

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, December 2, 2014 – 4:00 p.m. – A201 Clark Building

I. Proposed Faculty Council Agenda – December 2, 2014 – A201 Clark Building – 4:00 p.m.

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – February 3, 2015 – *A203 Clark Building* – 4 p.m.- *Please note new classroom for spring semester.*
2. Executive Committee Meeting Minutes located on FC website – October 21, 2014
(<http://facultycouncil.colostate.edu/files/ecminutes>)

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – November 4, 2014 (pp.1-18)

C. UNFINISHED BUSINESS

1. Elections - Faculty Council Standing Committees – Committee on Faculty Governance (p. 19)

D. REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda
2. Board of Governors Faculty Representative – Alexandra Bernasek

E. CONSENT AGENDA

1. UCC Minutes (10/24/14; 10/31/14; 11/7/14) (pp. 20-37)

F. ACTION ITEMS

1. Revisions to the *Graduate and Professional Bulletin* – D. – Admissions Requirements and Procedures – CoSRGE (pp. 38-41)

2. Revisions to the *Graduate and Professional Bulletin* – E. – Graduate Study; E.2 Master’s Degrees; E2.1 Credit Requirements, and Table 1 – CoSRGE (pp. 42-45)
3. Revisions to the *Graduate and Professional Bulletin* – E.1.4. *Graduate School Appeals Procedure* – “GRADUATE STUDY” – CoSRGE (pp. 46-49)

G. DISCUSSION

1. Non-Tenure Track Faculty Concerns
 - Daniel Bush, Vice Provost for Faculty Affairs
 - Jennifer Aberle, Chair, Committee on Non-Tenure Track Faculty

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
November 4, 2014

CALL TO ORDER

The Faculty Council meeting was called to order at 4:05 p.m. by Mary Stromberger, Chair.

ANNOUNCEMENTS

- A. Next Faculty Council Meeting – December 2, 2014 – A201 Clark Building – 4 p.m.

Stromberger announced that the next Faculty Council meeting would be held on December 2, 2014 at 4:00 p.m. in Room A201 Clark Building.

- B. Executive Committee Meeting Minutes located on FC website – September 23, 2014; October 14, 2014

Stromberger noted that the September 23 and October 14, 2014 Executive Committee meeting minutes can be found at the following website:
(<http://facultycouncil.colostate.edu/files/ecminutes>)

MINUTES TO BE APPROVED

- A. Faculty Council Meeting Minutes – October 7, 2014

By unanimous consent, the October 7, 2014 Faculty Council meeting minutes were approved.

UNFINISHED BUSINESS

- A. Elections - Faculty Council Standing Committees – Committee on Faculty Governance

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)		

Steve Reising, Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, Richard Eykholt (Natural Sciences) for CoRSAF; Jenny Morse (COB) for CoNTTF; Susan Baker (HHS) for CoL; Karen Barrett (HHS) for CoSS; and Juyeon Park (HHS) for CoSRGE.

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

Eykholt, Morse, Baker, Barrett and Park were unanimously elected to three-year terms for each respective committee, effective immediately.

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

BALLOT
 November 4, 2014
Graduate Student Positions on Faculty Council Standing Committees
 (One-Year Terms)

Committee on Scholarship, Research and Graduate Education

<u>Anne Byrne</u>	Student Representative	2015
(Nominated by ASCSU)	(Graduate)	

Steve Reising, Committee on Faculty Governance, nominated, on behalf of the Committee on Faculty Governance, Anne Byrne, Graduate Student representative for CoSRGE.

Byrne was unanimously elected to serve a one-year term on CoSRGE.

REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda:

No report (absent)

2. Faculty Council Chair – Mary Stromberger

Stromberger reported on developments in the new funding formula from the Colorado Commission on Higher Education (recently passed legislation requires these developments). A recent meeting was held on the CSU campus to gather input (similar meetings are taking place across the state). Mary Van Buren, David Gilkey and Mary Stromberger were all at the open meeting. The metrics for the formula have already been decided upon. These metrics include selectivity of the institution (not clear if more or less selectivity is better), number of campuses and locations (rural vs urban), cost per student, research, remediation for students that are not prepared, and performance (number of completions, transfers, graduation rates, technology transfer and innovation). Relative weights for these metrics will be different depending on the institution (e.g., community colleges will be judged differently than CSU). The Commission is working on the algorithm and this should be completed by the end of December.

Roger Culver (College Natural Sciences) asked what was to be negotiated at the meeting? Stromberger answered that the weights for the metrics was open for discussion. Culver

asked if there would be other open meetings concerning this topic. Stromberger noted that notification of this past meeting was announced and that the public outreach meetings have been completed.

Mary Van Buren (Anthropology) expressed some skepticism about the impact of faculty input due to the nature of the legislation and timeline. Stromberger explained that the legislation is partly targeted at increasing transparency about funding for higher education. Stromberger also expressed some frustration that these metrics are not the same as for performance contracts.

David Gilkey (College of Veterinary Medicine and Biomedical Sciences) explained that similar initiatives have taken place in other states.

Stromberger noted that community colleges are concerned about the funding models because much of their funding comes from the state and they have the most to lose. CSU only gets ~10% of our budget from the state.

Michael McCulloch (Philosophy) thought that CSU would be in decent shape as we do not have much state funding to lose.

Stromberger met with CSU Police Chief Scott Harris about the growing nation-wide trend of universities receiving military surplus equipment. Chief Harris said that CSU is not participating in this program.

Stromberger noted that faculty would be hearing more about the new NCAA autonomy proposal concerning athletes. CSU is examining an option to provide an additional meal to all athletes at a cost of \$200-400 thousand dollars per year. The Athletic Department has met with Faculty Council standing committees (Committee on Intercollegiate Athletics and Committee on Strategic and Financial Planning) to discuss the meal proposal. Some institutions are spending more than \$1 million on unlimited meals. NCAA has other autonomy proposals in the works –such as full cost of attendance payments (not just tuition), 4-year scholarships, and unlimited lifetime scholarships. Boise State University recently instituted the full cost of attendance proposal. We will be hearing more about these proposals during spring semester.

Stromberger discussed the recent All Faculty Forum that was held in the Lory Student Center concerning the importance of teaching. About 250 faculty showed up. We will hear more about this topic.

Pedros-Gascon thought the forum was too long and detailed. Stromberger noted that the presentation was taped if people wanted to see it.

Stromberger and Executive Council has charged CoRSAF to look at Appendix 1 of the *Manual* (sexual harassment) due to recent new Federal regulations. Diana Prieto is working on this as well. Expect updates/revisions in the spring semester.

Stromberger met with the CoNTTF and heard issues of concern from non-tenure track faculty. We could have these issues as a future discussion topic.

Stromberger's report was received.

3. Board of Governors Faculty Representative – Alexandra Bernasek

Bernasek had no report.

4. University Benefits Committee Report:

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

- iii. State of CO will not allow the University to affect the benefits offerings for State classified staff.
- iv. 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.

The University Benefits Committee report was received.

CONSENT AGENDA

1. UCC Minutes (9/19; 9/26; 10/3 and 10/10 and 10/17)

Carole Makela, Chair, University Curriculum Committee, moved that Faculty Council approve the UCC Minutes from September 19 and 26, and October 3, 10, and 17, 2014.

Makela noted that the first undergraduate certificates are included in the October 17 UCC minutes, and graduate certificates will be coming soon.

By unanimous consent, Faculty Council approved the 9/19; 9/26; 10/3, 10/10 and 10/17/14 UCC minutes.

ACTION ITEMS

1. Proposed revisions to the *Graduate and Professional Bulletin* – E.1.3. Scholastic Standards - CoSRGE

Paul Doherty (Vice Chair, Executive Committee), moved that Faculty Council approve the proposed revisions to the *Graduate and Professional Bulletin*, E.1.3. Scholastic Standards as follows:

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.

Doherty's motion was adopted.

2. New CIOUSU: The Africa Center – CUP

Laura Jones, CUP, moved that Faculty Council approve the New CIOUSU: The Africa Center.

Jones' motion was adopted.

3. New SAU: The School of Biomedical Engineering – UCC

Carole Makela, Chair, University Curriculum Committee, moved that Faculty Council approve the new SAU: The School of Biomedical Engineering.

Makela's motion was adopted.

4. New CIOUSU: Colorado State University Prevention Research Center – CUP

Laura Jones, CUP, moved that Faculty Council approve the New CIOUSU: Colorado State University Prevention Research Center.

CW Miller (Veterinary Medicine and Biomedical Sciences) asked for an explanation concerning the title. Doug Coatsworth responded that the name reflects current research interests and that the name is common at many places. Miller asked if a center about

“Cardiovascular prevention” would fall into this category and noted that the current title seems too broad and a qualifier about “behavior” might be more appropriate.

Jones’ motion was adopted.

DISCUSSION

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

Prieto and Suhr gave a PowerPoint presentation on proposed changes to the Health Care Plans, for 2015 and 2016. The presentation related to faculty and administrative professional benefits – not state classified positions. Prieto desires feedback on upcoming changes to benefits plans. The presentation slides will be available on the Faculty Council website.

CSU has not increased premiums for medical premiums in many years. Our expenditures are now exceeding money coming in. Thus, a recommendation of 4% increase in premiums for all plans was presented to President Frank and the Cabinet, for CY 2015. Our peers are increasing their premiums 6 to 7.6%. A recommendation of no change to the premium for our dental plans or short- or long-term disability will be made.

Roger Culver (College Natural Sciences) asked for clarification on the effect of the Affordable Care Act would have on the plans. Prieto and Suhr explained that the impact is significant (probably ~\$500,000) and that money supports health care exchanges.

Suhr detailed changes in the Gold medical plan for CY 2015 because of decreased enrollment in this plan. The deductible will increase from \$500 to \$750. Other deductibles in the plan will also increase in similar proportions.

Pedros-Gascon (Foreign Languages and Literatures) asked why the decline in Gold plan enrollment. Suhr said the benefit for the cost has not been attractive. The entire suite of choices (i.e., Green, Gold, and POS) need to be viewed as a whole. The Gold plan is losing money. Prieto noted that 2,127 people are in the Green plan, 672 in the Gold plan, and 1,219 in the POS plan.

Suhr noted the dental plan is doing well. The orthodontia maximum will be increased to \$1800 from \$1500. Additional preventive care will no longer count against annual maximum.

Van Buren (Anthropology) asked if CSU-Pueblo is included in our insurance pool. Prieto answered no. Van Buren asked if there was a benefit to increasing the pool of

applicants. Prieto answered not exactly. An analysis of the additional pool applicants and costs for those people need to be examined. A bigger pool is not always better. CSU's expenditures have been low and even though some advisors suggest a larger increase in premiums, Prieto does not think a larger increase is warranted.

Prieto said CSU has been asked to bring a high deductible, health savings plan to campus and she discussed plans for 2016 and beyond. A high deductible, health savings plan is

being considered. Such a plan can be intimidating if you are not familiar with such a plan. Education is needed. A Consumer Driven Health Plan is a high deductible, health savings account plan (HDHP – High Deductible Health Plan).

Stephen Hayne (Computer Information Systems) asked what the limits are for a definition for a HDHP and that he thought the Green plan was a HDHP according to the tax code. Suhr defined an HDHP and noted that the Green plan was not an HDHP, because its deductible (\$1,000) does not meet the IRS definition as a high deductible plan.

For an HDHP, a Health Savings Account (HSA) is established to pay for expenses and deductible. The HSA can also be used as an additional vehicle for retirement savings.

Prieto explained that an HSA is not a Flexible Spending Account. The HSA rolls over (unlike the Flexible Spending Account) and an employee can take the account with him/her when you leave CSU.

Stromberger asked if additional money is paid for premiums, on top of what is saved. Suhr replied that yes, the premium payment (for employee +1 or family plans) is separate from what is put into a savings account.

Hayne (Computer Information Systems) asked if the Flexible Spending Account will go away and about relative impacts and deductible across the plans. The Flexible Spending Accounts would remain. Faculty Council could ask for the Administration to seed the HSA to help ameliorate plan switching. Suhr detailed the amounts that can be contributed for each plan.

Jennifer Portz (Social Work) asked for an estimated out-of-pocket maximum. Suhr detailed what the deductibles would be, but noted numbers could change by 2016.

Paul Doherty (Fish, Wildlife, and Conservation Biology) asked why changes were being considered to the Green plan when the Gold plan was where the dissatisfaction occurs. CSU needs to create an appropriate spread of expenses across the plans in the future.

Ross McConnell (Computer Science) asked if details are available online? Prieto and Stromberger said these slides would be available on the Faculty Council website,

Gilkey asked that given the salary of the Blue Cross Blue Shield CEO, how can CSU justify an increase in premiums. Prieto noted that our increases are below our peers. Suhr noted that a competitive bid is part of the process of choosing health plans. Suhr also noted that CSU is a self-funded program and we have more flexibility in the cost of CSU plans.

Prieto noted that CSU is in the process of increasing the contribution to the DCP retirement plan to 12% (increasing by 1% a year).

Barb Hooper (Occupational Therapy) asked if someone would need to be in the Green plan to use the HSA. Suhr answered affirmatively and noted that laws would not allow the HSA for other plans.

Prieto noted changes that our peers have been making.

Suhr noted that our wellness plan has had higher participation than expected. Future monetary incentives will be instituted to participate in such plans.

Van Buren (Anthropology) asked if yoga classes could be given in class buildings as part of the wellness Healthy Lifestyles benefits. Suhr noted that a discount is given for faculty to use the recreation center. Van Buren noted that in some places the activities are taken to where the faculty are. Suhr said this would be considered in the future.

Stromberger asked why the blood draw times were so late as this timing made it inconvenient. Suhr explained that additional blood draw dates have been added.

Stromberger asked if the high deductible is a proposal and if one possibility is that the Green plan stays the same? Prieto said this could be the case. The high deductible option is just a proposal to be considered.

Van Buren asked where feedback could be given. Prieto said contact her or Suhr and that other forums in the spring would be organized.

Joseph DiVerdi (Chemistry) expressed dissatisfaction with the lines for drawing blood last year. Suhr explained that a scheduling process was instituted.

Stromberger asked if anyone wanted to speak for or against this proposal and that we need to find a way to get faculty concerns/approvals for this recommendation.

Van Buren (Anthropology) asked for a table of costs/benefits/pros/cons of the options. Prieto responded that such information and communication will be forthcoming.

Stephanie Clemons (Design and Merchandising) asked for information for how peer institutions were chosen and why a different set of peers is used for retirement vs. health care. Prieto said that regional peers are more useful for health care.

Gilkey (Veterinary and Biomedical Sciences) noted that quality, satisfaction, and freedom of choice should be considered as well as cost. Prieto replied said the HDHP is more of a consumer plan and agreed with the comment.

Rachel Erb (Libraries) noted that the HDHP does not allow time for investigation for health emergencies and asked what would happen in those cases. Stromberger also noted the problem and asked if resources would be available to help faculty make decisions on cheaper diagnostics,

Hayne expressed frustration about plans that would cost more money but with little additional flexibility. Hayne wants to spend less money and have an expert help choose wisely. Stromberger asked if anyone has experience with HDHP. Rachel Erb (Libraries) had an experience with a similar plan in South Carolina but opted not to enroll in the plan. Having a child was more expensive with the plan. Elizabeth Williams (Communication Studies) has used such a plan through her husband's employer and noted the plan can be good in years when health costs are not high, but there is a bit of a gamble in other years.

The Faculty Council meeting adjourned at 5:35 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

<u>Norman Dalsted</u>	Agricultural and Resource Economics	2016
<u>Jack Whittier</u>	Animal Sciences	2015
Deb Young	Bioagricultural Sciences & Pest Management	2015
Bradley Goetz	Horticulture & Landscape Architecture	2016
<u>Francesca Cotrufo</u>	Soil and Crop Sciences	2017
Milt Thomas	College-at-Large	2016
Kelly Curl	College-at-Large	2015
Jason Ahola	College-at-Large	2017

Health and Human Sciences

Stephanie Clemons	Design and Merchandising	2016
Tracy Nelson	Health and Exercise Science	2016
David Sampson	Food Science and Human Nutrition	2016
Lisa Daunhauer	Human Development and Family Studies	2015
Scott Glick	Construction Management	2014
Barb Hooper	Occupational Therapy	2017
Sharon Anderson	School of Education	2015
Jennifer Portz	School of Social Work	2014

Business

Suzanne Lowensohn (Fall 2014); Margarita Lenk (Spring 2015-16)	Accounting	2016
Stephen Hayne	Computer Information Systems	2015
Patricia Ryan	Finance and Real Estate	2016
<u>Jim McCambridge</u>	Management	2015
Kelly Martin (Spring); Chris Blocker (Oct); Kathleen Kelly (Nov/Dec) (Fall)	Marketing	2015

Engineering

Russ Schumacher	Atmospheric Science	2015
Travis Bailey	Chemical and Biological Engineering	2016
<u>Suren Chen</u>	Civil and Environmental Engineering	2015
Steve Reising	Electrical and Computer Engineering	2016
Azer Yalin	Mechanical Engineering	2014
J. Rockey Luo	College-at-Large	2016
<u>Jose Chavez</u>	College-at-Large	2016

Liberal Arts

Mary Van Buren	Anthropology	2017
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Faculty Council Meeting Minutes
November 4, 2014

<u>Eleanor Moseman</u>	Art	2017
Elizabeth Williams	Communication Studies	2016
Robert Keller	Economics	2016
Sue Doe	English	2015
Ernesto Sagas	Ethnic Studies	2017
Antonio Pedros-Gascon	Foreign Languages and Literatures	2015
<u>Adrian Howkins</u>	History	2017
Jangyul Kim	Journalism and Technical Communication	2017
Gary Moody	Music, Theater, and Dance	2016
Michael McCulloch	Philosophy	2015
<u>Kyle Saunders</u>	Political Science	2015
Ken Berry	Sociology	2016
Mohammed Hirchi	College-at-Large	2017
TBD	College-at-Large	2016
Eric Aoki	College-at-Large	2016

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability	2017
Will Clements (replace Paul Doherty (through Spring 2015))	Fish, Wildlife, & Conservation Biology	2016
Yu Wei	Forest and Rangeland Stewardship	2015
<u>William Sanford</u>	Geosciences	2015
Stuart Cottrell	HDNR in Warner College	2017

Natural Sciences

<u>Tom Santangelo</u>	Biochemistry and Molecular Biology	2016
David Steingraeber	Biology	2015
<u>George Barisas</u>	Chemistry	2017
Ross McConnell	Computer Science	2016
Anton Betten	Mathematics	2017
(Substituting for Iuliana Oprea)		
<u>Mingzhong Wu</u>	Physics	2015
Zinta Byrne	Psychology	2016
<u>Geof Givens</u>	Statistics	2016
<u>Ed DeLosh</u>	College-at-Large	2017
<u>Christos Papadopoulos</u>	College-at-Large	2016
Roger Culver	College-at-Large	2015
Carl Patton	College-at-Large	2015

Veterinary Medicine & Biomedical Sciences

Elaine Carnevale	Biomedical Sciences	2016
<u>Howard Seim</u>	Clinical Sciences	2016
Lucas Argueso	Environmental & Radiological Health Sciences	2017
Gary Mason	Microbiology, Immunology and Pathology	2015

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 Faculty Council Meeting Minutes
 November 4, 2014

<u>Ryan Ferris</u>	College-at-Large	2017
Gerald Callahan	College-at-Large	2017
<u>Pete Hellyer</u>	College-at-Large	2016
David Gilkey	College-at-Large	2016
<u>E.J. Ehrhart</u>	College-at-Large	2016
DN Rao Veeramachaneni	College-at-Large	2016
C. W. Miller	College-at-Large	2015
<u>Ronald B. Tjalkens</u>	College-at-Large	2015

University Libraries

Michelle Wilde	Libraries	2017
(Substituting for Nancy Hunter)		
Rachel Erb	At-Large	2016

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

Mary Stromberger	Chair, Faculty Council/Executive Committee	
Paul Doherty	Vice Chair, Faculty Council	
Alexandra Bernasek	BOG Representative	
Don Estep, Chair	Committee on Faculty Governance	2016
Susan LaRue, Chair	Committee on Intercollegiate Athletics	2016
Jerry Magloughlin, Chair	Committee on Libraries	2016
Jennifer Aberle, Chair	Committee on Non-Tenure Track Faculty	2016
David Greene, Chair*	Committee on Responsibilities & Standing of Academic Faculty	2016
Mark Zabel, Chair	Committee on Scholarship Research and Graduate Education	2016
Melinda Frye, Chair*	Committee on Scholastic Standards	2016
Jeff Wilusz, Chair*	Committee on Strategic and Financial Planning	2016
Stephanie Clemons , Chair*	Committee on Teaching and Learning	2016
Eric Prince, Chair	Committee on University Programs	2016
Carole Makela , Chair	University Curriculum Committee	2016

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
December 2, 2014

Committee on Faculty Governance

<u>Allison Level</u>	Library	2017
(Nominated by Committee on Faculty Governance)		

Committee on Scholastic Standards

<u>Jason Frasier</u>	Liberal Arts	2017
(Nominated by Committee on Faculty Governance)		

A regular meeting of the University Curriculum Committee was held on October 24, 2014, at 2:00 p.m.

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

Absent: Undergraduate representative.

Guests: Fionna Bright, Kelley Brundage and Linda Selkirk.

Minutes

The minutes of October 17, 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

EDAE 682 03(0-0-3). Cultural Applications of Lifelong Learning. SS. Summer Semester 2015

Prerequisite: EDUC 651; completion of 6 credits in the Adult Education and Training specialization under the M.Ed.

Immersion experience examining cultural differences and establishing lifelong learning practices in Belize.

[Approved for a first offering as a travel abroad course.]

ENGR 382 03(3-0-0). Grand Challenges in Engineering: Travel Abroad. Summer Semester 2015

SS. Prerequisite: Sophomore standing.

Faculty led study abroad program that includes cultural, language and engineering instruction. Course will be held at a host institution in China.

[Approved for a second offering as a travel abroad course.]

°HDFS 609 03(3-0-0). Prevention Program Evaluation. S. Prerequisite: Fall Semester 2015

HDFS 549 or concurrent registration.

Concepts and practices of program evaluation in prevention science.

NB 475 03(0-6-1). Mentored Research in Neuroscience. F, S, SS. Fall Semester 2015

Prerequisite: CHEM 344 or concurrent registration; LIFE 212. May be taken twice for a maximum of 6 credits. Maximum of 12 credits toward degree for any combination of NB 475, NB 487, NB 495, NB 496.

Mentored research with final written report required.

STAT 620 03(3-0-0). Introduction to Measure Theoretic Probability. S. Summer Semester 2015

Prerequisite: STAT 520.

Introduction to rigorous probability theory in real Euclidean spaces based on a foundation of measure theory.

Major Change to Courses

AM 270 03(3-0-0). Merchandising Processes, **change to:**

Fall Semester 2015

AM 270 03(3-0-0). Merchandising Processes. F, S. Prerequisite: AM 101 with a C or better; AM 130 with a C or better; DM 120 with a C or better; MATH 124.

Forecasting, planning, evaluating, and presenting merchandise lines to meet target market demands. (NT-O)

HDFS 497 Var. Group Study, **change to:**

Fall Semester 2015

HDFS 497A-G Var[1-3]. Group Study. F, S. Prerequisite: Written consent of department. A maximum of 3 credits may count toward a student's concentration. Course may be repeated up to nine times for elective credit.

Application of human development skills in a variety of settings. **A)** Peer Advising. **B)** Undergrad Outreach and Leadership. **C)** Student Respect/Wellness Ed. **D)** Asian/Pacific American Ctr. **E)** Black/African American Ctr. **F)** Honors Human Development. Prerequisite: Participation in the University Honors Program and written consent of department. **G)** Human Development.

PSY 192 01(0-0-1). Psychology First-Year Seminar, **change to:**

Summer Semester 2015

PSY 192 01(0-0-1). Psychology First-Year Seminar. F, S. Prerequisite: None.

Special topics in psychology. (NT-O)

[Approved as an online course.]

VM 712 04(4-0-0). Practice Management/Professional Development, **change to:**

Spring Semester 2015

VM 712 03(3-0-0). Veterinary Professional Development. S. Prerequisite: Admission to professional curriculum in veterinary medicine. All courses must be taken in prescribed sequence in the PVM program.

Veterinary professional development including personal and practice finance, legal issues, career development, practice management, client relations.

Request to Offer Travel Course

A request by the School of Education to offer EDAE 682, Cultural Applications of Lifelong Learning, was approved for Summer Semester 2015, its first offering.

Request to Offer Travel Course

A request by the College of Engineering to offer ENGR 382, Grand Challenges in Engineering: Travel Abroad, was approved for Summer Semester 2015, its second offering.

UCC Operating Procedures

The committee reviewed and approved the amended Operating Procedures. The text, deletions are in ~~strikeout~~, was amended as follows:

Operating Procedures – University Curriculum Committee

Adopted April 20, 2001

Rev. October 24, 2014

1. University Curriculum Committee (UCC) meetings are open to any member of the university community; however participation in those meetings except for elected representatives and ex-officio members is at the invitation of the Chair of the UCC.
2. College representatives serve as liaisons between their units, UCC, and the Office of Curriculum and Catalog. Elected representatives are encouraged to send a substitute when they cannot attend a UCC meeting. Whether or not a substitute attends, the elected representative and/or the chair may decide to defer agenda items from their unit to the next meeting when the representative shall be present.
3. In the event that the Chair is not present to convene a regular meeting of the committee and has not arranged for another member to act as chair, any other member of the committee may chair the meeting provided all members are duly notified of the meeting and the agenda. If a quorum of voting members is present, the committee may elect a chair, pro tem, for that meeting only and conduct business.
4. A quorum shall consist of six (6) of eleven (11) voting members of the committee
5. A staff member (from the Office of Curriculum and Catalog) appointed by the Provost will act as Secretary of the committee. The Secretary will prepare an agenda in cooperation with the Chair and shall record and prepare minutes to be distributed to the members prior to the subsequent meeting. After adoption of the minutes by the committee, the Chair will direct the Secretary to forward them to the Chair of Faculty Council.
6. The Committee may approve UCC minutes by e-mail when this consideration has been agreed to at a regular UCC meeting and would facilitate timely receipt of the approved minutes by the Executive Committee of Faculty Council. Other items of business will only be voted on by e-mail after they have been discussed at a UCC meeting, there is consensus among the members to have an e-mail vote, and a vote is needed prior to the next regular UCC meeting due to the timeliness of the matter.
7. It is the responsibility of the Chair of the committee to send copies of all official correspondence of the committee to the Chair of Faculty Council including an annual report. It is also the responsibility of the Chair to inform the Chair of Faculty Council of significant proposals or actions made to the committee by members of the faculty or the administration.
8. Robert's Rules of Order, latest edition, shall govern committee meetings.
9. The UCC shall by its own authority review, modify, delete, augment, and amend the procedures set forth in the Curriculum Policies and Procedures Manual. Changes and the effective dates for changes shall be publicized to the university community well before the effective date. Change that shall constitute modifications of POLICY or NEW POLICY shall be approved as a special action item before the Faculty Council before adoption.
10. Review and modification of the operating procedures shall be by a 2/3 vote, 8 of 11 members, at any regular meeting.
11. The committee shall meet every Friday, 2:00 p.m. – 4:00+ p.m. beginning the first week of the fall and spring semesters and ending the last week of classes for those semesters. Priority will be given to two meetings per semester for the discussion of curricular policy and issues.

12. Under normal circumstances, items will remain on the agenda as old business for no longer than three (3) meetings. If the item has not been resolved by the third meeting, it will be removed from the agenda and it must be resubmitted with corrections to the Curriculum and Catalog Office for consideration as new business.
13. New programs (degrees and majors) will first be on the UCC agenda as an information item at least one week prior to consideration for action.
14. UCC may form ad hoc subcommittees from its members to address identified policies/issues. Additional faculty may be included to assure breadth of perspective related to the subcommittee charge.
15. The UCC chair will be invited to attend the Council of Deans when Phase 0, I, and II proposals are being presented and reviewed.
16. The UCC meeting agenda will include a consent agenda for items designated as minor changes (courses and programs). A list of experimental courses approved for 1st or 2nd offering will be appended to the weekly agenda.
17. Review and modification of the operating procedures shall be by a majority vote at any regular UCC meeting.

Discussion of Course Levels and Prerequisites

The committee discussed prerequisite requirements for upper-division and graduate level courses. Members agreed the prerequisite language in the Curricular Policies and Procedures Handbook should clearly establish guidelines for the course levels and insure that UCC consideration of submissions will be consistent at each course level. Carole Makela will work with the Curriculum and Catalog staff to edit the prerequisite section of the Curricular Policies and Procedures Handbook and will present the revisions to UCC at a future meeting.

The meeting adjourned at 4:45 p.m.

(FC) 10/31/14

Carole Makela, Chair
Tom Hoehn, Secretary

University Curriculum Committee

October 24, 2014

CONSENT AGENDA

Minor Change to Courses

		PRESENT LISTING	REQUESTED CHANGE	EFFECTIVE DATE
HDFS	636	Aging and the Family. S (odd years).	Fall (even years).	Fall 2015
MATH	466	Abstract Algebra I.	Prerequisite: MATH 235 or	Fall 2015

Prerequisite: MATH 360 or MATH 360 or MATH 366.
MATH 366 or MATH 369.

University Curriculum Committee
October 24, 2014
EXPERIMENTAL COURSE REPORT

COURSE	TITLE	TERM	1st/2nd OFFERING	REQUEST DATE	ARIES DATE
GEOL 581A1	Isotope Geochemistry	SP15	1 st	10/10/14	10/17/14

A regular meeting of the University Curriculum Committee was held on October 31, 2014, at 2:00 p.m.

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

Absent: Michelle Wilde, undergraduate representative, Kathleen Pickering (ex-officio).

Guests: Fionna Bright, Kelley Brundage, and Linda Selkirk

Minutes

The minutes of October 24, 2014, were approved.

Experimental Course Report

The Experimental Course Report was received.

Consent Agenda

The Consent Agenda was approved.

CURRICULAR REQUESTS

The following curricular requests were approved.

New Courses

Effective Date

EDUC 482 03(1-0-2). Exploring Peace/Reconciliation in South Korea. SS. Summer Semester 2015
Prerequisite: Completion of 60 credits.

Prepares students to understand both historical and applied aspects of peace in South Korea.

[Approved for a first offering as a travel abroad course.]

MGT 482 03(1-0-2). International New Venture Creation. SS. Prerequisite: Summer Semester 2015
MGT 340; completion of 60 credits.

New venture creation course taught in an international context, with an emphasis on entrepreneurship and intrapreneurship.

[Approved for a first offering as a travel abroad course.]

Major Change to Courses

Effective Date

ECE 103 03(2-2-0). DC Circuit Analysis, change to:

Fall Semester 2015

ECE 103 03(2-2-0). DC Circuit Analysis. F, S. Prerequisite: MATH 160 with a C or better.

Basic DC circuit analysis. Use of scientific-oriented software to solve problems and analyze small projects.

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MKT 661 01(1-0-0). Consumer Behavior, **change to:**

Summer Semester 2015

MKT 661 01(1-0-0). Consumer Behavior. F, S, SS. Prerequisite: BUS 655.

This is a partial semester course.

Marketing analysis of buying behavior of individual consumers. (NT-O)

[Grade option changed from S/U, satisfactory/unsatisfactory, to T traditional.]

MKT 662 01(1-0-0). Strategic Selling for Business Customers, **change to:**

Summer Semester 2015

MKT 662 01(1-0-0). Strategic Selling for Business Customers. F, S, SS.

Prerequisite: BUS 655. This is a partial semester course.

Examination of sales strategies, sales tactics and best practices in professional selling with a primary context in business selling. (NT-O)

[Grade option changed from S/U, satisfactory/unsatisfactory, to T traditional.]

MKT 667 01(1-0-0). Services Marketing Management, **change to:**

Summer Semester 2015

MKT 667 01(1-0-0). Services Marketing Management. F, S, SS. Prerequisite: BUS 655. This is a partial semester course.

Fundamental concepts and strategies that differentiate the marketing of services from the marketing of tangible goods, including customer satisfaction. (NT-O)

[Grade option changed from S/U, satisfactory/unsatisfactory, to T traditional.]

New Curricula

College of Business

Department of Computer Information Systems

Certificate in Information Technology for Business Professionals

Effective Spring 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
CIS 210 ^P	Information Technology in Business	3
CIS 320 ^P	Project Management for Information Systems	3
CIS 355 ^P	Business Database Systems	3
CIS 411 ^P	Enterprise Resource Planning Systems	3
TOTAL		12
PROGRAM TOTAL = 12 credits*		

^P 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.



Department of Management
Certificate in Entrepreneurship

Effective Spring 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
MGT 330 ^P	Corporate Innovation and Entrepreneurship	3
OR		
MGT 360 ^P	Social and Sustainable Venturing	3
MGT 340	Entrepreneurship in the Contemporary World	3
MGT 420 ^P	New Venture Creation	3
TOTAL		9
PROGRAM TOTAL = 9 credits*		

^P 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.



Certificate in Leadership in Organizations

Effective Spring 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
MGT 410 ^P	Leadership and Organizational Behavior	3
MGT 411 ^P	Leading High Performance Teams	3
MGT 476 ^P	Negotiation and Conflict Management	3
TOTAL		9
PROGRAM TOTAL = 9 credits*		

^P 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.



Certificate in Managing Human Resources

Effective Spring 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
MGT 310	Human Resource Management	3
<i>Select two of the following courses:</i>		
MGT 350	Employment Relations: The Legal Environment	3
MGT 374 ^P	Total Rewards and Performance Management	3
MGT 474 ^P	Human Resource Planning and Development	3
TOTAL		9
PROGRAM TOTAL = 9 credits*		

^P 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.



Department of Marketing
Certificate in Customer-Focused Selling

Effective Spring 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
MKT 330 ^P	Business Customer Relationships	3
MKT 362 ^P	Professional Selling	3
MKT 363 ^P	Sales Management	3
TOTAL		<u>9</u>
PROGRAM TOTAL = 9 credits*		

^P 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 Offer Travel Course

A request by the School of Education to offer EDUC 482, Exploring Peace/Reconciliation in South Korea was approved for Summer Semester 2015, its first offering.

Request to Offer Travel Course

A request by the Department of Management to offer MGT 482, International New Venture Creation, was approved for Summer Semester 2015, its first offering.

Request to Add an Undergraduate Certificate in Information Technology for Business Professionals

A request by the Department of Computer Information Systems to add an undergraduate certificate in Information Technology for Business Professionals was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

Request to Add an Undergraduate Certificate in Entrepreneurship

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

Request to Add an Undergraduate Certificate in Leadership in Organizations

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

Request to Add an Undergraduate Certificate in Managing Human Resources

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

Request to Add an Undergraduate Certificate in Customer-Focused Selling

A request by the Department of Marketing to add an undergraduate certificate in Customer-Focused Selling was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

Revision of the Curricular Policies and Procedures Handbook.

UCC reviewed reserved number courses x94-x99 in the Handbook. Discussion and editing of reserved number courses is listed below: (x being the level of the course):

(Deletions are in ~~strikeout~~; additions are in underline.)

-94 and -95 INDEPENDENT STUDY (Special Studies) – Student investigates an area of special interest under the direction and supervision of faculty. The prerequisite shall include the following: Prerequisite: Written agreement; consent of instructor. (see Independent Study, p. 20)

X94-X95 INDEPENDENT STUDY

The committee edited the text as follows:

INDEPENDENT STUDY

Guidelines

~~That each~~ Each department must have a written policy on independent study that addresses the following:

- ~~That said policy address~~ The philosophy and purpose of independent study.
- That the policy designate and limit: 1) the maximum number of independent study credits allowed toward the satisfaction of degree or certification requirements; 2) the number of independent studies credits allowed within the major; 3) the total number of independent studies a student may take per term within the department; 4) the total number of independent studies credits that may be taken in other departments as part of the allowable electives; and 5) qualifications for entry into independent study.
- ~~That the policy d~~ Designate approved grading options for independent study.
- ~~That each department m~~ Maintain a procedure for instructor and department head approval of independent study, and this procedure include a required, written statement of the objectives, goals, and tasks entailed in the study, or require a written report at the termination of the study.

Independent study is a type of learning that supplements regular, supervised classroom instruction by permitting the student to carry such learning even further, working independently under necessary and sufficient guidance of a supervising instructor. While details of each independent study project are negotiated by the student and instructor, the expectation is that at least three hours per week of directed effort on the student's part is required for each credit. Personal contact (face-to-face, via telephone or Internet, or by other forms of communication) is expected.

When a student registers for an independent study (-94, -95) course, the instructor and the student shall specify in writing the requirements the student shall fulfill to complete the course, including due date, contact expectations, number of credits, and other pertinent information. Instructor, student, and department head shall sign this ~~statement agreement~~, and each shall retain a copy. ~~Upon completion of the project, a copy or description of the work involved shall be retained in the department for at least seven years.~~ The department shall retain this agreement for 12 years.

-96 and -97 GROUP STUDY (Special Studies) – A group of students working together under the direction and supervision of faculty who investigate and area of special interest. (see Group Study, p. 18)

X96-X97 GROUP STUDY

The committee edited the text as follows:

GROUP STUDY

Group study courses (reserved numbers -96 and -97) are intended to serve two or more students working together under the direction and supervision of faculty to investigate an area of special interest in an academic subject.

Group study courses should be offered when it has not been possible to submit proposals only in circumstances that render impossible the observance of the normal procedures prescribed for curricular approval. That is, they should not be used to circumvent procedures required for experimental and regular courses in those cases where these courses are more appropriate and the intent is repeated offerings. Group study courses will follow the policies outlined in the Independent Study section of the Handbook (last paragraph with a common agreement for all student and list of enrollees).

The definitions for TYPE B Instructional Activities listed in Appendix D for Research (x98) and Thesis/Dissertation (x99) appear very outdated. Tom Hoehn will contact Institutional Research to determine if the Colorado Department of Higher Education has updated definitions. He will report his findings to UCC in a timely manner.

The meeting adjourned at 4:22 p.m.

(FC) 11/7/14

Carole Makela, Chair
 Tom Hoehn, Secretary

A regular meeting of the University Curriculum Committee was held on November 7, 2014, at 2:00 p.m.

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

Absent: undergraduate representative, Kathleen Pickering (ex-officio).

Guests: Fionna Bright, Kelley Brundage, and Linda Selkirk

Minutes

The minutes of October 31, 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.

NT-O, offered as an online course.

The following curricular requests were approved.

Major Change to Courses

Effective Date

ANTH 545 04(3-0-1). Culture and Mental Health: Theory and Method, **change to:** Fall Semester 2015

ANTH 545 03(1-2-1). Global Mental Health: Theory and Method. F. Prerequisite: Graduate standing. Undergraduates must have written consent of instructor.

Cross-cultural study of mental health and healing; cultural, clinical, and neurobiological perspectives; integration of theory and method.

HDFS 692 03(3-0-0). Seminar-Contemporary Family Issues, **change to:** Fall Semester 2015

HDFS 692A-D 03(0-0-3). Seminar on Family Issues. Prerequisite: Six credits of upper division behavioral sciences; graduate standing.

Current issues in the family with implications for intervention, therapy, and policy. °A) Intimacy and Human Sexuality. SS. °B) Parenting. F. °C) Family Policy and Programming. SS. D) Contemporary Family Issues.

HDFS 792 03(3-0-0). Issues in Applied Developmental Science, **change to:** Fall Semester 2015

HDFS 792A-C 03(0-0-3). Issues in Applied Developmental Science. Prerequisite: HDFS 500.

Current issues in applied developmental science involving a synthesis of theory, research, and application. °A) Lifespan Socioemotional Development. S.

*B) Lifespan Cognitive Development. S. C) Special Topics.

PSY 600A-M 03(3-0-0). Advanced Psychology, **change to:**

Fall Semester 2015

PSY 600A-M 03(3-0-0). Advanced Psychology. F, S.

A) History. B) Physiological. C) Neuropsychology. D) /NB 600) Sensation and Perception. Prerequisite: PSY 456; 15 credits in psychology. Credit not allowed for both PSY 600D and NB 600. E) Animal Learning. F) Human Learning and Memory. G) Social. H) Lifespan Development. I) Personality. J) Health Psychology. K) Measurement. L) Human Performance: Motor and Intellectual Capacities. M) Cognitive Processes.

SOC 333 03(3-0-0). Gender and Society, **change to:**

Fall Semester 2015

SOC 333 03(3-0-0). Gender and Society. F. Prerequisite: SOC 100 or SOC 105.

Analysis of social organization of gender in contemporary society, emphasizing gendered experiences and institutional linkages. (NT-O)

[Approved as an online course.]

SOWK 675 03(2-0-1). Psychopathology and Social Work, **change to:**

Summer Semester 2015

SOWK 675 03(2-0-1). Psychopathology and Community Health. SS. Prerequisite: Baccalaureate degree. This is a partial-semester course.

Foundation for diagnosing mental and emotional disorders relevant to community behavioral health practice with individuals.

Major Changes to Curricula

College of Liberal Arts
Department of Ethnic Studies
Major in Ethnic Studies
Women's Studies Concentration

Effective Fall 2015

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

Students in the Ethnic Studies major must earn a minimum grade of C (2.00) for all Ethnic Studies courses required for the major.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FRESHMAN			
CO 150 ^P	College Composition	3	1A
ETST 100	Introduction to Ethnic Studies	3	3E
SPCM 200	Public Speaking	3	2
WS 200	Introduction to Women's Studies	3	
	Arts and Humanities ¹	3	3B
	Biological and Physical Sciences ²	3	3A

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Mathematics ³	3	1B
	Social and Behavioral Sciences ⁴	3	3C
	Historical Perspectives ⁵	3	3D
	Electives	3	
	TOTAL	30	

SOPHOMORE

<i>Select two courses from the following:</i>			
ART 208/ ETST 208	Native American Art and Material Culture	3	
E 234/ ETST 234	Introduction to Native American Literature	3	
E 239/ ETST 239	Introduction to Chicano Literature	3	
ECON 211	Gender in the Economy	3	3E
ETST 205	Ethnicity and the Media	3	3E
ETST 210	Asian American Leaders and Leadership	3	
ETST 240	Native American Cultural Expressions	3	3B
ETST 252/ HIST 252	Asian American History ⁶	3	3D
ETST 253	Chicana/o History and Culture	3	3E
ETST 255/ HIST 255	Native American History ⁶	3	3D
ETST 256	Border Crossings: People/Politics/Culture	3	3E
ETST 261	Latina/o Populations in the U.S.	3	
ETST 254	La Chicana in Society	3	
PHIL 353	Feminist Philosophies	3	
	Arts and Humanities	3	3B
	Biological and Physical Sciences	4	3A
	Electives	11	
	TOTAL	30	

JUNIOR

<i>Select two courses from the following:</i>			
ANTH 318^P/ ETST 318^P	Peoples and Cultures of the Southwest	3	
ANTH 319 ^P / ETST 319 ^P	Latin American Peasantries	3	
ANTH 338 ^P	Gender and Anthropology	3	
ETST 310	African American Studies	3	
ETST 312	African American Situation	3	
ETST 316/ JTC 316	Multiculturalism and the Media	3	
ETST 320	Ethnicity and Film: Asian-American Experience	3	
ETST 324	Asian Pacific Americans and the Law	3	
ETST 332	Contemporary Chicana/o Issues	3	
ETST 340	Native American Perspectives on Conquest	3	
ETST 344	Native American Religious History and Issues	3	
ETST 352/ SOWK 352	Indigenous Women, Children, and Tribes	3	
ETST 354	A Century of Black Cinema	3	
ETST 360	Service and Leadership in Black Communities	3	
ETST 365	Global Environmental Justice Movements	3	
ETST 370	Caribbean Identities	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ETST 371	The U.S. and the Caribbean	3	
ETST 404	Race Formation in the United States	3	
PSY 437	Psychology of Gender	3	
WS 495 ^P	Independent Study	1-3	
<i>Select one course from the following:</i>			
CO 301A ^P	Writing in the Disciplines: Arts and Humanities	3	2
CO 301B ^P	Writing in the Disciplines: Sciences	3	2
CO 301C ^P	Writing in the Disciplines: Social Sciences	3	2
CO 301D ^P	Writing in the Disciplines: Education	3	2
<i>Select one course from the following:</i>			
E 330	Gender in World Literature	3	
E 332	Modern Women Writers	3	
E 334	Gay and Lesbian Literature	3	
<i>Select one course from the following:</i>			
HIST 320 ^P	Women and Gender in Europe, 1450-1789	3	
HIST 358 ^P	American Women's History to 1800	3	
HIST 359 ^P	American Women's History Since 1800	3	
PSY 327 ^P	Psychology of Women	3	
SPCM 335	Gender and Communication	3	
Electives		15-17	
TOTAL		28-30	
SENIOR			
<i>Select two courses from the following not previously taken:</i>			
ANTH 318 ^P / ETST 318 ^P	Peoples and Cultures of the Southwest	3	
ANTH 319 ^P / ETST 319 ^P	Latin American Peasantries	3	
ANTH 338 ^P	Gender and Anthropology	3	
ETST 310	African American Studies	3	
ETST 312	African American Situation	3	
ETST 316/ JTC 316	Multiculturalism and the Media	3	
ETST 320	Ethnicity and Film: Asian-American Experience	3	
ETST 324	Asian Pacific Americans and the Law	3	
ETST 332	Contemporary Chicana/o Issues	3	
ETST 340	Native American Perspectives on Conquest	3	
ETST 344	Native American Religious History and Issues	3	
ETST 352/ SOWK 352	Indigenous Women, Children, and Tribes	3	
ETST 354	A Century of Black Cinema	3	
ETST 360	Service and Leadership in Black Communities	3	
ETST 365	Global Environmental Justice Movements	3	
ETST 370	Caribbean Identities	3	
ETST 371	The U.S. and the Caribbean	3	
ETST 404	Race Formation in the United States	3	
PSY 437	Psychology of Gender	3	
WS 495 ^P	Independent Study	1-3	
ETST 405	Ethnicity, Class, and Gender in the U.S.	3	4A, 4B
ETST 493 ^P	Ethnic Studies Research Methods and Writing	3	4C
IE 470	Women and Development	3	
WS 472 ^P	Seminar in Women's Studies—Social Sciences	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Electives ⁸	14-16	
	TOTAL	30-32	
PROGRAM TOTAL = 120 credits			

^p 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.

¹ Select from the list of courses in category 3B in 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.

² Select a total of seven credits from the list of courses in category 3A in the AUCC. At least one course must have a laboratory component.

³ Select at least three credits from the list of courses in category 1B in the AUCC.

⁴ Select from the list of courses in category 3C in the AUCC.

⁵ Select from the list of courses in category 3D in the AUCC.

⁶ ETST 252/HIST 252 or ETST 255/HIST 255 may double count for both AUCC 3D and major requirements.

Students selecting this option must take an additional elective course to bring the program total to 120 credits.

⁷ Select one course from the list of courses in category 2B of the AUCC. First-time students entering a college or university on or after July 1, 2008, must take an advanced writing course to fulfill Category 2B of the AUCC.

⁸ Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper division.



Office of the Provost

Department of History (administered by)

Religious Studies Interdisciplinary Minor

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>
1.	Twenty-one credits, ordinarily seven courses in at least three disciplines, of which at least 12 credits must be upper division.	
2.	A minimum grade point average of 2.000 in courses selected for the program	
3.	Two required courses designed to survey the religions of the world, and to introduce students to methods of studying and understanding religion	
PHIL 171	Religions of the West	3
PHIL 172	Religions of the East	3
4.	In consultation with a Religious Studies advisor, select fifteen credits, of which at least 12 must be upper division (300- to 400-level), with at least three different subject codes from the following list:	
ANTH 312 ^p	Modern Indian Culture and Society	3
ANTH 322 ^p	The Anthropology of Religion	3
ANTH 340 ^p	Medical Anthropology	3
<u>ANTH 423^p</u>	<u>Cultural Psychiatry</u>	<u>3</u>
ANTH 539	Anthropology of Modernity	3
ART 411	History of Medieval Art	3
ART 496H	Group Study-Art History ¹	3
E 337	Western Mythology	3
E 460 ^p	Chaucer	3
E 463 ^p	Milton	3
ETST 344	Native American Religious History and Issues	3

<u>Course</u>	<u>Title</u>	<u>Cr</u>
HIST 115	Islamic World to 1800	3
HIST 116	The Islamic World Since 1500	3
HIST 120	Asian Civilizations I	3
HIST 308 ^P	Ancient Christianity to 500 A.D.	3
HIST 309 ^P	Medieval Christianity, 500-1500	3
HIST 310 ^P	Medieval Europe	3
HIST 317 ^P	Renaissance and Reformation Europe	3
HIST 323 ^P	Russia Before 1700	3
HIST 430 ^P	Ancient Near East	3
HIST 431 ^P	Ancient Israel	3
HIST 432 ^P	Sacred History in the Bible and the Qur'an	3
HIST 433 ^P	Muhammad and the Origins of Islam	3
HIST 438 ^P	The Modern Middle East	3
HIST 450 ^P	Ancient China	3
HIST 451 ^P	Medieval China and Central Asia	3
HIST 452 ^P	China in the Modern World, 1600-Present	3
HIST 455 ^P	Tokugawa and Modern Japan, 1600-Present	3
HIST 467 ^P	Modern Jewish History	3
HIST 469 ^P	The Crusades	3
LB 170	World Literatures to 1500	3
PHIL 106	Wisdom of the East—Oriental Philosophy	3
PHIL 170	World Philosophies	3
PHIL 173	Philosophy of Traditional Judaism	3
PHIL 270 ^P	Issues in the Study of Religion	3
PHIL 335	Islam: Cosmology and Practice	3
PHIL 349 ^P	Philosophies of East Asia	3
PHIL 355 ^P	Philosophy of Religion	3
PHIL 359 ^P	Philosophy of Human Nature	3
PHIL 360 ^P	Topics in Asian Philosophy	3
PHIL 370 ^P	Contemporary Western Religious Thought	3
PHIL 371	Contemporary Eastern Religious Thought	3
PHIL 372 ^P	Meaning and Truth in Religion	3
PHIL 375 ^P	Science and Religion	3
PHIL 379 ^P	Mysticism East and West	3
PHIL 455 ^P	Islamic Philosophy	3
PHIL 463	Seminar in Religious Studies	3
PHIL 479 ^P	Topics in Comparative Religion	3
PHIL 497	Group Study ²	1-9
PSY 305 ^P	Psychology of Religion	3
SOC 375 ^P	Sociology of Religion and Medicine	3
PROGRAM TOTAL = a minimum of 21 credits*		

^P 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 needed due to prerequisites.

¹ Accepted only when designated "Image of the Goddess in Art."

² Accepted only when designated selected religious themes.



Request to Drop the PF Subject Code

A request by the Department of Music, Theatre, and Dance to drop the PF subject code was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

Major Completion Map Review

The following Major Completion Maps (for information only) were received with UCC considering program changes (actions) as noted in the 3rd column.

Major Completion Map	Department or College	UCC Action Concentration /Major— approved Minor, Major change Or No change	Effective Date
Sociology major, Criminology and Criminal Justice concentration	Sociology Department	Minor change	Spring 2015
Sociology major, Environmental Sociology concentration	Sociology Department	Minor change	Spring 2015
Sociology major, General Sociology concentration	Sociology Department	Minor change	Spring 2015

Review of Curricular Forms

The committee reviewed and discussed UCC curricular forms in preparation for conversion to the new Course Inventory Management (CIM) in the Courseleaf curriculum software system.

The meeting adjourned at 5:05 p.m.

(FC) 11/14/14

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: November 6, 2014

RE: Revisions to the *Graduate and Professional Bulletin* –
D. – *ADMISSIONS REQUIREMENTS AND PROCEDURES*

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO SECTION D: “*ADMISSIONS REQUIREMENTS AND PROCEDURES*” –D.3.COMBINED DEGREE PROGRAMS, AND ADD SECTIONS D.3.1, *SEQUENTIAL DEGREE PROGRAMS*– OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS OVERSCORED

~~D.3. COMBINED DEGREE ADMISSIONS~~

~~Combined Degree admissions are available only to undergraduate students recruited to combined bachelor's/master's or bachelor's/doctoral degree programs (CDPs). A CDP partners an undergraduate and a graduate program within or between departments, programs, or SAUs in the same or differing colleges. Undergraduate students complete a CDP application created by the partnering undergraduate and graduate programs. The timing of the application and its requirements are defined by the partnering programs and include minimum requirements related to criteria such as GRE, recommendations, and research experience. The minimum GPA acceptable for entrance into a CDP is 3.00. Students may be contingently admitted into the CDP at any point the partnering programs of the CDP so choose. Students must complete the Graduate School application. Final admission to the CDP is conferred when the students meet the minimum CDP and Graduate School admissions criteria upon completion of their bachelors' degrees. The minimum requirements for contingent admission into the CDP must be approved by the Graduate School in an MOU.~~

~~Undergraduate students in CDPs may enroll in up to nine graduate credits of their graduate programs as undergraduates, while paying the undergraduate tuition rate according to the undergraduate exclusion policy. Such credits do not apply toward the undergraduate degree.~~

~~D.3. COMBINED DEGREE INTEGRATED DEGREE PROGRAM AND INTEGRATED DEGREE PROGRAM PLUS ADMISSIONS~~

~~Undergraduates enrolled in a bachelor's degree program at Colorado State University with a minimum of 121 credits required for the undergraduate degree, may apply for admission to a Track III program if they meet the following criteria: students must 1) complete at least 90 credits of course work toward their first bachelor's degrees; 2) complete or enroll in 9 of these credits at the 400 and/or 500 level courses required or listed as electives within their majors during their senior years. 3) maintain a cumulative GPA of 3.000 or above. Students may double count up to nine 500 level credits toward both their bachelor's/ master's or their bachelor's/ doctoral degrees provided that they complete a minimum of 120 credits, that apply only to their bachelor's degrees. For example, a maximum of 5 credits could be double counted for a 125 credit degree and a maximum of 9 credits could be double counted for a degree program with 129 or more credits. The graduate degree will be awarded after, or concurrently with, the award of a Baccalaureate degree. Second bachelor's students are not eligible for Track III.~~

Exceptional undergraduate students may be recruited to integrated bachelor's/master's or bachelor's/doctoral degree programs (IDPs). An IDP partners an undergraduate and graduate program

within or between departments, programs, or SAUs in the same or differing colleges. The graduate degree will be awarded *after or concurrently* with the award of the Baccalaureate degree. There are two types of IDPs: 1) the IDP is for undergraduate programs that have a 120 degree credit requirement; 2) the IDP+ is for undergraduate programs that have a 121, or more, degree credit requirement. Undergraduates enrolled in a bachelor's degree program at Colorado State University may apply for admission to the appropriate IDP program if they meet the following criteria: students must

- 1) complete at least 90 credits of course work toward their first bachelor's degree;
 - a. Students enrolled in IDP+ programs may double count one through nine 500-level credits toward both their bachelor's/ master's or their bachelor's/ PhD degrees when the credit requirements for the undergraduate degree programs range respectively between 121 through 129 credits, or more. For example, a maximum of 5 credits could be double counted for a 125- credit degree and a maximum of 9 credits could be double counted for a degree program with 129 or more credits. (This process is managed by the Registrar's Office; the maximum number of credits that may be double counted is 9.)
 - b. Students enrolled in an IDP may not double count credits. However, prior to earning 120 credits, these students may enroll for a maximum of nine credits of graduate-level course work that may be applied toward the graduate degree, provided such course work is not used to meet bachelor's degree requirements. As undergraduates, students pay the undergraduate tuition rate for these credits. (This process is managed by the Registrar's Office.)
- 2) complete or enroll in 9 credits of upper division level credits required or listed within their majors by their senior year.
- 3) maintain a cumulative GPA of 3.000 or above.

In addition to the on-line application and the \$50 application processing fee, students applying for admission to ~~a Track-III~~ either IDP program must send the following materials directly to the department in which they plan to study:

1. Three letters of recommendation written by individuals in each of the following categories:
 - a. Applicant's undergraduate advisor.
 - b. Applicant's instructor in at least one course within his/her major who is not his/her advisor.
 - c. Applicant's instructor in a course outside of his/her major field of study.
2. A written "statement of purpose" that contains:
 - a. A summary of long-term professional or personal goals.
 - b. A statement regarding the applicant's educational goals.
 - c. A statement indicating how participating in the ~~Track-III~~ IDP degree program will contribute to the applicant's long-term goals.
3. A completed resume that contains the following:
 - a. Record of all professional employment including dates of service (including military).
 - b. List of any special skills or competencies (including certifications or licensures).
 - c. List of publications, exhibitions, prizes, awards, or other recognitions.
 - d. List of service activities (including community and charitable).

To be eligible to offer a ~~Track III~~ IDP or IDP+, a specific program must submit, and have approved by the Graduate School, a one-time Memorandum of Understanding (MOU) providing the following information and agreements. Contact the Graduate School for the MOU format.

1. List participating undergraduate and graduate program codes
2. All students recommended for ~~Track III~~ will have a GPA of 3.0 or higher
3. 21 credits must be earned after admission to the Graduate School for a master's degree and 62 credits for a PhD. ~~Students may double count 1-9 500 level credits toward both their bachelor's/ master's or their bachelor's/ PhD degrees when the credit requirements for the degree program range respectively between 121 through 129 credits, or more. This may not exceed the university approved Exclusion of Credit policy, which is capped at using 9 credits of 500 level coursework. (The process is managed by the Exclusion/Inclusion process within the Registrar's Office).~~
4. Students will be advised of the following:
 - a. ~~Once the student has completed~~ The semester after the students have earned 120 or more credits at the undergraduate level, the students will be switched to graduate standing and will begin paying graduate tuition and fees. They may lose all undergraduate institutional and scholarship aid such as Pell, COF and Boettcher awards.*
 - b. Their Undergraduate Degree Progress Plan Audit (DARS) will no longer track degree completion in a comprehensive manner, so the student and advisor will need to work with their designated Degree Analysts in the Registrar's Office to ensure timely and accurate graduation from the bachelor's degree.
5. ~~Track III~~ Students must file their programs of study (GS form 6) by the end of the second week of the first semester after Graduate School admission.
6. ~~Track III~~ Students who are dismissed or drop out from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees. Students will be required to make contact with the Graduate School for the next steps to reactivate their undergraduate status. To support undergraduate degree conferral for students who do not complete the IDP/IDP+, departments must submit an explicit plan for undergraduates showing how they will allow students to graduate if they have completed 1) all non-elective courses required for that undergraduate degree and 2) the minimum number of undergraduate credits required by the undergraduate degree program. These credits may consist of both graduate and undergraduate coursework. The graduation process may require additional paperwork with the Registrar's Office.
7. ~~Track III~~ Students must complete applications for graduation (GS25) from the Graduate School either concurrently with, or subsequent to, completing the bachelor's degrees.

*Departments offering ~~Track III~~ IDP programs with unique requirements, incentives or other elements in addition to, or instead of, those stated above must request approval from the Graduate School for the specific terms they wish to address. The final terms of the agreement will be stipulated in a ~~Formal Scholarship Agreement~~ an MOU between the Graduate School and the Department.

D.3.1 TRACK III ADMISSIONS SEQUENTIAL DEGREE PROGRAMS

Sequential degree programs (SDPs) partner an undergraduate and a graduate program within or between departments, programs, or SAUs in the same or differing colleges. The graduate degree will be awarded only after the award of the Baccalaureate degree. Undergraduate students complete a SDP application created by the partnering undergraduate and graduate programs. The timing of the application and its requirements are defined by the partnering programs and include minimum requirements related to criteria such as GRE, recommendations, and research experience. The minimum GPA acceptable for entrance into a SDP is 3.00. Students may be contingently admitted into the SDP at any point the partnering programs of the SDP so choose. Students must complete the Graduate School application and the application fee. Final admission to the SDP is conferred when the students meet the minimum SDP and Graduate School

admissions criteria upon completion of their bachelors' degrees. To be eligible to offer a SDP, a specific program must submit, and have approved by the Graduate School, a one-time Memorandum of Understanding (MOU)*. The minimum requirements for contingent graduate admission into the SDP must be included the MOU.

Undergraduate students in SDPs may enroll for a maximum of nine credits of graduate-level course work that may be applied toward the graduate degree, provided such course work is not used to meet bachelor's degree requirements. As undergraduates, students pay the undergraduate tuition rate for these credits. (This process is managed by the Registrar's Office.)

*Departments offering SDP programs with unique requirements, incentives or other elements in addition to, or instead of, those stated above must request approval from the Graduate School for the specific terms they wish to address. The final terms of the agreement will be stipulated in an MOU between the Graduate School and the Department.

Rationale:

Changing Track III admissions to IDPs clarifies the definition of IDPs and permits the pursuit of both degrees simultaneously.

The departmental MOUs for special IDP programs provides an opportunity to approve unique programmatic considerations for IDPs that include special student incentives or other options outside the stated policy.

The wording change from Formal Scholarship Agreement to MOU in the IDP section is to correct a mistake in terminology.

Wording in IDPs has been added to encourage programs developing IDPs to recruit exceptional, high-performing students and discourage enrolling students in IDPs to save money on tuition.

Requirement of a specific plan to allow students who do not finish IDPs but accrue the minimum number of credits required for the undergraduate degree will have the opportunity to graduate substituting graduate credits earned in the IDP to meet the minimum number of undergraduate degree credits. This action prevents the student from losing the opportunity to graduate if s/he is dismissed due to Graduate School requirements or must drop out due to health or other emergency considerations. .

Add the option of a sequential bachelor's/master's or bachelor's/doctoral degree.

Memo

TO: Mary Stromberger, Chair, Faculty Council

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

DATE: November 6, 2014

RE: Revisions to the *Graduate and Professional Bulletin* – E. – GRADUATE STUDY

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION E. "GRADUATE STUDY" E.2 MASTER'S DEGREES, E2.1 CREDIT REQUIREMENTS, and TABLE 1– OF THE GRADUATE AND PROFESSIONAL BULLETIN TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

E.2 MASTER'S DEGREES

Colorado State University offers a variety of master's degrees. The features and requirements of these degrees are summarized in Table 1 at the end of this section.

An important distinction is made between the four master degree options: Plan A, Plan B, ~~and~~ Plan C and the Professional Science Master's. The former, Plan A option, requires the preparation of a thesis. The thesis is typically a written formal document which addresses, in an original fashion, some important concern of the discipline. A thesis involves significant independent work. A certain number of credits are allowed for the preparation of the thesis. The Plan B degree does not require a thesis; instead, more credits are earned in other types of courses and/or a scholarly paper is required.

Plan C master's degree options are distinguished in two ways. First generally, only course work is required. No thesis, project, or final examination is required; however, some specific programs may require an internship, practicum, or other experience consistent with expressed goals of the program, as approved by the University Curriculum Committee. Second, Plan C options are

designed for professional degrees; thus, this option is not available in the M.A. or M.S. Further, within any given department, Plan C degrees may not bear the same title as those with Plan A or Plan B options. Please note, however, that not every professional degree need offer the Plan C option.

The Professional Science Master's (PSM) degree option (30 credit minimum) is designed to meet the following curriculum requirements: 1) a majority of credits must be earned in advanced science, technology, engineering, math and/or computational sciences courses over the two year program; 2) there must be a professional skills component; and 3) a capstone project based on an experiential component, that includes a field placement course (e.g. internship, practicum, affiliation, field work) must be a part of the curriculum. The PSM is to provide managers for organizations that provide technology-based outcomes in public, private, government or non-profit sectors. PSMs must conform to the nationally accepted academic criteria for the PSM curriculum as determined by the PSM National Office (psmoffice@sciencemasters.com).

An active advisory board composed of individuals from industry, business, government, non-profit organizations, and CSU faculty is required; advisory board members serve to provide advice on the program curriculum, assist with student projects and placement, and interact individually with students. To be recognized as a PSM degree, programs must first be approved by the PSM National Office, and subsequently approved and routed through the paths required by the CSU Faculty Council, Curricular Policies and Procedures Handbook. PSM specializations are listed in B.2 of the Graduate and Professional Bulletin.

E.2.1 CREDIT REQUIREMENTS

Credit requirements vary greatly; for certain terminal professional degrees, the minimum number of credits may exceed 60; other master's degrees vary from 30 to 36 (Table 1). Further, individual departments may have credit requirements in excess of these minimum university requirements. However, the number of 500 level or above credits earned for the degree must be

16 or 50% for a plan A or B, whichever is most and 21 or 50% for a plan C or Professional Science Master's, whichever is most. A minimum of 24 credits must be earned at Colorado State, 21 of which must be earned after admission to the Graduate School. A minimum number of credits earned at Colorado State must be in 500 or higher level courses (21 for Plan C master's degrees and Professional Science Master's; 16 for all other master's degrees). Of this number, at least 12 credits must be in regular courses. ~~In general, Plan C master's and Professional Science Master's programs have an additional requirement: may not include no independent study, research, internship, or supervised college teaching, or practicum credits may be credited~~ credits toward the degree unless one or more of these are required by the program, as approved by the University Curriculum Committee. Additionally, Plan C master's may not include internship or practicum credits toward the degree unless one or both are required by the program, as approved by the University Curriculum Committee. Credits earned in pursuit of one master's degree may not be used for a second except in those cases where an M.A. degree is applied to the M.F.A. (see section on Master of Fine Arts Degree following).

TABLE 1. SUMMARY OF REQUIREMENTS FOR THE MASTER'S DEGREES

.....

Master of Social Work (M.S.W.)	A,B	40-634	When req. by dept.	No
Master of Tourism Management (M.T.M.)	C	30	No	No
<u>Professional Science Master's (P.S.M.)</u>	<u>PSM</u>	<u>30-45</u>	<u>No</u>	<u>No</u>

Rationale:

- Such a master's degree (Professional Science Master's, PSM) reflects the unique mix of science and professional skills that provide the knowledge and skills necessary to educate graduate students for direct entry into a variety of science-based career options that emphasize managerial roles in industry, business, government, or non-profit organizations.
- The national office of the Professional Science Master's Association reviews and recognizes programs that meet their criteria for a PSM. The name PSM is readily recognized by students and employers and is in high demand by both groups. By providing a degree that matches the name of the program (each specialization further defines the specific area of study), the degree can be marketed easily and located more

readily by students. The PSM provides instant recognition for the basic content of the degree (science and professional skills).

- HISTORY: As of 2005, program directors of Professional Science Master's degrees agreed to form the National Professional Science Master's Association to provide organization and oversight for PSM degree programs. Developed collaboratively with industry, PSM degrees have quickly gained popularity. With a grant from the Sloan Foundation in 2007 to move the National Professional Science Master's Association forward and leadership from the Council of Graduate Schools, the PSM has become a popular and well-respected degree. Currently, there are about 325 programs available nationwide. In 2011 there were 4,750 students enrolled in programs and 6,500 had graduated; growth was anticipated to increase by 25% by 2015. (<http://www.npsma.org/>) For a brief overview of the PSM degree visit, http://www.npsma.org/assets/documents/psm_npsma_overview2011.pdf

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Memo

TO: Mary Stromberger, Chair, Faculty Council

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

DATE: November 6, 2014

RE: Revisions to the *Graduate and Professional Bulletin* –
E.1.4. *Graduate School Appeals Procedure* – “GRADUATE STUDY”

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION
MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION
“GRADUATE STUDY” E.1.4. *GRADUATE SCHOOL APPEALS PROCEDURE* – OF
THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON
FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

E.1.4 GRADUATE SCHOOL APPEALS PROCEDURE

Graduate students may appeal decisions concerning unsatisfactory performance on graduate preliminary or final examinations (see this section), academic probation for reasons of unsatisfactory progress toward the degree other than insufficient grade point average, termination of or election to void an assistantship for reasons set forth in the terms and conditions applicable to graduate assistant appointments, or dismissal from the graduate program for academic reasons to the Dean of the Graduate School. Grading decisions in courses are subject to appeal according to the University's policy on Appeals of Grading Decisions, as set forth in Section I.7 of the Academic Faculty and Administrative Professional Staff Manual. ~~Decisions related to Disciplinary Action are subject to the University Discipline Process, which is outlined in the Student Conduct Code and the Academic Integrity policy contained in the General Catalog. Procedures related to Research Misconduct can be found on the Office of the Senior Vice President for Research website.~~

~~Informal resolution of appeals concerning unsatisfactory performance on preliminary or final examinations, academic probation for reasons of unsatisfactory progress toward a degree, termination of or election to void assistantships, or dismissal from the graduate program for academic reasons is encouraged whenever possible. Before initiating a formal appeal, the student should discuss the problem with the person or persons whose action s are challenged (“academic officer”) within 10 working days following the adverse recommendation or decision. For matters concerning performance on graduate preliminary or final examinations, academic probation for reasons of unsatisfactory progress toward a degree, or termination of or election to void an assistantship, the~~

~~appropriate academic officers are the student's adviser, graduate committee, and/or supervisor. A student has a total of 35 working days to make a formal appeal to the Dean of the Graduate School from the date when an appealable decision has been made that is of concern to the student. Prior to submitting an appeal to the Dean of the Graduate School, the student should discuss the decision with the academic officer(s) whose actions are challenged in an informal attempt to resolve concerns. (Academic officers may include the student's advisor, graduate committee, department head, supervisor, etc.) If the matter is not resolved to the student's satisfaction within 20 working days following the informal discussion between a student and academic officer(s), the student may initiate a formal appeal by submitting the matter in writing to the Dean of the Graduate School. The student shall have five additional working days to file this appeal. In the written appeal,~~

- ~~1. the student must clearly identify the action(s) being challenged,~~
- ~~2. the rationale for the challenge.~~
- ~~3. the person(s) against whom each of the complaints is made, and~~
- ~~4. the redress sought.~~

~~If an appeal is not filed within 35 working days following the adverse recommendation or decision, then this recommendation or decision will become final. If an appeal is filed within 35 working days, then the decision regarding the appeal is final. No adverse recommendation or action shall be effective until such date. The original adverse recommendation or decision being appealed by the student remains in effect until the appeal is final.~~

~~The Dean of the Graduate School, together with the Director of Conflict Resolution and Student Conduct Services, shall examine the appeal. These two officers shall jointly determine whether the actions complained of were disciplinary or academic. If the challenged action is deemed to be disciplinary, the Dean of the Graduate School shall refer the complainant to the University Discipline Process, which is outlined in the Student Conduct Code within 20 working days. If the challenged action is deemed to be an academic matter other than a grading decision, The Dean of the Graduate School shall implement the appeal procedures below, keeping all records of the case. Grading decisions are subject to appeal according to the University's policy on Appeals of Grading Decisions, as set forth in section 1.7.1 of the Academic Faculty and Administrative Professional Staff Manual.~~

A review panel, composed of two faculty members with degrees at the level being pursued by the student appellant or higher and one graduate student pursuing a degree at that level or above, will be appointed. One faculty member will be appointed by the Dean of the Graduate School and another faculty member will be appointed by the dean of the college in which the student appellant's program is located. These appointees will be from departments other than that of the student appellant, but they should be from related disciplines so they are reasonably familiar with the standard procedures in that department. In the event that either the Dean of the Graduate School or the dean is a principal in the case, the Provost will appoint appropriate faculty members. The Graduate Student Council will provide a list of graduate students pursuing graduate

degrees who are willing to serve on review panels from which the Dean of the Graduate School will appoint a student who is from a different department than the student appellant, but who should be from a related discipline. In the event that the Dean of the Graduate School is a principal in the case, the Provost will appoint the student member.

The Review Panel will consider the case in detail. It must review any written record of the case. It must afford the student appellant an opportunity to appear in person before it and consider any relevant written materials the student may wish to bring to its attention. The panel will hear from the academic officer(s) whose action is being appealed and may confer with other involved parties. It shall evaluate any other information it deems important to its deliberations. Written summaries of the deliberations will be kept. To overcome the presumption of good faith in the performance judgment by the adviser, supervisor, and/or graduate committee, an appeal must demonstrate that the evaluation was based upon matters that are inappropriate or irrelevant to academic performance and applicable professional standards and that consideration of those matters was the deciding factor in the evaluation. If the panel finds in favor of the student by a majority vote, it will make appropriate recommendations to the Dean of the Graduate School, such as reassignment to another adviser and/or graduate committee, administration of another examination, or alternative assistantship assignment. The Dean of the Graduate School and the dean of the college involved shall jointly review the case, giving due consideration to the panel's report and recommendations. Following consultation with the Provost, as appropriate, the Dean of the Graduate School shall make the final decision of the University. In the event where the Dean of the Graduate School is a principal in the case, the duties of the Dean of the Graduate School, with respect to this case, shall be transferred to the Provost. In the event that the decision recommends termination of an assistantship due to unavailability of funds or other conditions beyond the University's control or due to a lack of performance of assigned duties and functions as set forth in the terms and conditions applicable to graduate assistant appointments, the termination must be approved by the Board of Governors, or the President, as its delegated representative.

Other appeal or reporting processes available to students are included below.

1. Students may appeal disciplinary issues, subject to the University Discipline Process, through Conflict Resolution and Student Conduct Services <http://www.conflictresolution.colostate.edu/appeals>.
2. Students may file a complaint regarding what a person may believe to be an act of discrimination or harassment, based on race/ethnicity, eg, color, religion, national origin, or ancestry, sex gender, disability, veteran status, genetic information, sexual orientation, or gender identity or expression to the Office of Equal Opportunity, <http://oeo.colostate.edu/how-to-file-a-complaint>.
3. Procedures to report observed, suspected, or apparent Research Misconduct can be accessed through Research Integrity and Compliance Review Office http://ricro.colostate.edu/research_mis.htm.

Rationale:

- *Rationale for deletions in the second paragraph:* The original appeal language was confusing to students and impossible to track and monitor. Students were instructed to meet with different parties and each meeting had a different number of days associated with the respective deadline for the meeting. The new language provides the student with the same explicit process but gives one clear deadline for making the formal appeal to the Graduate School.
- *Rationale for last sentence, second paragraph:* The rationale is more easily explained with an example: If a student appealed his or her dismissal, the original appeal language allows the student to continue in his or her program when in historical and current practice, the student would have been dismissed. The recommended language addresses this inconsistency. This has been reviewed and endorsed by legal counsel.
- *Rationale for deletion of the third paragraph:* The appeals that come forward are without question those that should be addressed by the Dean of the Graduate School and meet the clear criteria for the Graduate School appeal process. If that is not the case, the Dean of the Graduate School contacts Conflict Resolution and Student Conduct Services (or whichever office is most appropriate) to discuss this issue. This is the practice that has been followed historically and is the one that is followed by other offices on campus during an appeals process for students.
- *Rationale for last new paragraph:* Content from paragraph 1 has been relocated here and additional information has been added in order to direct students to the appropriate unit if they have a concern or wish to make a complaint. .