>Advanced Service and Manufacturing Operations<sup>1</sup></u>	<u>3</u>
MGT 377 <sup>P</sup>	<u>Advanced Logistics</u>	<u>3</u>
<u>TOTAL</u>		<u>9</u>
<b>PROGRAM TOTAL = <u>9 credits*</u></b>		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction of the catalog at <http://catalog.colostate.edu> to see the course prerequisites.

\* Additional coursework may be required due to prerequisites.

<sup>1</sup>May not double count towards the requirements of the Organization and Innovation Management Concentration.



**Department of Finance and Real Estate**  
Certificate in Real Estate Practices

**Effective Fall 2015**

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
AREC 452 <sup>P</sup> / REL 452 <sup>P</sup>	<u>Real Estate Appraisal Principles</u>	2
AREC 453 <sup>P</sup> / REL 453 <sup>P</sup>	<u>Real Estate Appraisal Practices</u>	2
REL 360 <sup>P</sup>	<u>Real Estate Principles</u>	3
REL 455 <sup>P</sup>	<u>Residential Real Estate Finance</u>	2
<b>TOTAL</b>		<hr/> 9
<b>PROGRAM TOTAL = 9 credits*</b>		

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction of the catalog at <http://catalog.colostate.edu> to see the course prerequisites.

\* Additional coursework may be required due to prerequisites.



**Request to Add a Certificate in International Business**

A request by the College of Business to add an undergraduate certificate in International Business was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

**Request to Add a Certificate in Operations, Logistics, and Supply Management**

A request by the Department of Management to add an undergraduate certificate in Operations, Logistics, and Supply Management was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

**Request to Add a Certificate in Real Estate Practices**

A request by the Department of Finance and Real Estate to add an undergraduate certificate in Real Estate Practices was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

The meeting adjourned at 4:20 p.m.

(FC) 10/24/14

Carole Makela, Chair  
 Tom Hoehn, Secretary

## Memo

TO: Mary Stromberger, Chair, Faculty Council

FROM: Mark Zabel, Chair, Committee on Scholarship, Research and Graduate Education

DATE: October 2, 2014

RE: Revisions to the *Graduate and Professional Bulletin* –  
E. – *SCHOLASTIC STANDARDS*

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO SECTION e: “*SCHOLASTIC STANDARDS*” – OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

### E.1.3. SCHOLASTIC STANDARDS

Failure to maintain good academic standing due to a cumulative grade point average less than 3.00 results in being placed on academic probation. (New regularly admitted students will not be placed on probation until they have completed 12 regular credits or two semesters of graduate work, whichever comes first.) The probationary period extends for one semester beyond the one in which this status is acquired. During this probationary period, the student must register for traditionally graded courses that affect the grade point average. With permission of the student’s advisory committee, the student may register for continuous registration instead of traditionally graded courses. Continuous registration may be used to extend the probationary period for a maximum of two semesters, after which traditionally graded courses must be taken. Students on probation are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.000) and/or satisfactory progress as determined by the student’s graduate advisory committee. Students not making satisfactory progress due to their grade point average are encouraged to contact their advisors and/or advisory committees in order to set up a meeting to create a progress plan. Track III students in combined bachelor’s/master’s degree programs who have accumulated at least 120 credit hours of course work and who fail to maintain a 3.000 GPA in their graduate course work including any courses listed on their GS 6 Form will be placed on probation by the Graduate School and will have one semester in which to improve their cumulative grade point averages to no less than 3.000 in their graduate course work. Failure to bring the cumulative graduate GPA to at least 3.000 will result in dismissal from the Graduate School with no re-enrollment permitted prior to completion of the bachelor’s degree. Track III students who are dismissed from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees. These students can petition the Registrar to reinstate courses to be applied toward their undergraduate degrees.

When a student’s graduate advisory committee or an appropriate departmental graduate committee finds that a student is not making satisfactory progress toward the degree due to factors other than grade point average, and that satisfactory progress cannot be anticipated, a plan should be created and the following steps should be taken.

1. Inform the student of the concerns, create a progress plan with the student, develop a timeline and inform the student of the potential consequences (dismissal) if the progress is not satisfactory.

2. The committee should keep in contact with the student to give feedback during the progress plan timeline and document such contacts and their outcomes.
3. At the end of the timeline, if progress is not adequate, the committee may recommend dismissal from the program. The recommendation goes to the Department Head and the Dean of the Graduate School and should include documentation on the steps taken with justification for this action.

**Rationale:**

1. The policies related to probation and dismissal are publicized and have always served to provide the standard operating procedures around probation and dismissal. Students are informed they are on probation by the Graduate School when their GPA does not meet a 3.00. The letter from the Graduate School states that they are encouraged to meet with their advisors to discuss strategies to create a progress plan. By including this language in the Bulletin the information is consistent with the letter and the content in the Bulletin that discusses unsatisfactory progress due to factors other than GPA below.
2. This language clarifies that this portion of the policy addresses unsatisfactory progress due to factors OTHER THAN GPA. Though this portion of the policy has been applied only in these situations in the past, there has recently been some confusion due to a lack of explicit labeling. The specificity in the language in this paragraph and that in the previous about GPA-related policy provides a clear explanation of each portion of the policy.

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- ☐ Existing CIOU  
☒ New CIOU

## Application/Registration

### Colorado State University Centers, Institutes and Other Special Units

Name of individual completing this application: Kathleen Galvin

Telephone Number: 491.5784

Date: 11 August 2014

Requested Start Date for this Center/Institute/Laboratory: 1 September 2014

\*\*\*\*\*

1. Name of proposed Center or Institute or Other Special Unit (CIOU):  
The Africa Center.
  
2. Name, Title, telephone number, and signature of administrative director(s) of proposed CIOU (See Academic Faculty/Administrative Professional Manual, Section B.2.6.5, last paragraph).

Kathleen Galvin	Director, SAES	491.5784	
Name	Title	Tel #	Signature

108 Johnson Hall	Diana.wall@colostate.edu
Address	E-mail Address

Diana Wall	Director, SoGES	491.2504	
Name	Title	Tel #	Signature

108 Johnson Hall	Diana.wall@colostate.edu
Address	E-mail Address

How administrative director was selected: Dr. Wall oversees the current Sustainable African Ecosystems and Societies Global Challenge Research Team and this activity has grown substantially and will be re-named the Africa Center and housed within the School of Global Environmental Sustainability

3. Mission of proposed unit and how this mission relates to the mission and strategic goals of Colorado State University. (Concise summary of 100 words or less)

The Mission of the Africa Center will be to enhance biodiversity, advance human and animal health, empower communities, and promote environmental, economic and social

sustainability in Africa ([http:// saes.colostate.edu](http://saes.colostate.edu)). The mission of the proposed Africa Center relates to all aspects of the University Strategic plan. The Center will engage with undergrad and graduate students of *diverse cultures*; foster initiatives that bring together people from different ethnicities, genders; and integrate disciplines to better understand our role in and dependency on the future sustainability of Africa ~~and our~~ interdependency. It will focus on African *research* highlighting work of CSU faculty and students and catalyze activities to *engage* the university and public communities in Colorado, the US and internationally. The Center will continue its successful fundraising for events to help educate all about the challenges and successes of the African continent, their people and capacity building.

4. Statement of goals and/or objectives of the proposed unit.

The Center's vision is collaborative engagement for sustainable ecosystems and societies in Africa. As such its goals include:

- Is a forum for issues of African biodiversity, conservation, and sustainability;
- Is a community of CSU and community members and African partners for research, education and engagement;
- Provides a platform for CSU faculty, students and community members to engage with one another on African issues;
- Links diverse types of knowledge (e.g., local, science) to identify and solve social and environmental problems

- See more at: <http://saes.colostate.edu/> In year 1 (last year) we have established a community of (200+ on listserv) faculty and others with interests in African sustainability, held one Africa and Ale Social, created a website and social media platform, hosted one distinguished African guest lecturer, hosted monthly coffee socials and sponsored one international two-day Symposium.

5. The purpose/mission of this CIOSU does not overlap/duplicate that of other existing CIOSUs.

True ☒ False ☐

(If it does, please attach a separate page describing/explaining the duplication and how the proposed CIOSU will be coordinated with other CIOSUs with similar or complementary functions.)

6. Name(s) of Colorado State University unit(s) [Department(s)/College(s)] with which this CIOSU will be affiliated.

The School of Global Environmental Sustainability

7. On a separate single sheet, using both front and back if needed, please provide a description of (a) the organizational and administrative structure and responsibilities, (b) the personal involved, (c) how the CIOSU will be internally governed, and (d) a summary budget

showing funding sources and amounts, and expenses such as space, personnel salaries, equipment and other resources required. The budget should include sufficient detail to indicate program viability for a period of at least five years. If funding sources have not been secured, the applicant should indicate potential sources, amounts and an approximate time-frame for securing such funds.

See attached

\*\*\*\*\*

Signatures (See Section B.2.6.3 of the Manual)

_____	_____	_____
Dept. Chair	Department	Date
_____	_____	_____
Dept. Chair	Department	Date
<u>Diana H. Wall</u>	<u>School of Global Environmental Sustainability</u>	<u>8/17/2014</u>
Dean	College	Date
_____	_____	_____
Dean	College	Date

Date Received: Click here to enter text. Month/Year for start of CIOU: Click here to enter text.

Anticipated month/year for formal evaluation: Click here to enter text.

Signatures:

Chair, Faculty Council

Date of FC/Committee Action

Paula M. Maramba

8/25/14

Provost or Vice President for Research

Date of Approval

Blaine S. Reda

8/29/14

\*\*\*\*\*

Applicant: Forward this application to the Office of Faculty Council, which will forward a copy to the Provost. The Provost shall act as or assign the Responsible Administrator for the proposed CIOU based on its primary mission (See Section B.2.6.3 of the Manual).

If approved, the CIOU will be subject to periodic evaluations.  
(See Section B.2.6.6 of the Manual).



7a. the organizational and administrative structure and responsibilities:

The Center currently operates as a Global Challenge Research Team (the Sustainable African Ecosystems and Societies GCRT) within the School of Global Environmental Sustainability. The head is Kathleen Galvin and the GCRT has five co-PIs from different departments and colleges but who work or have an interest in Africa. The SAES team consists of 6 Principal Investigators with cross-disciplinary research trajectories. SAES consists of CSU senior research scientists and faculty members:

Kathleen Galvin, Department of Anthropology, CLA  
 Jessica Davis, Department of Social and Crop Sciences, CAS  
 Paul Evangelista, Natural Resource Ecology Laboratory, WCNR  
 Stacy Lynn, Natural Resource Ecology Laboratory, WCNR  
 Sue vandeWoude, College of Veterinary Medicine and Biomedical Sciences

b. the personal involved:

The PIs work together though Galvin is responsible for moving the Center forward. The PIs work with the SoGES leadership and staff. We will hire a student who will work on the website and who will work with the SoGES communications staff on events, publicity and marketing. Our funding is overseen through the SoGES fiscal operations manager. We work closely with the SoGES events coordinator on our meetings, outreach, reimbursements, etc. In addition to the six leaders there are 202 people (mostly faculty but also community members) on the SAES listserv who get periodic updates on events, some of whom participate in events and whom have elected to contribute to the success of the Center.

c.) how the CIOU will be internally governed:

This is largely covered in a) above. The PIs under the direction and vision of Galvin govern the vision, mission and affairs of the Center. The hired student will work with the SoGES staff on administrative duties.

d) ) a summary budget showing funding sources and amounts, and expenses such as space, personnel salaries, equipment and other resources required:

SAES had base funding of \$20,000 in year 1 (2013-2014) and raised \$21,000 for its African Symposium, held in April 2014. The Center has been assured funding at the same base level, \$20,000 for each of the next three years. The following is the proposed budget for the current year:

- RA or student hourly to keep the website up to date, arrange meetings, and support paper and proposal writing and assembly, working closely with SoGES staff: \$7,000
  - Meeting refreshments: \$500 (for monthly coffees, afternoon events, etc. with students and faculty across campus)
  - Provide support for travel for visitors with expertise in Africa to come to CSU to give talks, write syntheses papers, work with faculty as a 'visiting fellow' \$5500
  - Proposal writing (support for 6 faculty at \$250 each): \$1500
  - Support travel for faculty that support the Center: \$5500
- As in the past year, any large events will be funded by outside sources.

October 13, 2014

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: New Special Academic Unit (SAU)

The University Curriculum Committee moves Faculty Council adopt the following:

**The School of Biomedical Engineering be established as a Special Academic Unit effective July 1, 2015.**

The request was reviewed and approved by the Committee on Scholarship, Research, & Graduate Education on April 28, 2014 and the University Curriculum Committee on October 3, 2014.

Rationale:

According to the request submitted:

“The School of Biomedical Engineering (SBME) at Colorado State University is not a department but rather an interdisciplinary program. The SBME combines Colorado State University’s strengths in veterinary medicine, engineering and the sciences to provide an interdisciplinary focus on improving health, fighting disease and aiding persons with disabilities. With over 50 faculty members from four award-winning colleges, biomedical engineering students at Colorado State University have the advantage of working with nationally and internationally recognized leaders in their field.”

The School of Biomedical Engineering will house the Master and Ph.D. programs in Bioengineering.

The undergraduate Biomedical dual-degree programs will continue to be administered in the College of Engineering.

Enclosure

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SCHOOL OF  
BIOMEDICAL ENGINEERING

**School of Biomedical Engineering**

1376 Campus Delivery  
Fort Collins, CO 80523-1376  
Voice 970-491-7157

Dr. Mark Zabel  
Chair, Committee on Scholarship, Research & Graduate Education  
Associate Professor, Dept. of Microbiology, Immunology & Pathology  
Colorado State University  
1619 Campus Delivery  
Fort Collins, CO 80523-1619

February 4, 2013

Dear Dr. Zabel and Members of CoSRGE,

Please accept for your consideration this request for recognition as a Special Academic Unit as specified by Section C.2.8 of the AP Manual for the School of Biomedical Engineering (SBME), which currently operates as a CIOU in the College of Engineering. As a graduate program, SBME is an interdisciplinary unit with active faculty from 14 departments spread across 4 colleges (CVMBS, CNS, CAHS, and COE). There are 43 core and 23 associate faculty. We accept 8-10 incoming PhD students, offering 3 rotations and 5-7 GRA positions in faculty labs. In our request for designation as an SAU, we do not propose changes in the graduate program. As currently configured, SBME operates under the rules of an SAU (Attachment #1 Organizational Chart). Our motivation in obtaining the SAU designation is to align our existing operating arrangement with CSU's new interdisciplinary program designation so as to take advantage of new opportunities for program development as they become available.

Please see the attached required documentation for your consideration.

We would very much appreciate CoSRGE's support of this endeavor.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Stuart Tobet".

Stuart Tobet, PhD  
Director of SBME  
Professor of Biomedical Sciences

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Dr. Stuart Tobet  
 Colorado State University  
 School of Biomedical Engineering  
 1376 Campus Delivery  
 Fort Collins, CO 80523-1376

Office of the  
 Provost and Executive Vice President  
 108 Administration Building  
 1001 Campus Delivery  
 Fort Collins, Colorado 80523-1001  
 (970) 491-6614  
 www.colostate.edu

February 4, 2013

Dear Dr. Tobet,

On December 5<sup>th</sup> we met to discuss the designation of the School of Biomedical Engineering as a "Special Academic Unit" (SAU), which is the newly-defined academic structure outlined in the Faculty and Administrative Professional *Manual*. My understanding from our discussion is that SBME will seek this designation as a mechanism to better support its current graduate education program, which involves courses taught by faculty in multiple departments and colleges, as well as its Regulatory Affairs Interdisciplinary Studies Program in the future. This reorganization will also enhance the development of future graduate degree programs, should that become desirable.

I expect that the SAU designation will preserve the SBME program, as it currently exists including:

1. The structure of the program, with its governance provided by the Director, Associate Director, and Executive and standing committees. The Executive Committee will continue to provide program oversight as specified in the *Manual*.
2. The budget for SBME as an SAU will start from its current level, but be eligible for new programmatic funds going forward as appropriate.
3. Faculty participation will continue to be dependent upon successful execution of memorandum of understanding (MOUs) with the Deans of the appropriate colleges, Chairs of the relevant departments, and the SBME faculty members themselves. These MOUs codify existing practices with regard to teaching and service efforts, and do not represent a significant expansion of the effort of faculty members in the SBME.

I understand that you will be meeting in future weeks with the appropriate University parties whose consultation and/or approval will be necessary for the establishment of the SAU, including the Vice Provost for Graduate Affairs, the Dean of COE, the Chairs of the involved departments, and the relevant Faculty Council committees (Scholarship, Research, & Graduate Education, Curriculum; Strategic & Financial Planning; Faculty Governance; and, Executive Committee) prior to seeking approval of the Faculty Council, as required by the *Manual*. You may let these parties know that I am generally supportive of the designation of SBME as a SAU, as stipulated above, and welcome the ultimate recommendations of the Faculty Council in this matter.

Sincerely,

A handwritten signature in dark ink, appearing to read "Rick Miranda".

Rick Miranda  
 Provost and Executive Vice President

xc: Dr. Bill Farland  
 Dr. Tom Gorell  
 Dr. Tim Gallagher  
 Dr. Jodie Hanzlik  
 Dr. Jan Nerger  
 Dr. Mark Stetter  
 Dr. Steve Abt

## NEW/MAJOR, MINOR CHANGES/DROPS PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME Stuart Tobet EMAIL stuart.tobet@colostate.edu PHONE 1-1672  
(REQUIRED)

CHECK THE APPROPRIATE LINE ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at <http://www.colostate.edu/orgs/ucc> for instructions.

### ADDS

- \_\_\_\_ ADD a new degree or major or graduate program or concentration or specialization or option or minor or interdisciplinary studies program. (Complete Section I-Columns A and B (only new gets listed in column B), Section II, Section III-Column B, Section IV as needed, and Section V.)
- X \_\_\_\_ ADD a new department and/or college or new SAU. (Complete Section I-Columns A and/or B and Sections II and V.)

### MAJOR CHANGES

- \_\_\_\_ CHANGE the curriculum requirements of an approved major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program involving a sum total of 7 or more credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B, Section IV as needed.)
- \_\_\_\_ CHANGE the name of an existing department and/or college, or SAU. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
- \_\_\_\_ CHANGE the name of a degree or major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
- \_\_\_\_ CHANGE AUCC Category 4 requirements of an approved major or concentration. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
- \_\_\_\_ DROP a degree or major graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program and requirements. (Complete Section I-Column A and Section II.)

### MINOR CHANGES

- \_\_\_\_ CHANGE the curriculum requirements of an approved major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program involving a sum total of less than 7 credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B, Section IV as needed.)
- \_\_\_\_ CHANGE courses and/or group requirements from freshman/sophomore year to junior/senior year or vice versa in an approved major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)

### SECTION I

#### A. PRESENT NAME / EXISTING ONLY

#### B. REQUESTED NAME / NEW OR CHANGES ONLY

Engineering	COLLEGE School of Biomedical Engineering
DEPARTMENT/SAU	SAU
MAJOR/GRADUATE PROGRAM NAME	
UNDERGRADUATE CONCENTRATION/ GRADUATE SPECIALIZATION	
OPTION	
MINOR	
INTERDISCIPLINARY MINOR/GRADUATE STUDIES PROGRAM	
DEGREE	

EFFECTIVE DATE (TERM AND YEAR) REQUESTED July 1, 2015

### SECTION II-JUSTIFICATION FOR REQUEST

The School of Biomedical Engineering (SBME) at Colorado State University is not a department but rather an interdisciplinary program. The SBME combines Colorado State University's strengths in veterinary medicine, engineering and the sciences to provide an interdisciplinary focus on improving health, fighting disease and aiding persons with disabilities. With over 50 faculty members from four award-winning colleges, biomedical engineering students at Colorado State University have the advantage of working with nationally and internationally recognized leaders in their field.

CHANNELS FOR APPROVAL	DATE	CURRICULUM & CATALOG USE ONLY	Approval Date
Department Head/ Chairperson*		Comm. On Strategic and Financial Planning (CoSFP)	<u>4/16/2014</u>
Chairperson, College Curriculum Committee		Council of Deans	<u>10/3/2014</u>
Dean of College*		University Curriculum Committee	
University Curriculum Committee Representative		Faculty Council	
Chair, CoSRGE†		Board of Governors	
		CCHE	
		Approved Effective Date	

\*Signature indicates approval and a commitment of resources.  
†Graduate programs only.

## School of Biomedical Engineering (SBME) Code

As stated in the Colorado State University Academic Faculty and Administrative Professional Manual Section, C.2.4.2 Departmental Organization, 'each academic department shall operate under a Departmental Code. The Departmental Code shall be consistent with the provisions of the University code relating to departmental matters, and the University Code shall take precedence in all instances'. This document contains the code for the School of Biomedical Engineering (SBME) at Colorado State University. The SBME is not a department but rather an interdisciplinary program. Consequently some terms in the University Academic Faculty and Administrative Professional Manual have been modified to reflect the status of the SBME.

### Article I SBME Mission

The Colorado State University SBME combines Colorado State University's strengths in veterinary medicine, engineering and the sciences to provide an interdisciplinary focus on improving health, fighting disease and aiding persons with disabilities.

### Article II Program Organization

The organizational chart shown in Appendix A describes the structure of the SBME. Faculty from four Colleges: Health & Human Sciences, Engineering, Natural Sciences & Veterinary Medicine & Biomedical Sciences are eligible to become members of the SBME.

#### Article II.1 Designation and Titles of Administrative Officers

The administrative officers of the SBME are the Director, who is also the Director of the Graduate Degree programs, and the Associate Director, who is also the Director of the Undergraduate Program.

#### Article II.2 Executive Committee

The Executive Committee shall consist of the Deans or their appointed representative from the participating Colleges, the Dean of the Graduate School and the Director of the SBME. The SBME Director reports to the Executive Committee. The Director of the SBME shall be a full voting member of the Executive Committee except when the Committee is considering a candidate for Director of the SBME who has been elected by the Core Faculty.

- Upon written request of either the Chair of the home Department or the participating faculty member, the Director of the SBME will provide recommendations on Promotion and Tenure for participating faculty to their home Department. The Director of the SBME shall seek opinions and advice of other faculty, research staff and students of the Program before making their final recommendations. The Director will transmit the material through administrative channels as outlined in the CSU Academic Faculty and Administrative Professional Staff Manual.

### Article II.3. SBME Director and Graduate Programs Director

The primary administrative officer of the SBME is the Director. This person is also the Director of all the graduate degree programs in SBME. Members of the SBME Core and Associate faculty are directly responsible to the director for SBME-related issues and activities. The Director will be elected by the SBME Core Faculty and approved by the Executive Committee (excluding the SBME director) for a five-year term. If the Executive Committee fails to approve the candidate elected by the Core Faculty, a new nomination process and election will be held by the Core Faculty. The Director reports to the SBME Executive Committee.

The duties of the Director include:

- To call meetings of the SBME Faculty (at least one per semester).
- To execute decisions of the Core Faculty.
- To coordinate the functions of the Graduate Affairs and *Ad Hoc* Committees.
- To manage the SBME staff in conjunction with the Associate Director.
- To work with Associate Director to manage all SBME activities, including strategic planning and development (fund raising).
- To organize the staffing of the various SBME graduate courses in consultation with the Core Faculty and Department Heads from participating departments.
- To act as spokesperson for the SBME in meetings with the Provost/Academic Vice President, the Deans of the participating Colleges and other administrative officers of the University.
- To appoint Ad Hoc and standing committees as needed.
- Assign graduate teaching assistantship awards in conjunction with Associate Director
- To oversee elections of members to the Core Faculty.
- To perform program evaluation and assessment as needed (see article IV) and to provide SBME program information (including budget information) to the Core Faculty, the Executive Committee, the Provost/Academic Vice President, the Dean of the Graduate School, the Deans of the participating Colleges, and other administrative officials as needed.
- The Director shall establish an External Advisory Board. This Board may consist of Colorado State University Alumni, representatives from Government, Industry, other universities and other external constituents and will meet at least once per year. If it is more convenient, teleconferences may be held in place of actual meetings. This board will provide advice and direction to both the SBME Director and Associate Director on both the graduate and undergraduate programs, respectively.

### Article II.4 SBME Associate Director and Undergraduate Programs Director

The secondary administrative officer of the SBME is the Associate Director. This person is also the Director of all the undergraduate dual B.S. degree and interdisciplinary studies programs in SBME. The Associate Director will be selected by the Dean of the College of Engineering and

reports to the Dean of the College of Engineering in matters related to the undergraduate program and to the SBME Director for other matters. The Associate Director must be a COE faculty member and member of the SBME Core Faculty. The Director may request that the Associate Director serve as Acting Director during short absences.

The duties of the Associate Director include:

- To manage the SBME staff in conjunction with the Director.
- To manage all undergraduate program SBME activities (with Director as needed), including strategic planning and development (fund raising) and ABET accreditation).
- To work with the SBME External Advisory Board.
- Assign graduate teaching assistantship awards in conjunction with the Director.
- Members of the SBME Core faculty who are in the College of Engineering are directly responsible to the Associate Director for SBME undergraduate program- related issues and activities.

#### Article II.5 Graduate Affairs Committee

The Graduate Affairs Committee shall consist of one representative from each of the participating colleges (Health & Human Sciences, Engineering, Natural Sciences & Veterinary Medicine & Biomedical Sciences) and one SBME student. The duties of the members of the Graduate Affairs Committee will be assigned by the Director of the SBME and will include making admissions decisions for all the graduate degree programs. The Committee members will elect their chair. The members of this committee shall act as a short-term advisory committee for SBME graduate students without an assigned advisor (as necessary) and all Master of Engineering students.

#### Article II.6 Undergraduate Affairs Committee

The Undergraduate Affairs Committee shall consist of one representative from each College of Engineering department involved in the undergraduate curriculum. The duties of the members of the Undergraduate Affairs Committee will be assigned by the Associate Director of the SBME. The Committee members will elect their chair. The Director of SBME will serve as an ex officio member of this committee. The undergraduate dual degree resides specifically under the auspices of the College of Engineering. Undergraduate curriculum will originate with the BME Undergraduate Affairs Committee and proceed to the COE Curriculum Committee.

#### Article II.7 Graduate Curriculum Committee

The Graduate Curriculum Committee shall consist of at least one representative from three of the four participating colleges (Health & Human Sciences, Engineering, Natural Sciences & Veterinary Medicine & Biomedical Sciences) and one SBME graduate student. The duties of the members of the Graduate Curriculum Committee of the SBME and will include designing and updating the SBME graduate curriculum and provide input on all curricular issues. The Committee members will elect their chair. Curriculum changes from this SBME committee will be forwarded to the College of Engineering curriculum committee for approval prior to submission to the University Curriculum Committee.



### Article II.8 Ad Hoc Committees

The Director shall appoint *ad hoc* committees as needed to review complex issues, seminars, etc.. The term and tasks of a given committee will be defined upon formation.

### Article II.7 Core Faculty

#### Article II.7.1 Procedure for election of SBME Core Faculty

- An applicant must hold an appointment as a regular tenured or tenure track faculty member of Colorado State University, have an active research program in the Biomedical Engineering/Bioengineering that is appropriate for the training of graduate students, and/or have the expertise and willingness to contribute to the teaching of undergraduate and/or graduate courses of the SBME.
- An applicant must be nominated by a member of the Core Faculty and provide a nomination letter, current curriculum vitae and a statement of (1) his/her interests in SBME committee service and/or graduate student advisory committee service, (2) areas of expertise and willingness to teach SBME courses or elective courses that are appropriate for SBME students, (3) ideas for seminar speakers, and (4) other ideas for his/her functioning as a SBME Faculty member.
- The applicant's curriculum vitae and statement will be reviewed by the Director and/or Associate Director before forwarding to the Core Faculty for voting. Appointment requires a simple majority of a quorum of the Core Faculty.
- The Director of SBME shall be responsible for the execution of a Memorandum of Understanding (MOU) between the new faculty member and SBME. This MOU will be signed by the Director of SBME, the faculty member, the head of the faculty member's home department, and the dean of faculty member's college detailing the expected commitments to SBME, and the duration of these commitments

#### Article II.7.2 Review of SBME Membership:

Membership in the SBME Core Faculty is a privilege that carries certain responsibilities. Core faculty will be asked to submit a brief report every three years on their contributions to SBME. The Director will review faculty members who do not turn in the report or as needed by sending the member(s) a form asking him/her to review his/her participation in the SBME Program with particular reference to the following:

- Mentoring of SBME Graduate Students
- Graduate Committee service other than one's own student
- Developing and/or teaching undergraduate or graduate courses for SBME
- SBME Committee service
- Invitation and hosting of SBME seminar speakers
- Attendance at SBME seminars
- Participation in SBME meetings and activities. In case of no response, a reminder will be

sent after 3 weeks. If a review is triggered due to lack of reporting, a majority approval by the Core Faculty is required to renew membership in the SBME Program. If the form has not been returned to the Director after one month, the member will be formally notified by email that he/she is no longer a member of the SBME Faculty. If the Director is not informed that there has been a mistake, the person can be readmitted only through formal application. At any time, any faculty member may choose to withdraw from the faculty.

#### Article II.7.3 Functions of the SBME Core Faculty

- The SBME Faculty can act as a committee of the whole if a quorum consisting of one-half of the regular membership is present.
- The SBME Faculty acting as a committee of the whole can override decisions of the Director or the committees and change program policies with a two-thirds vote of the members in attendance. Unless otherwise stated in the code or voted by the faculty acting as a committee of the whole, other decisions that involve procedural matters require only a simple majority.

#### Article II.7.4 Responsibilities of Core Faculty

- To maintain and help enhance a productive research program that is conducive to training of graduate students.
- To teach SBME undergraduate and/or graduate courses
- To advise SBME graduate students, provide lab-rotations to SBME graduate students, provide research assistantships to SBME graduate student advisees when possible and to serve on SBME graduate students' committees.
- To sustain an active participation in SBME activities including attendance in seminars, faculty meetings and a willingness to accept assignments from the Director and Associate Director.
- To promote SBME by using the SBME affiliation (in addition to their home department affiliation) when making presentations, publishing papers, etc.)

#### Article II.7.5 Privileges of Core Faculty Membership

- Participation in SBME Faculty Meetings. Core Faculty have full voting rights.
- Full Access to all SBME resources and facilities.
- Full participation in the SBME seminar series including nomination of seminar speakers.
- Only Core Faculty may be elected as a member of the Graduate Committee and Director of the SBME.
- Core Faculty may use the title Assistant, Associate or Professor of Biomedical Engineering corresponding to his/her rank in his/her home department.

#### Article II.7.6 Associate Faculty

Any individual, who holds an appointment as a special, regular tenured or tenure track faculty member of Colorado State University, may be nominated for associate faculty status. All applicants must include a curriculum vitae and a statement of how the applicant intends to participate in the SBME. Core Faculty must vote in favor (by simple majority) for the applicant

being granted the status of Associate Faculty of the SBME.

The privileges of associate faculty status are:

- serve on graduate students' committees
- recommend seminar speakers
- participate in core faculty meetings as a non voting member
- eligible for appointment to *ad hoc* committees
- use the title of Associate Faculty Biomedical Engineering

#### Article II.7.6 Affiliate Faculty

Any individual, who possess training and experience useful to the SBME's teaching and research activities and who is not employed by Colorado State University may receive a faculty affiliate appointment. The appointment will be renewable every three years. All applicants must include a curriculum vitae and a statement of how the applicant intends to participate in the SBME.

Applications will be reviewed by the Director and Associate Director who will determine if affiliate faculty status should be granted.

The privileges of affiliate faculty status are:

- serve on a students thesis committee
- recommend seminar speakers
- participate in core faculty meetings as a non voting member

#### Article III. Student Grievances and Procedures

All matters concerning student grievances will be in accordance to Section I.7 of the Colorado State University Academic Faculty and Administrative Professional 5 Manual. To start the appeal of a grading decision, the student shall submit a written request to the SBME Director. If required, in accordance with the Colorado State University Academic Faculty and Administrative Professional Manual a committee consisting of two members of the Core Faculty, two students from the SBME and, when possible, a committee member who is not a member of the SBME but is a member of the student's home department will be established by the Director. The committee will consider all student grievances. If there is a conflict of interest involving any member of the committee, the Director may appoint a replacement for the member concerned.

#### Article IV. Assessment and Evaluation of Program Operations

Every six years as described by CCHE or at the direction of the Deans of the participating Colleges, the Core Faculty of the SBME shall select an *ad hoc* committee to evaluate the SBME operations by the procedures outlined in the University Code and dictated by the Provost's Office. In the case of graduate program review, the Executive Committee and the External Advisory Board shall review the evaluation. In the case of undergraduate program review, the Dean of the College of Engineering and the External Advisory Board shall review the evaluation. The Associate Director will coordinate assessment and evaluation required for ABET accreditation. An Evaluation and Assessment of the Program may occur at anytime if approved by vote by 2/3 of the Core Faculty.

Article V. Changes to this Code

Proposed amendments to this code must be distributed to all Core Faculty for review and approval. Adoption of an amendment requires a majority endorsement of the members.

Effective Time Period of this Code This Code will take effect on \_\_\_\_\_.

**SBME Executive Committee** – Deans of Colleges of Applied Human Sciences, Engineering, Natural Sciences, Veterinary Medicine and Biomedical Sciences, VP's for Graduate Education and Research

**Director, SBME & Director, Graduate Program**

Associate Director, SBME & Director, Undergraduate Program

**Graduate Advising Staff**

**Graduate Affairs Committee** – One representative from each SBME College – Committee members elect chair.

**Curriculum Committee** – One representative from 3/4 SBME College – Committee members elect chair. Output to COE, then UCC.

**Ad Hoc Committees** – Members appointed by SBME Director as needed (e.g., to review complex issues, special topics, grievances, etc.).

**External Advisory Board** – Representatives of biomedical engineering industry and other external constituents appointed by SBME Director.

**SBME Core and Associate Faculty**

Colorado State University

SCHOOL OF BIOMEDICAL ENGINEERING

**Special Academic Unit**  
**Policies & Procedures 2013-2014**

*This is the Policy and Procedures Manual for the School of Biomedical Engineering (SBME), a Special Academic Unit of Colorado State University. The policies and procedures outlined in this manual may affect you in your role as faculty, postdoctoral, staff, graduate or undergraduate student. Additional policies are outlined in the SBME code and the graduate student guidelines.*

*Please take few moments to look over these policies and procedures. You will be expected to know, understand and adhere to the policies presented here. These policies and procedures are updated annually, and you should review each annual update for changes to our policies and procedures.*

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## Director and Associate Director

**SBME Director and Graduate Programs Director** The primary administrative officer of the SBME is the Director. This person is also the Director of all the graduate degree programs in SBME. Members of the SBME Core and Associate Faculty are directly responsible to the director for SBME-related issues and activities. The Director will be elected by the SBME Core Faculty and approved by the Executive Committee (excluding the SBME director) for a five-year term. If the Executive Committee fails to approve the candidate elected by the Core Faculty, a new nomination process and election will be held by the Core Faculty. The Director reports to the SBME Executive Committee.

The duties of the Director include:

- Calling meetings of the SBME Faculty (at least one per semester).
- Executing decisions of the Core Faculty.
- Coordinating the functions of the Graduate Affairs and *Ad Hoc* Committees.
- Managing the SBME staff in conjunction with the Associate Director.
- Working with Associate Director to manage all SBME activities, including strategic planning and development (fund raising).
- Staffing the various SBME graduate courses in consultation with the Core Faculty and Department Heads from participating departments.
- Acting as spokesperson for the SBME in meetings with the Provost/Academic Vice President, the Deans of the participating Colleges and other administrative officers of the University.
- Appointing Ad Hoc committees as needed.
- Assigning graduate teaching assistantship awards in conjunction with Associate Director
- Overseeing elections of members to the Core Faculty.
- Performing program evaluation and assessment as needed (see article IV) and to provide SBME program information (including budget information) to the Core Faculty, the Executive Committee, the Provost/Academic Vice President, the Dean of the Graduate School, the Deans of the participating Colleges, and other administrative officials as needed.
- Establishing and maintaining an External Advisory Board. This Board may consist of Colorado State University Alumni, representatives from Government, Industry, other universities and other external constituents and will meet at least once per year. If it is more convenient, teleconferences may be held in place of actual meetings. This board will provide advice and direction to both the SBME Director and Associate Director on both the graduate and undergraduate programs, respectively.

### Associate Director and Undergraduate Programs Director

The secondary administrative officer of the SBME is the Associate Director. This person is also the Director of all the undergraduate dual B.S. degree and minor programs in SBME. The Associate Director reports to the Dean of the College of Engineering in matters related to the undergraduate program and to the SBME Director for other matters. The Associate Director must be a COE faculty member, and member of the SBME Core

Faculty and will be selected by the Dean of the College of Engineering and. The Director may request that the Associate Director serve as Acting Director during short absences.

The duties of the Associate Director include:

- Managing the SBME staff in conjunction with the Director.
- Managing all undergraduate program SBME activities (with Director as needed), including strategic planning and development (fund raising) and ABET accreditation.
- Working with the SBME External Advisory Board.
- Assigning graduate teaching assistantship awards in conjunction with the Director.
- Working with members of the SBME Core faculty on undergraduate program related issues and activities. SBE Core faculty who are in the College of Engineering are directly responsible to the Associate Director.

## **Committees**

### Executive Committee

The Executive Committee shall consist of the Deans or their appointed representative from the participating Colleges and the Dean of the Graduate School. The SBME Director reports to the Executive Committee. The Director of the SBME shall be a full voting member of the Executive Committee except when the Committee is considering a candidate for Director of the SBME who has been elected by the Core Faculty.

Upon written request of either the Chair of the home Department or the participating faculty member, the Executive Committee will provide recommendations on Promotion and Tenure for participating faculty to their home Department. The Committee shall seek opinions and advice of other faculty, research staff and students of the Program before making their final recommendations. Such recommendations require a simple majority vote. The recommendations shall be submitted in writing to the Director who will transmit the material through administrative channels as outlined in the CSU Academic Faculty and Administrative Professional Staff Manual.

### Graduate Affairs Committee

As per Article 11.5. in the code, the Graduate Affairs Committee shall consist of one representative from each of the participating colleges (Health and Human Sciences, Engineering, Natural Sciences, and Veterinary Medicine & Biomedical Sciences) and one SBME graduate student. The duties of the members of the Graduate Affairs Committee will be assigned by the Director of the SBME and will include making admissions decisions for all the graduate degree programs. The Committee members will elect their chair. The members of this committee shall act as a short-term advisory committee for SBME graduate students without an assigned advisor (as necessary) and all Master of Engineering students.

### Graduate Curriculum Committee

As per article 11.7 in the code, the Graduate Curriculum Committee shall consist of at least one representative from three of the four participating colleges (Applied Human

Sciences, Engineering, Natural Sciences & Veterinary Medicine & Biomedical Sciences) and one SBME graduate student. The duties of the members of the Graduate Curriculum Committee of the SBME and will include making curriculum decisions for all the graduate degree programs. The Committee members will elect their chair. Curriculum changes from this SBME committee will be forwarded to the College of Engineering curriculum committee for approval prior to submission to the University Curriculum Committee.

#### Ad Hoc Committees

As per article II.8 in the code the Director shall appoint *ad hoc* committees as needed to review complex issues, seminars, etc. The term and tasks of a given committee will be defined upon formation.

#### Seminar Committee

The Seminar Committee is composed of one member of the Executive Committee, the SBME Director, at least two faculty members, committee administrative staff and one student representative. The seminar committee coordinates the seminar program.

## Staff

Main Office, 133 Engineering Success Center, Scott Engineering Building  
 Sara Neys, Graduate Advisor  
 Brett Beal, Undergraduate Advisor  
 Allison Robin, Business Development Coordinator  
 Deanna Scott, Director Regulatory Affairs Interdisciplinary Studies Program and Industrial Liaison

## Policies and Procedures

### Academic Agreements

### Alcoholic and Drugs/Alcohol on Campus

The age for legal possession and consumption of alcohol in the State of Colorado is 21 years of age. State law is followed on campus.

## SBME follows Current University Policies:

1. The CSU Academic Faculty and Administrative Professional Manual, sec.I.16, states in part: No member of the academic community (faculty members, administrative professionals, staff, and students) may unlawfully possess, use, manufacture, dispense, or distribute controlled substances, illicit drugs, or alcohol on University property or as a part of any University activity. The University, through its established committees and procedures, will impose sanctions on students and employees found to be in violation of this policy, possibly including, but not limited to, one (1) or more of the following:

required rehabilitative treatment, reprimand, probation, expulsion, eliminating or lowering salary increases for a period of time, temporary suspension with or without pay, termination, and referral to civil authorities for prosecution consistent with local, State, and Federal law and University policy.

University employees who are convicted under a criminal drug statute for an act in violation of this policy must report the conviction to their appropriate supervisor in writing within five (5) days.

2. The CSU Student Conduct Code, Art.III, Section A(16) expressly prohibits the use, possession, manufacturing, or distribution of alcoholic beverages on campus. Other proscribed conduct relating to alcohol and drugs is clearly set forth in other sections of the Code. See link below.

3. CSU is required under the Drug Free Workplace Act of 1988 (41 U.S.C. §701, et seq.) and the Federal Drug-Free schools and Communities Act Amendment of 1989 (20 U.S.C. §1011i; 34 C.F.R. §86.1, et seq.) to adopt a policy with specific provisions that prohibit the unlawful manufacture, distribution, possession, and use of illicit drugs and alcohol in the workplace. Failure to comply with these requirements could result in significant detriment to the institution, including the loss of all federal grants for up to a five-year period. CSU complies with these requirements by maintaining the policies noted herein.

4. The State of Colorado, Department of Personnel and Administration, maintains a Universal Policy for all state employers, "Impairment in the Workplace" may be viewed by clicking the link below. As an institution of higher education, Colorado State University has the authority to maintain its own policies that are consistent with the state's policy, and does so. For more information, see the annual Safety Update and Alcohol/Drug Policy published by CSUPD and the Vice President for Student Affairs. See the State of Colorado Policy Statement link below.

### Computer Accounts

The University requires all students and employees to sign up for an eID (electronic identity). eID is required to register for classes and to access any University electronic services. You will receive a University account and set your email address when creating an eID. To sign up for your free eID, log onto <http://eid.colostate.edu/>. You will need your CSUID number to do this.

Students, staff and faculty in the School of Biomedical Engineering have an additional computer account that provides access to the College of Engineering computer network. Services include:

- Login access to engineering lab computers
- Engineering computer lab door lock access
- Personal file space on the Engineering College computer network
- An Engineering email account: username@engr.colostate.edu
- Printing credits for students

- Access to online applications provided by ENS *eID vs. the Engineering Account* It is important to note that the Engineering account is separate from the electronic ID (eID) issued by the university and that the eID is a prerequisite for getting an Engineering account. See [eid.colostate.edu](http://eid.colostate.edu) for more information.

### Computer Usage

Your use of computers and networks at Colorado State University is governed by the Acceptable Use Policy for Computing and Networking Resources at CSU, which can be found here: <http://www.acns.colostate.edu/?page=aup>.

Computers on campus and in laboratories for use by student and staff should be used for work-related purposes only; unauthorized software and hardware may be removed immediately without notice.

### University Supported Core Research Facilities

Colorado State University is committed to supporting specialized facilities and research instrumentation to serve the needs of a growing research institution. These resources offer access for internal and external users to state-of-the-art research tools and expertise. They also provide a structure which serves to consolidate and coordinate the use of such resources.

### Characteristics of a Core or Specialized Facility

#### *Research Infrastructure - Office of the Vice President for Research*

Proteomics and Metabolomics Facility (Includes DNA Sequencing and Flow Cytometry)  
 Infectious Disease Research Center (Includes Next Generation Sequencing Facility)  
 Animal Care Program Laboratory Animal Resources

#### *Specialized Facilities and Research Instrumentation - Designated FY11 RFP Funding Recipients*

The following Specialized Facilities were selected to receive funding through the FY13 Research Administration / Resources for Scholarly Projects Request for Proposal and will receive two years of funding for enhancement of their equipment and/or services. The next RFP process is anticipated for FY14 with funding available to successful applicants in July, 2014.

- Proteomics and Metabolomics Facility
- Chemistry Central Instrument Facility
- CSU-CHILL National Radar Facility
- EcoCore
- Electron Beam Lithography Facility
- Microscope Imaging Network
- Graybill Statistical Laboratory
- Synchrotron Access Facility

### *Other Research Facilities and Instrumentation*

A number of other resources are available to internal researchers and in many cases external clients on a fee-for-service basis

- Listing of current departmental and college research resource facilities and capabilities

### Food and Beverages in Laboratories

OSHA and NRC regulations prohibit the consumption of food in the laboratory. These regulations also prohibits the drinking of beverages, including soda and coffee. Food and non-alcoholic beverages can be consumed outside of laboratories. Adherence to this policy ensures the maintenance of CSU's license to utilize chemicals and radioisotopes.

### Hazardous Waste/Radiation

According to State law, students and university employees are liable for the safe use and disposal of chemicals ordered, even after leaving CSU. Therefore, all personnel working with laboratory chemicals must be trained by Environmental Health Services (EHS) on the appropriate processing of hazardous waste. Hazardous waste must be stored in a secure satellite accumulation area that is registered with EHS.

The Radiation Safety Office must certify personnel working with radioactivity. Those working with controlled substances will require special permits.

For more information, contact EHS at 970-491-6745 or at [www.ehs.colostate.edu](http://www.ehs.colostate.edu).

### Keys

Keys or key cards for admission to specific buildings need to be approved by the administrative offices of the departments housed within the bulidng and not by the SBME staff.

Lost keys must be reported to the department from which they were issued and a lost key report must be filed with the Key Desk at Facilities Management before replacement keys can be issued. Upon leaving, the University key holders MUST return all keys issued in their name to the Key Desk.

Some buildings entry doors and some interior doors in buildings are on an electronic key system where entry into areas is monitored. Entry doors are locked between the hours of 7:00pm and 7:00am. See the departmental office responsible for the buildings or rooms in question to obtain electronic clearances for your CSU ID card.

### Mail Service

Faculty, research staff, graduate students and department staff will have mailboxes located in their primary departments. SBME Graduate students have their mail delivered to the following address:

The SBME mailing address is:  
 School of Biomedical Engineering  
 1376 Campus Delivery  
 Colorado State University  
 Fort Collins, CO 80523-1376

SBME stationery is to be used for official CSU business only. All off-campus mail must have a return address and an account number or stamp. Use of the university mail service for personal mail is discouraged.

UPS is the primary express delivery service for CSU but other carriers can be used if you prefer. Express delivery items must be marked appropriately (i.e., UPS-next day service) and taken to Mail Service, 104 Central Receiving (Lake Street) to ensure that it is sent that day.

#### Office Hours

The SBME office is open Monday - Friday from 8am-5pm in the spring and fall semester and 7:45 am-4:45 pm in the summer. However, due to limited staffing, the office may be closed when staff members are away for meetings, training, or on personal leave.. Please email Sara Neys (sara.neys@colostate.edu) or telephone 970- 491-7157 for an appointment.

#### Parking

Staff may purchase an 'A' permit from Parking Services, and students may purchase a 'Z' permit. There are A and Z permit parking lots located at several spots on campus, including the new multistory parking garage on the southeast corner of Lake and Center streets. This garage also has visitor/metered parking spaces on the ground floor. Day parking passes for visitors on legitimate university business are available from University Parking Services located the first floor at the south end of the multistory parking garage.

For additional information see the Parking Services website:  
<http://parking.colostate.edu/index.asp>

#### Payroll

Faculty, staff and graduate students are paid monthly. See the appropriate departmental office Administrative Assistant with any questions concerning payroll.

Student hourly, work-study, and non-student hourly employees are paid biweekly. Timesheets must be submitted no later than 4:30 pm on the pay period end date.

#### Phones

Long-distance calls and faxes require a 5-digit access code or a personal calling card. Long distance access codes are issued through research grants. Faculty, shall see the Accounting staff in the appropriate department to obtain codes. Staff and students need to

obtain the access code from their Principle Investigator.

Personal Calls – The University prefers that you use your personal calling card or cell phone for all personal long distance calls. In the event of an emergency that you must use your university access code, charges for personal phone calls must be reimbursed.

#### Responsible Conduct of Research Training

All undergraduate and graduate students, as well as postdoctoral fellows, who are engaged in any type of research or scholarly inquiry at CSU are required to take the online Responsible Conduct of Research (RCR) training course within their first year at CSU, and every four years thereafter, or upon advancement to a new career level. After reading the materials, trainees are required to take a “Mastery Quiz” to document that they have been trained. This policy and access to the online course can be accessed at <http://rcr.colostate.edu/training>. In addition, trainees who will receive stipends paid from NIH or NSF grants must *also* take a face-to-face ethics course, such as GRAD544, within their first year of instruction/training

#### Sexual Harassment Awareness Training

All University employees are required to complete an online training course designed to raise awareness of and prevent sexual harassment on campus. New SBME graduate students should complete the online course and submit the certificate of completion to the SBME Administrative Assistant within one month of starting employment. CSU’s sexual harassment policy and the online course are found at: <http://oeod.colostate.edu/>.

#### Travel

All travel on SBME funds must be approved by the Director.

#### *Travel Authorization Form and Guidelines*

([http://www.engr.colostate.edu/ebo/travel/travel\\_authorization.html](http://www.engr.colostate.edu/ebo/travel/travel_authorization.html))

#### *Steps to travel with Colorado State University - College of Engineering:*

1. For international travel, follow the instructions in the yellow box below before proceeding to Step 2. Allow at least 4 weeks for international travel approval.
2. Contact one of the CSU Approved Travel Agencies to arrange an itinerary and obtain a price quotation for the ticket.
3. Instruct the travel agency to email this itinerary and quotation to the Engineering Business Office at [ebo@engr.colostate.edu](mailto:ebo@engr.colostate.edu) **as soon as the reservation is made.**
4. Within **two hours** after making the reservation with the travel agency, complete and return the Travel Authorization Request Form: online or fillable PDF (attach additional documentation to the PDF form if needed) ○ For clarity on the request, see travel justification examples (MS Word file).

**NOTE:** EBO must receive the travel agency itinerary, quote, and the Travel Authorization Request Form by **1:00pm** on the day the reservation is made to ensure pricing and



reservation.

- The travel agency itinerary and quote, and the Travel Authorization Request Form are required for the EBO to generate a CSU Travel Authorization. The CSU authorization allows the travel agency to book the trip - **Do not purchase the ticket yourself.** The EBO will provide the travel agency with the required number.
- Effective January 1, 2010, **all international visitors** must complete the Travel Authorization Request form (above).
- International visitors *with travel related expenses that need reimbursement* must also complete the Travel Reimbursement Request Form **and** the Foreign National Information Form (detailed document requirements are provided on the form).  
**Return all completed forms to EBO Business Support Services**, which is located in the Engineering I Building. Forms may be dropped off in Room AR203, sent via campus mail using Campus Delivery 1301, or emailed.

**INTERNATIONAL TRAVEL NOTE:** Online registration with Risk Management is required. Using your eID login and password, complete the CSU International Travel Application online form and submit to EBO with the Travel Authorization Request form (above).

Allow at least 4 weeks for international travel approval.

- All international travel requests must include an International Insurance Card or Waiver AND approval by Department, Dean and Provost before authorization will be processed.
- Contact Sally Alexander, Director, Office of Risk Management at (970) 491-7726 or Mona Steinke, Risk Mgmt Insurance Assistant at (970) 491-1432.
- **Additional links:**
  - CSU Travel Services - Dept of Business and Financial Services
  - Foreign Liability (PDF file)
  - List of sanctioned countries

### Weather

Colorado State's severe weather policy is driven by the needs of the entire campus community rather than the particular needs of each individual. Each individual is responsible for deciding if the conditions are safe for their own travel.

Employees who are absent due to extreme weather when the University remains open must take annual leave, or leave with out pay (if no annual leave is available) for work time missed.

CSU operation updates during severe weather can be found at:  
 Call 491-snow (5449)  
 Radio 530 AM  
 Radio 90.5 FM (KCSU)

To obtain cell phone updates, register your cell phone with the RAVE text messaging

system to receive emergency notifications by logging into <https://ramweb.colostate.edu> with your eID.

### Work Injuries

An injury received while performing work duties at CSU must be reported immediately. To obtain a Workers Compensation claim form see SBME administrative staff to be directed the appropriate departmental contact. In cases of job-related injury, employees are required to obtain care from one of the following providers:

Occupational Health Services  
South Clinic Poudre Valley Hospital  
4674 Snow Mesa Dr., Suite 200  
Fort Collins, CO 80528  
970-495-8450

Occupational Health Services  
North Clinic Poudre Valley Hospital  
1025 Pennock Place  
Fort Collins, CO 80524  
970-495-8450

Poudre Valley Hospital Emergency Department  
1024 South Lemay Ave.  
Fort Collins, CO 80524  
970-495-7000

Concentra 2620 E. Prospect Rd., Suite 160  
Fort Collins, CO 80524 970-221-5811

General Care Medical Clinic  
620 S. Lemay Ave.  
Fort Collins, CO 80524 970-482-6620

Workwell 1608 Topaz Drive

### Of Particular Interest to Faculty

#### *Animal Care*

The use of laboratory animals for research and teaching requires prior approval from the Institutional Animal Care and Use Committee (IACUC). Approval form can be found at: <http://web.research.colostate.edu/ricro/acuc/forms.aspx>.

#### *ASCSU Course Survey*

The University requires that ASCSU Course Surveys be conducted in courses during the last week of classes. Results are sent directly to the Faculty. GTAs are also

required to have their students complete the survey. The results of the survey are available on line at <http://ascsuc.colostate.edu>.

### *Executive Committee*

The Executive Committee meets periodically throughout the year. If you have issues you wish the Executive Committee to consider, please talk with an elected representative or the SBME Director.

### *Faculty Meetings*

Faculty Meetings are held once each semester. An agenda is prepared and distributed by the SBME Director and all faculty members are expected to attend. If you cannot attend, please notify the SBME Administrative Assistant.

### *Teaching Assistants*

TA's are assigned for many undergraduate courses, especially those with laboratories. TA's generally attend all classes, hold help sessions, and help grade papers and exams. When GTA positions become available in conjunction with the undergraduate major, GTA assignments will be made by the Director and Associate Director with advice from the Executive Committee when appropriate.

Website:

<http://www.engr.colostate.edu/bep/>

### Of Particular Interest to Graduate Students

Welcome to the School of Biomedical Engineering. We hope that you enjoy your program of study and work in our department. The *Graduate Student Policies* are designed to inform graduate students of their role and responsibilities, and to make explicit the program requirements in the School of Biomedical Engineering. It is your responsibility to familiarize yourself with these policies and to abide by them. You are also expected to familiarize yourself with the Graduate School's *Graduate and Professional Bulletin*, available at <http://graduateschool.colostate.edu/faculty-staff/bulletin.aspx>. If you have questions, comments, or concerns about your program or the Department, please contact your adviser, or department staff.

### *Academic Integrity and Professional Conduct*

All students are subject to the policies regarding academic integrity found:

- at <http://www.catalog.colostate.edu/front/policies.aspx>,
- in the current *General Catalog* under "Policies and Guiding Principles," and
- in the *Graduate and Professional Bulletin* under "Student Rights and Responsibilities."

Examples of academic dishonesty can be found in these sources. Faculty, graduate students, and undergraduates all have a responsibility to uphold the integrity of their scholarly work. As part of this responsibility, faculty must deal promptly and appropriately with any credible suspected cases of academic dishonesty on the part of a student. This will include promptly investigating all suspected cases of academic dishonesty, and reporting all cases to the Office of Conflict Resolution and Student Conduct Services, when any penalty is imposed. Penalties may include a failing grade for a course, failing a preliminary or final examination, and/or dismissal from the University.

While executing their teaching, research, and course work, a student interacts with many persons, particularly closely with his/her adviser. This provides an opportunity for students to develop skills in working effectively with others that will be of importance throughout their future professional careers. Students are expected to conduct themselves in a courteous and professional manner in all their dealings with others, and particularly in their interactions with their adviser. Any problems involving discriminatory/rude behavior or sexual harassment will be dealt with promptly by the Department Head, who will take whatever appropriate actions are needed to correct the problem.

#### *Use of University Resources, Building Access, and Parking*

All purchases of supplies and equipment, meeting registrations, and travel arrangements made by graduate students must be approved by their adviser in advance and be charged to the appropriate university account. Any such purchases made by a student without the proper approval are solely the financial responsibility of the student.

Through payment of the computing fee, graduate students have access to the College of Engineering computing facilities. If the research contract or student funds do not provide for adequate computing capability, students should confer with their advisers to arrange additional computing access.

Graduate students will be issued keys to specific desk spaces, laboratory, and/or work areas. No master keys will be issued to graduate students under any circumstances. Formal key assignments will be made through the Department by completion of the University's *Key Authorization Form*. All keys must be returned as part of the student's final Department check-out prior to graduation.

Colorado State University Zone A parking permits will not be issued to graduate students under any circumstances.

#### *Obligations of Students Supported on Graduate Research Assistantships (GRAs)*

Typically, students are not assigned TA responsibilities during their first and last semesters of their graduate programs. TA responsibilities will be coordinated with the instructor of the course to which the student is assigned.

Graduate assistantships are renewed each semester based on satisfactory progress toward degree completion and financial need. All graduate students are expected to diligently pursue their respective graduate programs. However, graduate assistants are classified as "at-will" employees by the State of Colorado, meaning that employment can be terminated at any time. The Department will make every effort to ensure funding for students making satisfactory progress towards their degree.

Advisers are encouraged to arrange for meetings with their students on a regular basis to provide for review of research progress. Uniform progress is important both for the student's timely completion of thesis/technical report requirements for the M.S. or Ph.D. degrees, and also for formal reports normally required by sponsors of research projects. Students are paid over the period of their degree programs with the implicit understanding that successful completion of their programs involves contributions (such as data collection, analysis of data, summarizing results) leading to completed theses, reports, and publications. By its nature, research is a process requiring flexibility in the time devoted to achieve the desired end. This ongoing process often requires a time commitment well beyond a typical "nine-to-five" work schedule to complete the research objectives and publication requirements in a reasonable time. Reasonable times to graduation are one-and-a-half to two years for the M.S. programs and four to five years for a Ph.D. program.

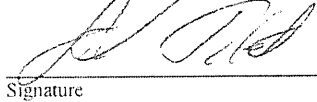
#### *Family Medical Leave Policy for Graduate Students*

Under CSU's Family Medical Leave Policy, any graduate student who has been employed full time for at least twelve (12) months is eligible for unpaid leave (up to 12 weeks) for any one (1) or combination of the following reasons: (a) The birth of a child, and to care for the newborn child (leave must be completed within twelve (12) months of the date of birth); (b) The placement of a son or daughter for adoption or foster care with the employee to care for the newly placed child (leave must be completed within twelve (12) months of the date of placement); (c) To care for a spouse, son, daughter or parent with a serious health condition; and (d) Because of a serious health condition which causes the employee to be unable to perform one or more of the essential functions of his or her position. (Refer to <http://www.facultycouncil.colostate.edu/files/manual/appendic.htm> , Appendix 3 for further details regarding the University's Family Medical Leave Policy.)

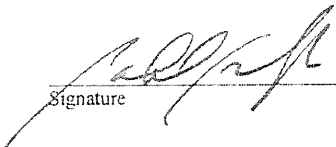
## CURRICULAR PROPOSAL ADDITIONAL SIGNATURES PAGE

Program Name: School of Biomedical Engineering SAU Application

## 9. Overlapping/Affected Signatures or Additional Approval Signatures:

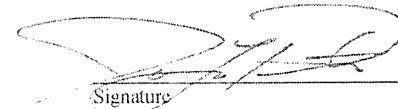
	STUART TABET	DIRECTOR	BMS/CVMB	2/4/13
Signature	Print Name	Print Title	Dept/ College Name	Date


	STEVEN R. ABT	DEAN	Engineering	4 Feb 2013
Signature	Print Name	Print Title	Dept/ College Name	Date

	PATRICK FITZHUGH	UCC COE REP		2/8/2013
Signature	Print Name	Print Title	Dept/ College Name	Date

	THOMAS S. SMITH	CCC-Chair	COE	8 Feb 13
Signature	Print Name	Print Title	Dept/ College Name	Date

	KENNETH BREHM	ASSOC DEAN	CVMB	MAY 17, 2013
Signature	Print Name	Print Title	Dept/ College Name	Date

	JAMES PETERSON	CCC-Chair	CNS	5-19-14
Signature	Print Name	Print Title	Dept/ College Name	Date

	JEFFREY WILUSZ	FC-COSFP Chair	CVMB	5-19-14
Signature	Print Name	Print Title	Dept/ College Name	Date

	CARME MAKELA	CCHHS		7/17/14
Signature	Print Name	Print Title	Dept/ College Name	Date

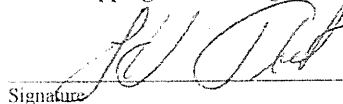
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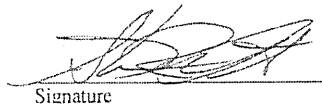
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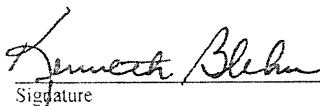
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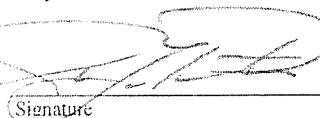
	STUART TOBET	DIRECTOR	BMS/CUMBS	2/4/13
Signature	Print Name	Print Title	Dept/ College Name	Date

	STEVEN R. ABT	DEAN	ENGINEERING	4 Feb 2013
Signature	Print Name	Print Title	Dept/ College Name	Date

	PATRICK FITZHUGH	COE UCC REP		2/8/2013
Signature	Print Name	Print Title	Dept/ College Name	Date

	Thomas Siller	CCC-Chair	COE	8 Feb 13
Signature	Print Name	Print Title	Dept/ College Name	Date

	KENNETH BLEHM	Assoc Dean	CUMBS	MAY 15, 2014
Signature	Print Name	Print Title	Dept/ College Name	Date

	James Peterson	CCC-Chair	CNS	5-19-14
Signature	Print Name	Print Title	Dept/ College Name	Date

	Jeffrey Wilusz	FC-COSPP	CUMBS	5-19-14
Signature	Print Name	Print Title	Dept/ College Name	Date

	CAROLE MAXELA	CCNHS		7/19/14
Signature	Print Name	Print Title	Dept/ College Name	Date

Signature	Print Name	Print Title	Dept/ College Name	Date
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Signature	Print Name	Print Title	Dept/ College Name	Date
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- ☐ Existing CIOSU  
☒ New CIOSU

**Application/Registration**  
**Colorado State University Centers, Institutes and Other Special Units**

Name of individual completing this application: Doug Coatsworth

Telephone Number: 970-461-0662      Date: 7.30.14

Requested Start Date for this Center/Institute/Laboratory: September 1, 2014

\*\*\*\*\*

1. Name of proposed Center or Institute or Other Special Unit (CIOSU):  
 Colorado State University Prevention Research Center
2. Name, Title, telephone number, and signature of administrative director(s) of proposed CIOSU (See Academic Faculty/Administrative Professional Manual, Section B.2.6.5, last paragraph).

Doug Coatsworth	Director	491-0662	
Name	Title	Tel #	Signature

429 Behavioral Sciences Building	doug.coatsworth@colostate.edu
Address	E-mail Address

Click here to enter text.			
Name	Title	Tel #	Signature

Click here to enter text.		
Address	Fax #	E-mail Address

How administrative director was selected: The administrative director is a professor in HDFS who was hired in 2013 with the goal of building this center. He has rich experience in a similar center at Penn State University, and is closely connected to the community of researchers in similar centers at landgrant universities nationwide.

3. Mission of proposed unit and how this mission relates to the mission and strategic goals of Colorado State University. (Concise summary of 100 words or less)

The mission of the Prevention Research Center will be: 1) to conduct innovative research that enhances the well-being of Colorado's citizens and families, and 2) to promote



healthy development across the lifespan through strategic and systematic research, training and community outreach.

This mission aligns well with the research, teaching and service mission of CSU in the following ways:

**Research:** The Center will contribute to CSU's broad research agenda by providing a context for studying the development of well-being and maladaptation across the lifespan. The center will foster cross-university collaboration among faculty from multiple disciplines and with diverse expertise to study and provide new understanding of physical, psychological, emotional and behavioral health from early to late in life.

**Teaching:** The Center will serve as the central location on campus for training in Prevention Science. This will occur both through formal coursework being developed in HDFS (MS program in Prevention Science) and an annual seminar series for faculty and graduate students at CSU in which local and national scientists will present their research.

**Service:** The Center will serve as a key location for local community and state agencies to access policy relevant information on best practices in prevention science. The center will also provide assistance to communities on the development, implementation and evaluation of prevention programs.

4. Statement of goals and/or objectives of the proposed unit.

The overarching goal in establishing the Colorado State University Prevention Research Center is to provide a unifying structure for multi-disciplinary research, training, outreach and engagement related to mitigating risk and promoting health for individuals, families, and communities across the lifespan. The goal for the center is to do this in a strategic and intentional way that will address the needs of families and communities in Colorado. The goals of the Center are also aligned with the broad mission of CSU and focus on research, teaching, and outreach/service. The overarching goal of the center is *to become a nationally and internationally recognized center conducting basic and intervention research designed to optimize development and reduce problems for individuals and families across the lifespan.*

The research agenda that will be promoted by the center will focus on innovative research programs that apply a lifespan developmental science approach to understanding health and maladaptation from birth through death. The research portfolio will comprise a variety of projects including: 1) **basic research** studies on developmental processes of risk and protection that lead individuals, families and communities toward health or developmental problems, 2) **community participatory research**, which will aim to assist communities with selecting and implementing evidence-based programs that meet their needs and study the processes involved, and 3) **clinical trials** of interventions to promote health and prevent social, emotional, and behavioral problems of development.

Typically, these studies will be guided by a Lifespan Developmental Systems perspective that emphasizes a collaborative, trans-disciplinary approach to addressing local, state and national problems. **Innovation and Significance** in research are primary goals of the center through the creation of new methods, models and strategies for studying and intervening on developmental problems with high payoff to science and society. Innovative research ideas will be supported through small pilot grants. These grants are intended to support projects with high likelihood of obtaining external funding.

**Training** goals for the center are to create a hub for prevention science training at CSU. This will include both formal training through coursework at the undergraduate, graduate, and post-graduate levels, and informal training through Brown Bags presentations and a trans-disciplinary seminar series on cutting-edge issues in prevention science. An important aspect of training in prevention science is participation on research projects and this will be promoted through grant-based research assistantships.

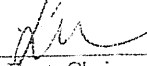
**Service/Outreach:** The primary service goal for the center is to develop into a key resource for CSU faculty, Colorado communities, and policy makers for bridging the gaps between academia, practice and policy. One component of this will be as a "clearinghouse" for information about prevention science and another will be as a consultation and program evaluation resource for communities and agencies to plan, implement and evaluate programs to create sustainable change in Colorado.

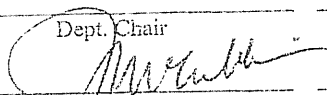
5. The purpose/mission of this CIOSU does not overlap/duplicate that of other existing CIOSUs.  
True ☐ False ☒  
(If it does, please attach a separate page describing/explaining the duplication and how the proposed CIOSU will be coordinated with other CIOSUs with similar or complementary functions.)
6. Name(s) of Colorado State University unit(s) [Department(s)/College(s)] with which this CIOSU will be affiliated.  
The vision for the Center is that it will have primary affiliation with the College of Health and Human Sciences, but will connect broadly to other colleges across CSU. Affiliated faculty will be drawn from departments in other colleges with leadership from faculty in the Department of Human Development and Family Studies, Department of Health and Exercise Science, and Psychology.
7. On a separate single sheet, using both front and back if needed, please provide a description of (a) the organizational and administrative structure and responsibilities, (b) the personnel involved, (c) how the CIOSU will be internally governed, and (d) a summary budget showing funding sources and amounts, and expenses such as space, personnel salaries, equipment and other resources required. The budget should include sufficient

detail to indicate program viability for a period of at least five years. If funding sources have not been secured, the applicant should indicate potential sources, amounts and an approximate time-frame for securing such funds.

\*\*\*\*\*

Signatures (See Section B.2.6.3 of the Manual)

	1570 - HDFS	8/11/14
Dept. Chair	Department	Date

	CHHS	8/11/14
Dept. Chair	Department	Date
Dean	College	Date

Dean	College	Date
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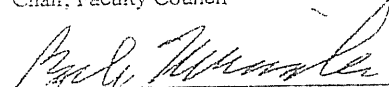
Date Received: [Click here to enter text.](#) Month/Year for start of CIOU: [Click here to enter text.](#)

Anticipated month/year for formal evaluation: [Click here to enter text.](#)

Signatures:

Chair, Faculty Council

Date of FC/Committee Action



8/28/14

Provost or Vice-President for Research

Date of Approval

8/28/14

\*\*\*\*\*

Applicant: Forward this application to the Office of Faculty Council, which will forward a copy to the Provost. The Provost shall act as or assign the Responsible Administrator for the proposed CIOU based on its primary mission (See Section B.2.6.3 of the Manual).

If approved, the CIOU will be subject to periodic evaluations.  
(See Section B.2.6.6 of the Manual).

(Revised 8/11)

#5. Description/explanation of overlap and coordination between the proposed CIOU and other CIOUs with similar or complementary functions.

The mission of the proposed Prevention Research Center shares several points of overlap with other CIOU's that provide opportunities for collaboration and strengthening the Social Sciences at CSU.

**The Tri-Ethnic Center for Prevention Research:** The Tri-Ethnic Center is administratively located within the Psychology department and has a long history of productive research focusing primarily on the epidemiology of problem behaviors (e.g., delinquency, aggression, substance use) in Native American youth. The focus of the proposed Prevention Research Center is broader than the Tri-Ethnic Center's stated mission, but there are fruitful opportunities for collaboration. Dr. Coatsworth has already had several conversations with Dr. Randy Swaim, director of the Tri-Ethnic Center, and Dr. Linda Stanley, Research Scientist, regarding potential overlap and collaborative opportunities. Dr. Coatsworth is collaborating on the revision of a grant proposal with Drs. Swaim and Stanley by adding his expertise in family process and parent-adolescent relationships.

**Colorado Injury Control Research Center:** The Colorado Injury Control Research Center is directed by Dr. Lorann Stallones and focuses on the epidemiology and prevention of injury. Research projects within this center have little overlap with the proposed mission of the new center, although it is possible there are points of collaboration. Dr. Stallones was also the director of the Institute for Applied Prevention Research, but operations for that center, including administration and website, have concluded and Dr. Stallones has joined the proposed Research Center's Leadership Committee, providing both assurances of reducing conflict and increasing collaboration with the Injury Control Research Center.

**Colorado State University Center for Mindfulness:** The mission of The CSU Center for Mindfulness is to promote overall well-being in students, faculty, staff, and community members through the cultivation of mindfulness skills and practices, education, innovative research. This mission overlaps partially with one of the foci of the proposed Prevention Research Center (Contemplative Practice and Interventions). The emphasis within the Mindfulness Center is with the CSU programming, and the emphasis with the proposed Prevention Research Center is with community and school programs. Dr. Coatsworth also serves on the leadership committee for the Mindfulness Center is actively involved in promoting the work of that center. He has been in initial conversations with Dr. Anne Hudgens, Director of Health Services, and Dr. Blanche Hughes, Vice President of Student Affairs regarding building and researching mindfulness and contemplative programs for students (and staff).

**Social Work Research Center:** The Social Work Research Center project focus on assisting child welfare agencies, human services providers, and governmental entities with developing and evaluating programs. They have a history of working with social service agencies to evaluate child abuse prevention programs. Although the emphases of the proposed Prevention Center and the Social Work Research Center are in slightly disparate areas, Dr. Coatsworth and Dr. Winokur, the director of the Social Work Research Center, have discussed opportunities to collaborate.

## The Organizational and Administrative Structure of the Colorado State University Prevention Research Center

### Administrative Structure:

**Director:** J. Douglas Coatsworth, Ph.D., professor in HDFS, will serve as director of the center. He is a clinical psychologist with post-doctoral training in prevention science. He has over 20 years of work experience in the area of prevention science research. His primary research area is the design and evaluation of family-based interventions to promote adolescent health and well-being. He will assume responsibility for monitoring the daily operations and integrity of the center and for budget oversight. He will be responsible for assembling the Leadership Committee, developing a Center strategic plan, monitoring the accomplishments of the center in relation to the strategic plan, facilitating the growth and expansion the center's research portfolio, and promoting the center locally, statewide, nationally and internationally. He will also represent the center at key college and university meetings.

**Leadership Committee:** Functions of the center will be guided by faculty members with expertise in key content areas relevant to prevention science (see proposed organizational structure below). This committee is comprised of a cross-section of faculty with interest and experience in prevention science, public health intervention research, and/or a life-span developmental approach to prevention science. Faculty will take leadership roles in developing research agendas and projects in the core program areas of the center. Faculty on the initial leadership committee are:

**Manfred Diehl, Ph.D.,** professor in HDFS. Dr. Diehl is a developmental psychologist and an internationally renowned researcher in the area of adult development and aging. His research, broadly defined, focuses on socio-emotional processes of healthy aging, such as adaptive coping strategies and processes of emotion and self-regulation. He currently develops an intervention program that targets adults' negative views of aging as an approach to promote successful aging. Dr. Diehl uses state of the science quantitative methodology in his work.

**Nathaniel Riggs, Ph.D.,** associate professor in HDFS. Dr. Riggs is a developmental scientist trained in prevention science with extensive experience developing and evaluating school and community-based interventions. His primary area of interest is in translating models of developmental neuroscience to the prevention of multiple health behavior problems including interpersonal violence, substance misuse, and obesity in childhood and adolescence.

**Erika Lunkenheimer, Ph.D.,** associate professor in HDFS. Dr. Lunkenheimer is trained in marriage and family therapy (MS), developmental psychology (Ph.D.) and prevention science (post-doctoral training). She studies parenting, children's self-regulation, and parent-child coregulation using dynamic, time series analytic methods. Her primary goal is the application of basic developmental research on families in order to tailor family-based prevention and intervention programs to be more effective.

**Shelley Haddock, Ph.D., LMFT,** associate professor in HDFS. Dr. Haddock is a couple and family therapist whose current research activities focus on the development and evaluation of early intervention programming for at-risk youth, especially Campus Corps, a specialized, therapeutic mentoring program for at-risk youth conducted at CSU.

**Tracy Nelson, Ph.D., M.P.H.,** professor in Health and Exercise Science. Dr. Nelson is an epidemiologist with expertise in biobehavioral factors that place individuals at risk for developing chronic diseases, including cardiovascular disease, diabetes and obesity. She has studied populations ranging from children to older adults. She is also associate director of the MPH program at CSU.

**Lorann Stallones, M.P.H., Ph.D.,** professor in Applied Social and Health Psychology. Dr. Stallones is an epidemiologist by training and has extensive experience studying the social and environmental factors that lead to disease and injury in rural populations. She is the director of the MPH program at CSU, part of the inter-institutional Colorado School of Public Health. She has extensive experience with evaluating interventions to reduce risk of injury and/or disease.

**Affiliated Faculty and Students:** Research projects connected to the center will be conducted by a cohort of multi-disciplinary faculty and students. The number of faculty affiliates and the number of research projects associated with the center will grow together. Faculty from departments across campus who are interested in prevention science and the work of the center will be invited to become faculty affiliates of the center through an informal process. The center will also serve as an intellectual home for a cadre of research faculty who will assist with conducting the research projects and growing the center. Students from various departments will work on projects affiliated with the center and make use of the other formal training opportunities provided by the center.

Below is a list of CSU faculty who have expressed an interest in the work of the Prevention Research Center and in becoming an Affiliated Faculty member of the center. Faculty who are affiliated with the center will change over time as the projects being conducted under the broad umbrella of the center change.

**Human Development and Family Studies:**

Karen Barrett  
Zeynep Birigen  
Christine Fruhauf  
Rachel Lucas-Thompson  
David MacPhee  
Lauren Shomaker  
Lise Youngblade  
Toni Zimmerman

**Health and Exercise Science:**

Ray Browning

**Food Science and Human Nutrition:**

Laura Bellows  
Leslie Cunningham-Sabo

**Department of Occupational Therapy:**

Arlene Schmidt

**School of Social Work:**

Audrey Shillington

## Psychology:

Kim Henry  
Dan Graham

## Environmental and Radiological Health Sciences:

Elizabeth Ryan

**Organizational Structure:**

The Center will be organized around three interrelated Core areas that map directly onto the center's three overarching goals: 1) Research, 2) Training, and 3) Outreach, Service and Evaluation. These core areas will operate interdependently with the success of our projects in one area influencing our functions and operations within the other two. Work within each of these core areas will be guided by themes that reflect our center's primary focus on *understanding and influencing the development of health and well-being across the entire lifespan* and not just at one particular stage of development. Preliminary themes have been selected based on their significance to prevention science, expertise of the CSU faculty and relevance for Colorado's individuals, families and communities. These proposed themes will guide the initial stages of the Center's development, but may be modified with emerging trends in prevention science, strategic opportunities that arise through externally generated funding initiatives or through initiatives with the university, and with changes in the pressing needs of Colorado's communities.

**Research Core:** The goal of the research core is to conduct innovative research studies that contribute to the scientific understanding of health and well-being across the lifespan and to the etiology, prevention and remediation of mental, emotional, behavioral and health problems in individuals, families, and communities. The research core will be comprised of teams of Center-affiliated faculty/investigators and students whose research focuses on the center's primary themes (see below). The center will serve as an incubator for innovative research studies through informal discussions, mentoring of early career faculty by senior faculty, opportunities for faculty to present their emerging research ideas to teams of researchers, an organizational structure that will allow teams of researchers to rapidly assemble to respond to new research opportunities, and by a pilot-grant program that will provide seed money to research teams with innovative ideas with high likelihood of securing external funding.

**Training Core:** The primary goals of the training core are to position the center as the primary location on campus for courses and seminars on Prevention Science, and to provide opportunities for undergraduate graduate and post-doctoral students to participate in conducting high-quality prevention science research through grant-based research assistantships. The Center will also facilitate graduate student internships in local community and state agencies by serving as a University point of contact between students and community, government, non-profit agencies implementing preventive and promotive interventions. Training will also be conducted through formal seminars. First, the Center will host a monthly seminar series which will highlight outstanding prevention science research being conducted by faculty from CSU and other institutions. Second, the Center will establish the Colorado State University Prevention Science Colloquium, an annual talk that will be delivered by one of the premier prevention scientists in the nation. Through these formalized educational opportunities,

informal learning opportunities and experiences in conducting research and in implementing programs, students will be well-prepared for careers in prevention science.

**Outreach, Service and Evaluation Core:** The primary goal of the Outreach, Service and Evaluation core will be to provide assistance to community agencies, K-12 public school systems, non-profit and for-profit organizations, governmental entities, and research teams from CSU and other biomedical research universities on the development, implementation, and evaluation of prevention programming and on scientific aspects of intervention research. This core will capitalize on the experience affiliated faculty members (e.g., Coatsworth, Youngblade, MacPhee, Riggs, Stallones) have in working with various constituents on program planning and evaluation. This core will serve as a central clearinghouse of resources that help bridge the gap between community practice, academia, and policy. Resources will include providing access to academic reports and scientific articles related to best practice in prevention science and evaluation research, consultation with community and governmental agencies on programming and grant writing, assistance with developing compelling materials that highlight program results in brief and meaningful ways for community and policy stakeholders, and general assistance with building organizational capacity to implement high-quality prevention programming. Additionally, core faculty will be available to provide program evaluation services regarding the design, implementation, and monitoring of programs, as well as data analysis and communication of findings. Services will include:

1. **Assistance with design of evaluation plans:** We will work with organizations to refine and operationalize goals so that they are measurable and meaningful. We will help with forming evaluation questions, developing logic models, and conducting needs assessments.
2. **Monitoring Implementation:** We will help design strategies and systems for monitoring a program's progress toward achieving the stated goals. These systems help organizations with overall project management and provide critical ongoing information that can be used in programmatic decision-making. High quality implementation is essential for effective outcomes and our team will assist with designing and conducting an implementation evaluation consistent with the needs of the organization/agency.
3. **Measuring and reporting program impact:** Our team will assist with or conduct an outcome evaluation designed to measure the effectiveness or impact of a specific program. We will provide services/consultation regarding measurement, data collection, data management, and data analysis. Our team uses a variety of qualitative and quantitative data collection methods (e.g. interview, focus group, surveys), and data analysis strategies (summarize, tabulate, thematic coding, univariate and multivariate analyses, structural equations modeling, multilevel modeling) in assessing program outcomes. We also have capacity to write, or assist with writing reports, newsletters and briefings, to present the program findings in a clear and coherent fashion.

One example of the function of this core is evident in a recent CSU grant application titled "WELComm: Graduate Training Program in Workforce Engagement, Leadership, and Communication". The application, a collaborative effort between the College of Health and Human Sciences, School of Veterinary Medicine and Biomedical Sciences, School of Global and Environmental Sustainability and School of Biomedical Engineering, proposes an innovative training program to increase graduate students' exposure to and consideration of non-academic career paths, such as within industry or government, and training in transferrable skills that increase the likelihood of success in industry,



government or academe. An evaluation team (Coatsworth, MacPhee, Riggs) from the Outreach, Service and Evaluation core worked with the grant's executive team to design a process and outcome evaluation plan that will allow for ongoing program improvements, assessment of effective components and planning for long-term sustainability. All three of the core's 'services' are evident in the proposal.

Potential Core themes that will guide the initial work of the center and representative projects:

**Supportive Relationships:** This theme focuses on the processes by which supportive relationships contribute to optimal development and also reduce the risk for ill-health across the lifespan. The kinds of relationships that will be studied include family, peer, non-related adult (mentoring), and various other forms of caregiving. Supportive relationships foster positive development, well-being and quality of life from the time of birth (nurturing supportive parenting of infants) to old age (supportive caregiving to older adults with dementia). The nature of supportive relationships and their influence on development can be studied in contexts such as the family, schools and communities. Family-based interventions, school-based programs (e.g., anti-bullying), after-school programs, mentoring programs, and community based programs may all target improvements in supportive relationships as mechanisms for promoting healthy development and well-being.

Example projects:

Co-regulation of parent and child emotions, behaviors, and physiology (Lunkenheimer)  
 Parent-child biobehavioral coregulation and child maltreatment risk (Lunkenheimer)  
 Grandparent-Grandchild Relationships (Fruhauf)  
 Campus Corps (Zimmerman, Haddock, Krafchik)

**Healthy Lifestyles:** This theme focuses on basic studies of risk and protection across the lifespan and on intervention studies that promote healthy lifestyles across development. Under this broad theme we include studies about nutrition and healthy eating, physical activity, stress management or smoking/substance use prevention or cessation. Understanding the cognitive, emotional, physical and interpersonal processes and pathways that promote healthy living and reduce problems will be central to the mission of this research core. Center projects will capitalize on talented CSU faculty across disciplines to design and evaluate novel interventions aimed at changing the rates of pressing public health problems such as unhealthy lifestyles, obesity, type II diabetes, heart disease, safety/injury, or substance use problems, both in at-risk populations and the general population.

Example projects:

Cognitive-Emotional Integration in Adulthood and Aging (Diehl)  
 Promoting Positive Views of Adult Development and Aging (Diehl)  
 Happiness and Health (Riggs)  
 The Potential Role of Meaning in Life in the Relationship Between Bullying Victimization and Suicidal Ideation (Kim Henry -- Psychology)  
 Assessing cardiovascular risk factors among 9-10 year olds in Larimer and Weld Counties (Nelson)  
 Promoting Sex Worker Health in Nepal (Stallones)  
 Community readiness assessment of water issues and climate change in Yuma County, CO (Stallones)

Effect of Rice Bran and Cooked Navy Beans on cholesterol levels in healthy children involved in the Healthy Hearts Program (Elizabeth Ryan (ERHS) and Tracy Nelson)

**Implementation, Dissemination and Translation:** Prevention Science has developed a compendium of programs with empirical evidence supporting their ability to promote healthy development and to deter problem behaviors when implemented well and with certain populations. Yet, a wide range of factors contribute to how well a program is implemented in a given setting, how well a program is received by those to whom it is being delivered, and ultimately, how well a program changes the cognitive, emotional and behavioral processes it intends to alter. Effective programs are not always being implemented with high quality and sustained in community settings. Well-designed studies that test innovative methods of delivery, investigate factors that influence implementation quality and examine participant responsiveness as well as outcomes are needed to help maximize the public health benefit of preventive and promotive interventions. Studying the process of implementation will help make these programs efficient and cost effective, and will by necessity include studies using economics (cost-effectiveness) and comparative research designs. To date, comparative effectiveness trials are an underutilized strategy to examine the cost-benefits of different programs and study for whom these programs work best. With a goal of sustainability of high quality programs in communities, interventions must be efficient, cost-effective and effectively reach the populations in most need.

One reason that prevention programs may not be effective, or not be used at all, is because of a mismatch between the population for whom they were developed and the population to whom they are being, or could be, delivered. Our science must continue to advance our understanding of how prevention programs can be adapted to meet the needs of an increasingly diverse (ethnically and socioeconomically) population. Moreover, innovative program adaptations may include studies to better understand how to capitalize on new and emerging technologies that can increase the reach of our interventions (e.g. digital and mobile technology, virtual reality).

Example projects:

Pathways to Health (Riggs)

Factors in sustainability of a family-based prevention program (MacPhee, under review)

Efficacy Trial of a Mindfulness-enhanced Family Strengthening Intervention (Coatsworth)

Family-based cardiovascular risk reduction in rural communities: The Healthy Hearts Program (Nelson)

**Contemplative Practice and Interventions:** Over the past decade there has been a rapid escalation of basic science and intervention research focused on understanding and nurturing positive aspects of human experience, such as mindfulness, awareness, compassion, and equanimity. A convergence of findings from studies across disciplines indicates that individuals across the lifespan who possess these qualities experience everyday life in a calmer, more balanced, and peaceful way, thereby reducing emotional suffering, stress, and related poor health outcomes. Basic science studies of the associations between these attributes and individual well-being, neuroscience studies connecting these attributes to brain function, and intervention studies designed to help individuals cultivate their capacities for compassion, awareness, mindfulness, have all contributed to these advances. This theme will focus on both basic and intervention studies that advance our scientific understanding of how these characteristics contribute to reductions in risk and better health and wellbeing for individuals and how programs can promote these characteristics in an intentional effort to alter personal health trajectories.

Efficacy Trial of a Mindfulness-enhanced Family Strengthening intervention (Coatsworth)  
 Connected Minds (Riggs)  
 Depression and Insulin Resistance in Adolescents (Shomaker)  
 Evaluation of Mindfulness CSU Health Network Mindfulness Workshops (Stallones)  
 A Randomized, Wait-List Control Trial: Feasibility of a Mindfulness-Based Stress Reduction Intervention  
 on Healthcare Worker Safety (Stallones)

**Budget:**

A dedicated budget of \$696,065 funded through the VPR, CHHS and HDFS will support the structure of the center for the first 5 years (2013/14 – 2017/18). This dedicated budget exemplifies the commitment being made by the college and department to the development of a strong, vibrant and visible Prevention Research Center at CSU. The budget includes: 1) support for the director's administrative duties (.25 buyout), 2) funding for administrative support/research associate (.5FTE), 3) travel support (\$5,000), 4) Advisory board/consultants fees (\$5000), 5) support for pilot research grants (\$20,000 in year 1 and 40,000 in years 2-5), and 6) faculty affiliate structure support (\$25,000 in years 2-3 and \$50,000 in years 4-5) to support the development of new faculty affiliates and grants in program areas.