

*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, May 5, 2015– 4:00 p.m. – A203 Clark Building**

**I. Proposed Faculty Council Agenda – May 5, 2015 – A203 Clark Building – 4:00 p.m.**

**A. ANNOUNCEMENTS**

1. Next Faculty Council Meeting – September 1, 2015 – *A201 Clark Building* – 4 p.m.
2. Executive Committee Meeting Minutes located on FC website – March 31, 2015; April 14 and 21, 2015  
(<http://facultycouncil.colostate.edu/files/ecminutes>)
3. Graduate Student Council – Anne Byrne

**B. MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – April 7, 2015 (Amended) (pp. 1-23)

**C. UNFINISHED BUSINESS**

1. Elections - Standing Committees – Committee on Faculty Governance (p. 24)
2. University Discipline Panel – (p. 25)
3. University Grievance Panel – (p. 26)

**D. REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda
2. VP for Research – Alan Rudolph
3. Faculty Council Chair – Mary Stromberger
4. Board of Governors Faculty Representative – Alexandra Bernasek

## **E. CONSENT AGENDA**

1. UCC Minutes – (March 27, 2015; April 3, 10, and 17, 2015) (pp. 27-89)

## **F. ACTION ITEMS**

1. Proposed revisions to the *Graduate and Professional Bulletin* – E. GRADUATE STUDY – E.1.1 The Advisory System – of the *Graduate and Professional Bulletin* – CoSRGE (p. 90)
2. Proposed revisions to the *General Catalog* - Fresh start policy – CoSS (pp. 91-92)
3. Proposed revisions to the *Academic Faculty and Administrative Professional Manual* – I. – ACADEMIC AND LEGAL MATTERS – I.15 *Responsibilities of Being a Student Group Advisor* – CoRSAF (p. 93)
4. Proposed revisions to the *Academic Faculty and Administrative Professional Manual* – F. – LEAVE POLICIES – CoRSAF (pp. 94-96)
5. Proposed revisions to the *Academic Faculty and Administrative Professional Manual* – Appendix I – Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation – CoRSAF (pp. 97-106)
6. Request to Add Minimum Grade Requirement for the Gerontology Interdisciplinary Minor – UCC (p. 107)
7. Request to Add Minimum Grade Requirement for the Addictions Counseling concentration in the Psychology major – UCC (p. 108)
8. Request to Add the Minimum Grade Requirement for the following Human Development and Family Studies concentrations – UCC (p. 109)
  - \* Human Development and Family Studies concentration
  - \* Early Childhood Professions concentration
  - \* Leadership and Entrepreneurial Professions concentration
  - \* Prevention and Intervention Sciences concentration
9. Proposed revisions to the *General Catalog* – Enrollment Status – UCC (pp. 110-111)
10. Shared Governance statement (p. 112)

## **G. DISCUSSION**

1. None

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

**MINUTES**  
**Faculty Council Meeting**  
**Tuesday, April 7, 2015– 4:00 p.m. – A203 Clark Building**

**CALL TO ORDER**

The Faculty Council meeting was called to order at 4:00 p.m. by Mary Stromberger, Chair.

**ANNOUNCEMENTS**

- A. Next Faculty Council Meeting – May 5, 2015 – A203 Clark Building – 4 p.m.

Stromberger announced that the next Faculty Council meeting would be held on May 5, 2015 at 4:00 p.m. in Room A203 Clark Building.

- B. Executive Committee Meeting Minutes located on FC website – February 24, 2015 - Amended; March 10, 2015 – Amended, and March 24, 2015

Stromberger noted that the February 24, 2015; March 10 and 24, 2015 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 – March 3, 2015

By unanimous consent, the March 3, 2015 Faculty Council meeting minutes were approved.

**REPORTS TO BE RECEIVED**

1. President – Tony Frank

President Frank reported that the budget cycle is finishing up and the budget report will be given to the Board of Governors soon. Overall the news about the budget is good. ~\$10.8 million will be coming to the university from the state (about double expected from early projections). We will drop the tuition rate increase from ~6% to ~5.5% for residence students. ~40 new tenure track lines are included for next year. Non-Tenure Track Faculty, safety initiatives, and Title 9 initiatives also have some pieces of the budget. Frank noted that much work stills need to be done. Tuition increases impact the middle-income students relatively more than the low or high income students. NTTF and TTF need more investment. This is the 16th budget Frank has been involved in and 7th as President.

Frank commented on the state of shared governance. Frank supports discussion, debate, and exchange of ideas and believes these topics are important to the running of the university. These topics are embedded in how we act and are structured. We cannot expect to agree on everything. Frank considers shared governance part of his core values. Outreach to colleges, open forums, meeting with Faculty Council officers are all things Frank is proud of. Whether all of these

things matters or not is secondary to meeting the expectations of the faculty (a core constituency). The Administration has been trying to do a better job of listening to Faculty concerns. One piece of evidence is conversation with employee groups on a proposed tiered zone parking plan, which has been scrapped due to concerns raised. Next year is the 100th anniversary of shared governance and Frank values that and wants to celebrate it.

Roger Culver (College of Natural Sciences) – stated that the administration should not always get its way. Culver added that he heard that there would be a resolution or statement on shared governance on the agenda, but didn't see it. Maybe Stromberger can comment on that. Frank replied that he does not think that the administration always gets it way. Frank added that Faculty Council has the prerogative to make statements (about shared governance, the stadium or other). Culver agreed that is Faculty Council's responsibility. Frank added that he supports Faculty Council's to debate issues around the administration and respects such outcomes.

Frank's report was received.

## 2. Provost/Executive Vice President – Rick Miranda

Miranda reported that Joe Parker was hired as the new athletic director. The Administration is still working on the Semester-at-Sea contract and it is getting closer to completion. Miranda noted that the Agriculture Innovation Summit occurred recently. Another issue of note is an increasing interest from CCHE in prior learning assessment credit (e.g., AP, military service) and getting the institutions in the state working together to recognize such credit. More will be coming on this topic.

Miranda detailed the incremental budget (i.e., change from last year) for education (~\$400 million) only. CSU has ~\$940 million total budget. Tuition and state appropriations are the possible increases to the budget. Tuition used to be ~1/3 of the budget; now tuition is about 3/4 of the budget. ~\$10 million additional funding from the state will be coming this year (total ~\$110 million). To put this amount in perspective, the lowest funding level from the state was ~\$85 million and the high was ~\$130 million in past years. ~\$21 million will come from tuition resulting from a rate increase (5.5% for in-state undergraduate students) and increase in student numbers. Budget modeling exercises have a one-year time lag on including changes in student numbers. However, the admissions office suggests we will have an increase in the number of students, which will show up in the budget for the following year.

Jason Ahola (College of Agricultural Sciences) asked what the rationale was for different rate increases for in-state and out-of-state students. Miranda replied that we compete against other in-state options in one market, and against out-of-state options in another market. The dollar amount of the increase, as well as the rate of increase, are both important to consider. Frank added that the University of Colorado had an in-state increase of ~2.9%, but they have a much

different profile in terms of the number of non-residents and how much they increased the rate of tuition increase on those students. CU's in-state rate is about 15% higher than CSU's.

Van Buren (Anthropology) asked what the relative impact of the F&A is on the budget. Miranda answered that F&A is about \$40 million. Half of that (\$20 million) is in this budget.

Bob Keller (Economics) asked what the desired out-of-state enrollment is. Miranda would like to see those numbers be ~30%. However, we have as a goal to continue to be the #1 place for Colorado residents. This implies that CSU will likely continue to grow. Projections suggest we could add ~8,000 students and we would still have a similar campus feel to what we have today. If we increase beyond 8,000 students, some compromises would need to happen (e.g., buildings on green space). Keller asked if the impact on the community is considered. Miranda replied yes, and on and off campus housing has been examined. Frank added that some city planning staff is on CSU planning committees.

Van Buren asked what the projection increase in tenure-track faculty lines would be in the future. Miranda replied that similar ratios of TTF, NTTF, and TAs would be kept.

Mingzhong Wu (Physics) asked if the F&A rate reflects the new rates. Miranda replied no, the new rate will be phased in over the coming years.

Nancy Hunter (Libraries) asked how the libraries, and other non-college support services, will grow. Miranda replied that about 1/3 of next year's budget will be devoted to non-academic areas. The Library is considered part of the direct academic support though; a significant budget increase for journal subscription maintenance in in the budget.

David Gilkey (CVMBS) asked if the number of TAs would increase with the new budget. Miranda replied that the number of TAs has rebounded in recent years.

Miranda then detailed expenses. About 1/2 of the increase in tuition dollars that are due to enrollment growth will go to colleges, 1/6 will go to the Provost's office to support interdisciplinary programs and 1/3 will go to the general fund. Part of the expenses will be devoted to student aid. GTA tuition support has increased. Salary for faculty and staff will increase by 2%. Promotion increases are factored in as well as a 1% increased contribution to the DCP retirement plan. Increased support for health care coverage for graduate students will happen. Other mandatory costs including heating, lighting for new buildings is factored into the budget. Differential tuition for graduate student programs is factored in. After those costs there was ~\$8 million left for discretionary spending, in addition to the enrollment growth dollars. Current planning suggests about 40 new faculty lines (\$6.5 million), academic program support (\$3.2 million), student program support (\$1.4 million), outreach (\$1.4 million), infrastructure and compliance (\$2.8 million). The budget will be finalized shortly.

Ross McConnell (Computer Science) asked for details about how the money is distributed to departments and whether departments decide how to spend it, including distribution of the 2% salary increase. Miranda replied that departments do control their budgets and department chairs decide how to distribute the salary increases.

Miranda's report was received.

3. Faculty Council Chair – Mary Stromberger

Stromberger provided an update on the proposed bullying policy. The policy is going under a major revision, such as reporting and references to the Faculty *Manual*.

Stromberger explained that a task force is being formed to investigate the faculty ombudsman position. Dan Bush is the chair of the task force and Stromberger will serve on it.

Stromberger has been meeting with college executive committees and FC reps, along with Frank and Miranda. They have met with all colleges now, except for Warner College of Natural Resources, and will also meet with the Libraries soon.

Stromberger (and others) attended the recent parking open forum. On Monday, Stromberger attended a meeting hosted by Martin Carcasson, Director of the Center for Public Deliberation, along with officers from the Administrative Profession Council, Classified Personnel Council, ASCSU, Amy Parsons, and Cara Neth. Carcasson presented a summary of the survey and forums, and recommendations. Some recommendations were that more study on the tiered model is needed. A map of the parking spot distribution is needed as some respondents may not have realized the distances between parking and campus buildings. Another hybrid model could be considered, in which parking spaces in a distant lot (by tennis courts) could be offered at a lower fee. The sliding scale model should be investigated and employees engaged. A punch card system could also be investigated to make parking easier. More engagement and feedback about extending parking enforcement beyond 4 p.m. was a recommendation. More feedback from students is also needed. An employment assistance fund is also being created. We need to see how this works. Stromberger thinks that Parsons will probably recommend to Frank to hold off on changes, except for a rate increase to cover bond payments, to better investigate these options and recommendations. Basically we need to buy some time. Frank added that the master long-term plan is to push parking to the fringes of campus and have a walking focus in the core. Frank agreed that many questions remain and more discussion is needed.

Stromberger explained that the Executive Committee has been discussing a statement of shared governance. The discussions have been difficult, and Stromberger has been moving cautiously. These discussions have helped identify strengths and weaknesses. Some strengths include many of our standing committees (e.g., Committee on Faculty Governance, UCC, Committee on Non-Tenure Track Faculty, and Committee on Teaching and Learning). Some weaknesses include

situations that have led some faculty to feel left out of decisions. This happens when certain types of decisions are made, and Faculty Council needs to work on identifying ways to engage faculty in these types of decisions. One type of decision where faculty can be excluded is decisions that need to be made quickly. How do we bring in faculty quickly and then communicate results back out? Confidentiality agreements/decisions are another class of decisions that can be difficult. How do we bring in faculty, but yet maintain the confidentiality? Another class of decision is in terms of getting faculty involved in long-term budget planning. We do have a committee on strategic and financial planning, but we may need to change that committee or add another committee to add this responsibility. Another class of decision is in terms of long-term vision for the university. How does faculty have a voice in such conversations? How does input from departments, etc, influence such decisions? Stromberger is committed to improving faculty input but needs help.

Stromberger's report was received.

4. Board of Governors Faculty Representative – Alexandra Bernasek

Bernasek noted that the next BOG meeting is in May. Rather than give a report on BOG activities, Bernasek read the following report:

Report of the Faculty Representative to the BOG from CSU to Faculty Council

Respectfully submitted by Alexandra Bernasek

Statement to Faculty Council – April 7, 2015

I do not have my usual report today. The BOG has not met since February. The next BOG meeting is at CSU on May 7-8, 2015. I do have something to report in my capacity as faculty representative to the BOG, however.

Over the last year a number of faculty members have approached Executive Committee members with concerns about administrative decisions being made without substantive faculty involvement. Their perception was that the administration has repeatedly not fulfilled its stated commitment to shared governance by not ensuring faculty involvement at the earliest stages in decision making processes, overturning faculty recommendations, and ignoring procedures set out in the *Faculty Manual*. Examples that were brought up include the contract with INTO, the decision to build an on-campus stadium, and the decisions to establish a teaching facility at Todos Santos and to join Unizin. They also include areas where the faculty has an especially important role to play in making recommendations to the administration: promotion and tenure decisions and grievances.

Over the last seven weeks the members of Executive Committee have attempted to write a statement expressing faculty concerns with the current state of shared governance at CSU to provide a basis for

discussion in Faculty Council. Due in large measure to structural problems with the way in which the Executive Committee is constituted, especially the inclusion of the Provost as a member, we have not been able craft a statement to bring to Faculty Council. Although we have come very close to agreement at various times we were not able to bring a statement forward to include on the agenda of today's Faculty Council meeting.

Last week Iuliana Oprea, the representative from the College of Natural Sciences, resigned from Executive Committee because she did not believe she could continue as an effective representative of faculty in her college. Today, four others of us do the same. I, Steve Reising, Mary Van Buren and Tim Gallagher all offer our resignations from Executive Committee today. We do not believe we can be effective representatives of the faculty, given the current organization of that Committee.

We believe that it is legitimate to discuss concerns that decision-making by the administration shows little evidence of respect for shared governance. We further believe that the process for dealing with that in Executive Committee is problematic. We would like to make it clear that this is not a personal criticism of Faculty Council leadership.

It is clear that our views on important issues are not in accord with those of some of our colleagues on Executive Committee. We hope that by stepping down from Executive Committee the impasse on that Committee can be broken. We also hope that Faculty Council continues to do the important work of representing the faculty and continues to push for an active faculty role on campus.

Doug Brobst (member of the Fort Collins community) asked if he would have time to ask questions. Time is available at the end of the meeting.

Ross McConnell (Computer Science) asked what would happen now, given the resignations. Bernasek replied that replacements would need to be found. McConnell asked what the administration's response is. Frank said he needed to have some time to digest what he just heard.

Mark Zabel (CVMBS) asked if Executive Committee still has a quorum? Stromberger replied yes. Stromberger thanked Bernasek and others for their service and engagement. Bob Keller added that this represents a major loss of talent.

A member of Faculty Council asked if there was conversation in Executive Committee about this. Stromberger replied that this was the first she had heard about the resignations of Bernasek, Gallagher, Reising, and Van Buren.

Reising added that he would still serve on standing committees.

Bernasek's report was received.

### CONSENT AGENDA

1. UCC Minutes (February 13 and 20, 2015; March 6 and 13, 2015)

Carole Makela, Chair, University Curriculum Committee, moved that Faculty Council approve the February 13 and 20, 2015; March 6 and 13, 2015 UCC minutes.

Makela noted that summaries concerning new programs are included at the end of each of the minutes.

The UCC minutes were unanimously approved.

### ACTION ITEMS

1. Confirmation of the Appointment of Richard Eykholt as University Grievance Officer.

Doherty moved (Culver 2<sup>nd</sup>) that Faculty Council confirms Richard Eykholt as the new UGO for a three-year term. The majority approved, and Eykholt was confirmed as the new UGO for a three-year term effective July 1, 2015.

2. Election – Faculty Council Standing Committee Representatives – Committee on Faculty Governance

Steve Reising moved to elect the following faculty to three-year terms on Faculty Council standing committees, effective July 1, 2015.

### BALLOT

#### Academic Faculty Nominations to Faculty Council Standing Committees April 7, 2015

#### Committee on Faculty Governance

_____	Engineering	2018
(Nominated by Committee on Faculty Governance)		
EMILY MOORE _____	Liberal Arts	2018
(Nominated by Committee on Faculty Governance)		
QUINTON WINGER _____	CVMBS	2018
(Nominated by Committee on Faculty Governance)		

## Committee on Intercollegiate Athletics

## Committee on Libraries

### Committee on Responsibilities and Standing of Academic Faculty

<b><u>LINDA MEYER</u></b> <b>(Nominated by Committee on Faculty Governance)</b>	<b>Libraries</b>	<b>2018</b>
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**Committee on Scholarship, Research, and Graduate Education**

<b><u>DONALD SAMELSON</u></b> <b>(Nominated by Committee on Faculty Governance)</b>	<b>Business</b>	<b>2018</b>
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<b><u>RUSS ANTHONY</u></b> <b>(Nominated by Committee on Faculty Governance)</b>	<b>CVMBS</b>	<b>2018</b>
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### Committee on Scholastic Standards

**(Nominated by Committee on Faculty Governance)** **Ag Sciences** **2018**

	Business	2018
<u>(Nominated by Committee on Faculty Governance)</u>		

<p>_____</p> <p>(Nominated by Committee on Faculty Governance)</p>	Engineering	2018
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### Committee on Non-Tenure Track Faculty

**SUE DOE** Liberal Arts –Regular Faculty 2018  
(Nominated by Committee on Faculty Governance)

**SUELLEN MELZER-DRINNEN** Ag Sciences 2018  
(Nominated by Committee on Faculty Governance)

**NATALIE BARNES** **CLA** **2018**

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(Nominated by Committee on Faculty Governance)

## Committee on Strategic and Financial Planning

<u>                                </u>	Business	2018
(Nominated by Committee on Faculty Governance)		
<u>GEORGE BARISAS</u>	Natural Sciences	2018
(Nominated by Committee on Faculty Governance)		

### Committee on Teaching and Learning

<u>MATT HICKEY</u> (Nominated by Committee on Faculty Governance)	HHS	2018
<u>APARNA GOLLAP</u> (Nominated by Committee on Faculty Governance)	Liberal Arts	2018

### Committee on University Programs

<u>                                </u>	Ag Sciences	2018
(Nominated by Committee on Faculty Governance)		
<u>THORSTEN RUDROFF</u>	HHS	2018
(Nominated by Committee on Faculty Governance)		
<u>                                </u>	Business	2018
(Nominated by Committee on Faculty Governance)		
<u>                                </u>	Engineering	2018
(Nominated by Committee on Faculty Governance)		
<u>RICHARD BESSON</u>	CVMBS	2018
(Nominated by Committee on Faculty Governance)		

**University Curriculum Committee**

<b>CAROLE MAKELA</b>	HHS	2018
(Nominated by Committee on Faculty Governance)		
<b>PAUL MALLETTE</b>	Business	2018
(Nominated by Committee on Faculty Governance)		
	Engineering	2018
(Nominated by Committee on Faculty Governance)		
<b>BETH OEHLERTS</b>	Libraries	2018
(Nominated by Committee on Faculty Governance)		

Stromberger asked if there were any nominations from the floor. Hearing none, Stromberger closed the nominations.

All faculty members were elected to a three-year term beginning July 1, 2015 through June 30, 2018.

3. Election – Grievance Panel Faculty Members – Committee on Faculty Governance

**BALLOT – UNIVERSITY GRIEVANCE PANEL**  
**Academic Faculty Positions on University Discipline Panel**  
**April 7, 2015**

Nominee	Term
<b>THREE OPENINGS - THREE YEAR TERM - 2015</b>	
<u>NAOMI LEDERER</u> (Nominated – Committee on Faculty Governance)	<b>2015-2018</b>

Stromberger asked if there were any additional nominations from the floor. Hearing none, Stromberger closed the nominations.

Naomi Lederer was elected to a three-year term on the University Grievance Panel beginning July 1, 2015 through June 30, 2018.

4. Election – Discipline Panel Faculty Members – Committee on Faculty Governance

Stromberger noted that there was no faculty on the ballot for Discipline Panel.  
 Stromberger asked if there were any nominations from the floor.

Reising nominated (Hunter 2<sup>nd</sup>) Iuliana Oprea for the University Discipline Panel.

Oprea was unanimously elected.

5. Proposed revisions to the *Manual*, Section E.2.1.4, Special Appointments – CoNTTF

Jen Aberle, Chair of CoNTTF, moved that Faculty Council approve proposed revisions to the *Manual*, Section E.2.1.4, Special Appointments and explained the motion.

Proposed revision to Section E.2.1.4 Special Appointments of the *Manual* The Committee on Non-Tenure-Track Faculty MOVES, THAT Section E.2.1.4 Special Appointments OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE REVISED AS FOLLOWS:

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

**E.2.1.4 Special Appointments** (last revised ~~August 2, 2013~~)

Special appointments may be either full-time or part-time. Part-time is defined as any fraction less than one hundred (100) percent of full-time. The distinguishing features of this type of appointment are:

a. Special appointments are "at will" and are subject to termination by either party at any time unless the faculty member has a multi-year contract for research or teaching, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, the multi-year contract may be renewed by written agreement of both parties. If it is not renewed, one of the following outcomes occurs: 1) For special appointment faculty who were originally at-will and entered into a multi-year contract, employment as a special appointment faculty member reverts to at-will. 2) For special appointment faculty who were originally hired with a multi-year contract, the appointment may be converted to an at-will appointment upon agreement of both parties. Otherwise, employment is terminated upon expiration date of the contract.

b. ~~Unless the faculty member has a multi-year contract,~~ A special appointment multi-year contract carries an ending date as specified in the contract. ~~Otherwise,~~ special appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. In that situation, the inclusion of a specified ending date on an appointment form or other such

documentation ~~is for administrative convenience only~~ and does not create a minimum or fixed duration of appointment.

c. Faculty members on special appointment are not eligible for tenure (see Section E.10.4).

d. Faculty members on special appointments shall receive a salary and shall participate in annual reviews and the annual salary exercise in the same manner as faculty with senior teaching, regular full-time, and regular part-time appointments.

~~d~~e. The effort distributions of faculty members on special appointments shall be specified in the appointment letter. While the effort distribution in the case of special appointments may include all three (3) areas of teaching, research, and service, often it is focused in one (1) or two (2) areas, such as teaching, research, service, or extension.

f. Offer letters for special appointment faculty should be written following the format and content provided on the Provost's website.

eg. Multi-year contracts for research may be offered only for research performed for the University. The unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.

~~F~~h. If a tenured faculty member changes positions to a special appointment involving a multi-year contract, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.

gi. Special appointment faculty are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Administrative Professional Benefits and Privileges Handbook* and in Section F and G of the *Manual*. They are not eligible for sabbatical leave.

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*Rationale: Special appointment faculty members demonstrate the same commitment and enjoy the same benefits and privileges as regular appointment faculty members. Their inclusion in annual evaluations and the salary exercise is inconsistent based on department. Likewise, in spite of efforts on the part of central administration to provide guidance to department heads and deans regarding offer letters, there is widespread inconsistency across campus. Inclusion of this added content to the Manual ensures fair treatment regardless of department specific practices.*

There was no discussion.

Aberle's motion was approved.

6. Proposed revisions to the *Manual*, Section E.6, General Policies Relating to Appointment and Employment of Faculty – CoNTTF

Jen Aberle moved that Faculty Council approve proposed revisions to the *Manual*, Section E.6, General Policies Relating to Appointment and Employment of Faculty Manual and explained the motion was about multi-year contracts.

Proposed revision to Section E.6 General Policies Relating to Appointment and Employment of Faculty of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*  
 The Committee on Non-Tenure-Track Faculty MOVES, THAT Section E.6 General Policies Relating to Appointment and Employment of Faculty OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE REVISED AS FOLLOWS:

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

**E.6 General Policies Relating to Appointment and Employment of Faculty** (~~last revised May 9, 2014~~)

- a. The conditions and expectations of every appointment shall be confirmed in writing. Any subsequent modifications of the appointment shall also be confirmed in writing after the faculty member and the administrator have mutually determined the new conditions. The faculty member shall receive a copy of these documents.
- b. All faculty members who are on regular full-time or regular part-time appointments and who have not acquired tenure, shall be appointed for a period not exceeding one (1) year. All faculty members on special or temporary appointments shall be appointed "at will."
- c. Faculty members on multi-year contracts shall be appointed for periods of one (1) to five (5) years for research and one (1) to three (3) years for teaching..
  1. A multi-year contract does not carry any guarantee ~~or implication~~ that the contract will be renewed, even though the duties of the employee may have been discharged satisfactorily.
  2. Renewal of a multi-year contract does not entitle the individual to further renewals, a tenure-track appointment, or to a decision concerning tenure.

3. Renewal or extension of multi-year contracts may be made at any time during or after the onset of the contract and shall meet the same conditions required for the initial contract as specified in Sections E.2.1.3 and E.2.1.4.

4. If the contract is not renewed and the individual was originally 'at-will' and entered into a multi-year contract, employment as a senior teaching or special appointment faculty reverts to 'at-will' as specified in Sections E.2.1.3 and E.2.1.4.

d. If the department head does not propose to reappoint a non-tenured faculty member holding a regular full-time or regular part-time appointment, the faculty member shall be informed in writing that the appointment will not be renewed. This must be done by March 1 during the first year of employment, by December 15 during the second year, and at least twelve (12) months before the expiration of the appointment in succeeding years.

e. A non-tenured faculty member holding a regular full-time, regular part-time, or multi-year contract may be disciplined or terminated for cause without following the procedures of Section E.15 for tenured faculty. Such actions may be grieved as described in Section K.

f. If a decision made at a higher administrative level will have the effect of altering or reversing a decision made at a departmental level regarding conditions of employment, including reappointment, tenure, promotion, and salary, then, before this change can take effect, the department head must be notified in writing of both the proposed change and the reasons for this change, and he or she must be given the opportunity to submit a written reply.

Rationale:

Necessary amendment to the MANUAL in order to maintain consistency in policy and practice of use regarding multi-year contracts for non-tenure-track faculty. This section operationalizes the use of contracts as specified in Sections E.2.1.3 and E.2.1.4.

There was no discussion.

Aberle's motion was unanimously approved.

7. Proposed revisions to the *Manual*, Section E.2.1.5, Temporary Appointments – CoNTTF

Jen Aberle moved that Faculty Council approve the proposed revisions to the *Manual*, Section E.2.1.5, Temporary Appointments and explained the motion concerned retirement contributions from NTTF and further distinguished between temporary and special appointments.

Proposed revision to Section E.2.1.5 Temporary Appointments of the *Manual*

The Committee on Non-Tenure-Track Faculty MOVES, THAT Section E.2.1.5 Temporary Appointments OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE REVISED AS FOLLOWS:

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

**E.2.1.5 Temporary Faculty Appointments (last revised May 2, 2007)**

Temporary faculty appointments may be either full-time or part-time and are distinguished from other types of appointments by the expectation that the appointment is for a specified period of time, at the end of which, it is anticipated that employment at the University ~~will~~may not be renewed ~~or that the member will transition to a different appointment type (see d. below) in the foreseeable future.~~ Part-time is defined as any fraction less than one hundred (100) percent of full-time. ~~Further features of this type of appointment~~ Conditions applicable to temporary appointments are:

- a. Temporary appointments are "at will" and are subject to termination by either party at any time. The process set forth in Section D.5.6 regarding the termination of "at will" appointments applies to temporary faculty appointments. Temporary appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation ~~is for administrative convenience only and~~ does not create a minimum or fixed duration of appointment.
- b. Temporary appointees are not eligible for tenure.
- c. ~~Individuals receiving a temporary appointment for one (1) semester or less ordinarily are not enrolled in a retirement program (see~~ Temporary appointees are required to enroll in the retirement program and if half-time or greater are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* published annually by Human Resources and in Sections F and G of the *Manual*. Eligibility for sick leave is defined in Section F.3.2. Temporary appointees are eligible for faculty privileges ~~(see described in Sections G.1 – G.3).~~ Temporary appointees are not eligible for sabbatical leave (see Section F.3.4.1).
- d. The University recognizes that the nature of a temporary appointment is incompatible with recurring consecutive appointments over a long period of time. Therefore, after the second consecutive semester for a 9-month assignment (excluding summer session) or after the first year for a 12-month assignment, the faculty member's appointment shall be required to convert to a special appointment and cannot be renewed as a temporary appointment.

*Rationale:*

*E.2.1.5.c requires changes to correctly describe benefits eligibility as of Jan. 1, 2014 (following elimination of the 1-year waiting period) and to correct an error regarding retirement eligibility for temporary appointments. Temporary appointees have always been required to contribute to a retirement plan in lieu of Social Security.*

*E.2.1.5.d is being proposed to prevent the practice of using recurring temporary appointments when another appointment type should be used. Recurring temporary appointments create uncertainty and can be detrimental to members and departments. The fringe rate for a temporary appointment faculty member increases automatically to equal that of special and senior teaching appointment faculty after one year of employment.*

There was no discussion.

Aberle's motion was unanimously approved.

## DISCUSSION

1. Course Surveys

-Stephanie Clemons (Chair) and Dan Turk, Committee on Teaching and Learning

Clemons introduced other members on the Committee on Teaching and Learning and presented a slide presentation on potential changes to the course survey. The PowerPoint presentation will be posted on the Faculty Council web site.

The course survey should not be used as the only source of teaching effectiveness in evaluation. Turk detailed that some of the uses of the survey are not proper. The survey is expensive and has other issues (bias, reliability, validity, response rate). There are gender biases (women are often ranked lower than men) and student evaluation of the course is often correlated with the quality of the room. Many other issues exist. Many of the issues remain after the last revisions. Turk explained the agenda for the next year. Turk suggests that we use experts to redesign the survey, rather than CoTL and Faculty Council word-smith the current survey. We could continue to use the survey, revise the survey, or develop a new survey. We could contract a private company to revise the survey, or we could rely upon the expertise on campus. Turk suggested we involve the large group of stakeholders, experts on campus, much discussion, over the next year and

maybe roll out a new version of the course survey in Fall 2016. We might move to make the survey electronic. We would have to find funding for the developments.

Clemons asked for input on how to make the process open, transparent, and inclusive. Bernasek thought finding a way to engage the faculty outside of Faculty Council is needed. Gilkey thought the process is off track because the tool only measures a reaction. Turk explained that the survey would not be used to measure teaching effectiveness, but would provide feedback to improve teaching.

McConnell quoted from the *Manual* about the many criteria included in the evaluation of teaching. A single metric is not to be used. McConnell said he finds the student comments most useful and that the survey should not be used as only an assessment tool. Clemons said a task force is developing guidelines so that what is in the *Manual* is followed. Clemons thought these changes could influence departmental policies.

Margarita Lenk (Accounting) suggested that Faculty Council members need to discuss with their constituencies because the survey affects all students. Stu Cottrell (Human Dimensions of Natural Resources) detailed how some surveys like “rate your professor” are used in his department and that department heads have a lot of power in how surveys are used. Clemons suggested that changes can also occur through faculty voting on department codes.

Tim Gallagher (Past Chair) detailed that in his college (Business) faculty are required to submit responses from a single question from the current survey.

Carole Makela (UCC) said the issues are much bigger than the survey and that assessment of other aspects (e.g., portfolios) is needed to take away the sole reliance on the survey. Makela said what the survey is not to be used for needs to be communicated and made clear. Clemons agreed.

Van Buren asked if the survey should be non-quantitative – especially if comments are most useful. Clemons said the committee has not thought in that level of detail and that feedback is desired.

Bennet noted that one stakeholder group (students) desires a quantitative ranking to help them decide which course/section they want to take.

Troy Mumford (Management) suggested that fewer questions would be better, and that comments should occur before the ranking questions.

Page 19  
Faculty Council Meeting Minutes  
April 7, 2015

Cottrell thought that having students take many surveys all in the same week, at the end of the semester, is problematic, in that students won't want to spend a lot of time on a survey if they have other surveys to complete the same week.

Scott Ricketts (undergraduate student representative on CoTL) said that he takes the surveys seriously and they inform his decisions on which classes he takes. He thought that some of the questions are redundant or may be irrelevant. He thought a comment section is important. He raised a concern about the need to sign the survey for surveys to be taken seriously; some students fear retaliation for negative comments and that might hamper useful feedback. Student involvement is important.

Culver echoed that feedback through comments is essential. Culver does not support the survey being used as an evaluation tool. The survey is about the professor-student relationship. Stromberger added that faculty needs to be recognized for how they respond to and improve their courses based on student comments. Turk replied that the task force is thinking about a reflection piece to annual evaluations where such faculty responses could come out.

Barb Hooper (Occupational Therapy) thought that course surveys as a teaching tool should be examined as well since it helps students understand their role in learning.

Clemons requested feedback in the next couple weeks and expects to work over the summer; she would especially like to hear from experts that might be able to help. Contact Clemons or others on the committee and/or task force.

Stromberger adjourned the meeting at 6:12 p.m.

Doug Brobst, a member of the Fort Collins Community and a self-described outspoken opponent of the stadium, does not think the stadium is a done deal. He appealed for action by Faculty Council to register faculty displeasure with the stadium decision.

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
Jack Whittier	Animal Sciences	2015
(Stephen Coleman substituting Jack Whittier)		
<b>Deb Young</b>	Bioagricultural Sciences & Pest Management	2015
<b>Bradley Goetz</b>	Horticulture & Landscape Architecture	2016
Francesca Cotrufo	Soil and Crop Sciences	2017
(Allan Andales substituting Spring 2015)		
<u>Milt Thomas</u>	College-at-Large	2016
<b>Kelly Curl</b>	College-at-Large	2015
<b>Jason Ahola</b>	College-at-Large	2017

**Health and Human Sciences**

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

**Business**

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

**Engineering**

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

Page 21  
 Faculty Council Meeting Minutes  
 April 7, 2015

### **Liberal Arts**

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

### **Natural Resources**

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

### **Natural Sciences**

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

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

<b>Elaine Carnevale</b>	Biomedical Sciences	2016
<u>Howard Seim</u>	Clinical Sciences	2016
<b>Lucas Argueso</b>	Environmental & Radiological Health Sciences	2017

Page 22

Faculty Council Meeting Minutes

April 7, 2015

Alan Schenkel	Microbiology, Immunology and Pathology	2018
<u>Ryan Ferris</u>	College-at-Large	2017
<u>Gerald Callahan</u>	College-at-Large	2016
<u>Pete Hellyer</u>	College-at-Large	2016
<b>David Gilkey</b>	College-at-Large	2016
<u>E.J. Ehrhart</u>	College-at-Large	2016
<b>DN Rao Veeramachaneni</b>	College-at-Large	2016
<u>C. W. Miller</u> (Excused)	College-at-Large	2015
<u>Ronald B. Tjalkens</u>	College-at-Large	2015

**University Libraries**

<b>Nancy Hunter</b>	Libraries	2017
<b>Rachel Erb</b>	At-Large	2016

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

<b>Mary Stromberger</b>	Chair, Faculty Council/Executive Committee	
<b>Paul Doherty</b>	Vice Chair, Faculty Council	
<b>Alexandra Bernasek</b>	BOG Representative	
Don Estep, Chair	Committee on Faculty Governance	2016
Susan LaRue, Chair	Committee on Intercollegiate Athletics	2016
Jerry Magloughlin, Chair	Committee on Libraries	2016
<b>Jennifer Aberle</b> , Chair	Committee on Non-Tenure Track Faculty	2016
Bill Hanneman, 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 Willusz, Chair*	Committee on Strategic and Financial Planning	2016
<b>Stephanie Clemons</b> , Chair*	Committee on Teaching and Learning	2016
Eric Prince, Chair	Committee on University Programs	2016
<b>Carole Makela</b> , Chair	University Curriculum Committee	2016

Page 23  
 Faculty Council Meeting Minutes  
 April 7, 2015

***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

Immediate Past Chair, Faculty Council

Chair, Administrative Professional Council

24

**BALLOT**  
**Academic Faculty Nominations to Faculty Council Standing Committees**  
**May 5, 2015**

**Committee on Scholastic Standards**

<u><b>KETUL POPAT</b></u> (Nominated by Committee on Faculty Governance)	Engineering	2018
<u><b>PAUL ODE</b></u> (Nominated by Committee on Faculty Governance)	Ag Sciences	2018
<u><b>RAY HOGLER</b></u> (Nominated by Committee on Faculty Governance)	Business	2018

**Committee on Faculty Governance**

<u><b>STEVE REISING</b></u> (Nominated by Committee on Faculty Governance)	Engineering	2018
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**Committee on University Programs**

<u><b>TIAN WANG</b></u> (Nominated by Committee on Faculty Governance)	Business	2018
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**Committee on Responsibilities and Standing of Academic Faculty**

<u><b>JENNIFER N. MARTIN</b></u> (Nominated by Committee on Faculty Governance)	Ag Sciences	2018
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**University Curriculum Committee**

<u><b>BRAD REISFELD</b></u> (Nominated by Committee on Faculty Governance)	Engineering	2018
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**Committee on Strategic and Financial Planning**

<u><b>ROB SCHWEBACH</b></u> (Nominated by Committee on Faculty Governance)	Business	2018
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**BALLOT – UNIVERSITY DISCIPLINE PANEL**  
**Academic Faculty Positions on University Discipline Panel**  
**May 5, 2015**



A regular meeting of the University Curriculum Committee was held on March 27, 2015, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Nancy Jianakolos for Mike Hogan, Sally Sutton, Ed DeLosh, Howard Ramsdell, Michelle Wilde, Kathleen Pickering (ex-officio).

Absent: Patrick Fitzhorn, graduate representative Andrew Bondi, undergraduate representative Allie Salz.

Guests: Fionna Bright, Kelley Brundage, Linda Selkirk.

### Minutes

The minutes of March 13, 2015 were approved.

### Experimental Course Report

The Experimental Course Report was received.

### Major Completion Maps—No Changes Report

The Major Completion Maps—No Changes Report was received.

### Consent Agenda

The Consent Agenda was approved.

### CURRICULAR REQUESTS

The following curricular requests were approved.

#### New Courses

#### Effective Date

**ETST 182 01(0-0-1). Cuba Travel Abroad.** S. Prerequisite: None.

Spring Semester 2016

Spring break travel to Cuba. Lectures and guided tours by Cuban experts.  
Variable topics dealing with Cuban society, race, and gender issues.

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

### Major Changes to Curricula

College of Liberal Arts

Department of Journalism and Technical Communication

Information Science and Technology Interdisciplinary Minor

Effective Fall 2015

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

#### Course

#### Title

#### Cr

**Computer Application Requirement** – Before a student is admitted to this program (s)he must demonstrate mastery of the following skill:

- Computer applications software – demonstrated by completion of BUS 150, Business Computing Concepts and Applications, or CS 110, Personal Computing.

#### **REQUIRED COURSES**

CIS	210	Information Technology in Business	3
JTC	413	New Communication Technologies and Society	3

28

<u>Course</u>	<u>Title</u>	<u>Cr</u>
TOTAL		6-3
<b>ELECTIVE COURSES</b>		
<i>Select five of a minimum of 18 credits, of which at least 9 must be upper-division, from the following courses<sup>1</sup></i>		
CIS 210	Information Technology in Business	3
CIS 240 <sup>P</sup>	Application Design and Development	3
CIS 301	End User Computing	3
CIS 340 <sup>P</sup>	Advanced Application Design and Development	3
CIS 355 <sup>P</sup>	Business Database Systems	3
CIS 410 <sup>P</sup>	Web Application Development	3
CS 150 <sup>P</sup>	Interactive Programming with Java	4
CS 160 <sup>P</sup>	Foundations in Programming	4
CS 161 <sup>P</sup>	Object-Oriented Problem Solving	4
CT 310 <sup>P</sup>	Web Development	4
CT 320 <sup>P</sup>	Network and System Administration	4
ECE 421 <sup>P</sup>	Telecommunications I	3
JTC 300 <sup>P</sup>	Professional and Technical Communication	3
JTC 335 <sup>P</sup>	Digital Photography	3
JTC 340 <sup>P</sup>	Digital Video Editing	3
JTC 372 <sup>P</sup>	Web Design and Management	3
JTC 416 <sup>P</sup>	New Communication Technologies in the U.S.	3
JTC 417 <sup>P</sup>	Information Graphics	3
PSY 354 <sup>P</sup>	Human-Computer Interaction	3
TOTAL		15-2018
<b>PROGRAM TOTAL = <u>minimum of 21-26 credits</u>*</b>		

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

\*Additional coursework may be required due to prerequisites.

<sup>1</sup> ~~Nine~~ A minimum of 9 credits must be from upper-division (300- to 400-level) courses.



**College of Natural Sciences**  
**Major in Natural Sciences**  
**Chemistry Education Concentration**

**Effective Fall 2015**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
CO 150 <sup>P</sup>	College Composition	3	1A
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms—Animal and Plants	4	
<i>Select one pair of courses from the following:</i>			
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
MATH 255 <sup>P</sup>	Calculus for Biological Scientists II	4	1B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
MATH 161 <sup>P</sup>	Calculus for Physical Scientists II	4	1B
	Written communication <sup>1</sup>	3	1A
	Science Elective <sup>1</sup>	3	
	Elective	2	
	<b>TOTAL</b>	<u>30-31</u>	
<b>SOPHOMORE</b>			
CHEM 261 <sup>P</sup>	Fundamentals of Inorganic Chemistry	3	
<i>Select one of the following groups of courses for 8 credits:</i>			
CHEM 341 <sup>P</sup>	Modern Organic Chemistry I	3	
CHEM 343 <sup>P</sup>	Modern Organic Chemistry II	3	
CHEM 344 <sup>P</sup>	Modern Organic Chemistry Laboratory	2	
<b>OR</b>			
CHEM 345 <sup>P</sup>	Organic Chemistry I	4	
CHEM 346 <sup>P</sup>	Organic Chemistry II	4	
<i>Select one pair of courses from the following:</i>			
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
<b>OR</b>			
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	Advanced Writing <sup>2</sup>	3	2
	Arts and Humanities <sup>3</sup>	3	3B
	<b>TOTAL</b>	<u>30</u>	
<b>JUNIOR</b>			
<i>Select four credits from the following:</i>			
AA 100	Introduction to Astronomy	3	3A
AA 101 <sup>P</sup>	Astronomy Laboratory	1	3A
<b>OR</b>			
GEOL 120	Exploring Earth: Physical Geology	3	3A
GEOL 121 <sup>P</sup>	Introductory Geology Laboratory	1	3A
CHEM 331 <sup>P</sup>	Quantitative Analysis Biological Sciences	3	
CHEM 334 <sup>P</sup>	Quantitative Analysis Laboratory	1	
CHEM 335 <sup>P</sup>	Introduction to Analytical Chemistry	3	
CHEM 471 <sup>P</sup>	Physical Chemistry for Biological Sciences	4	
CHEM 471 <sup>P</sup>	Foundations of Physical Chemistry	4	
EDUC 275 <sup>P</sup>	Schooling in the United States	3	3C
EDUC 331 <sup>P</sup>	Educational Technology and Assessment	2	
EDUC 340 <sup>P</sup>	Literacy and the Learner	3	
EDUC 350 <sup>P</sup>	Instruction I—Individualization/Management	3	
EDUC 386 <sup>P</sup>	Practicum—Instruction I	1	
	Science Elective <sup>1</sup>	2	
	Global and Cultural Awareness <sup>4</sup>	3	3E
	Historical Perspectives <sup>5,4</sup>	3	3D
	Social and Behavioral Sciences <sup>5</sup>	3	3C
	<b>TOTAL</b>	<u>30-32</u>	
<b>SENIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
EDUC 450 <sup>P</sup>	Instruction II—Standards and Assessment	4	
EDUC 460 <sup>P</sup>	Methods and Materials in Teaching Science	4	

30

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
EDUC 485B <sup>P</sup>	Student Teaching-Secondary	11	4A, 4B, 4C
EDUC 486E <sup>P</sup>	Practicum-Instruction II	1	
EDUC 493A <sup>P</sup>	Seminar—Professional Relations	1	4C
	Arts and Humanities <sup>3</sup>	3	3B
	Global and Cultural Awareness <sup>6</sup>	3	3E
	<b>TOTAL</b>	<u>31</u> <u>28</u>	

**PROGRAM TOTAL = 121 credits**

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

<sup>1</sup> Select course(s) in consultation with advisor.

<sup>4</sup> Select from list of courses in category 1A in the All-University Core Curriculum (AUCC).

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

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

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

<sup>4</sup> <sup>5</sup> Select from list of courses in category 3D of the AUCC.

<sup>5</sup> Select from list of courses in category 3C of the AUCC.

<sup>6</sup> Select from list of courses in category 3E of the AUCC.



**Major in Natural Sciences  
Geology Education Concentration**

**Effective Fall 2015**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
AA 100	Introduction to Astronomy	3	3A
<b>OR</b>			
NR 150	Oceanography	3	3A
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CO 150 <sup>P</sup>	College Composition	3	1A
GEOL 120	Exploring Earth: Physical Geology	3	
GEOL 121 <sup>P</sup>	Introductory Geology Laboratory	1	
<b>OR</b>			
GEOL 150	Physical Geology for Scientists and Engineers	4	
GEOL 154 <sup>P</sup>	Historical and Analytic Geology	4	
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
	Arts and Humanities <sup>1</sup>	3	3B
	<b>TOTAL</b>	<u>30</u>	
<b>SOPHOMORE</b>			
ATS—350	Introduction to Weather and Climate	2	
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
EDUC 275 <sup>P</sup>	Schooling in the United States	3	3C
EDUC 340 <sup>P</sup>	Literacy and the Learner	3	
GEOL 232 <sup>P</sup>	Mineralogy	3	
LIFE 103 <sup>P</sup>	Biology of Organisms-Animals and Plants	4	
MATH 161 <sup>P</sup>	Calculus for Physical Scientists II	4	1B
<b>OR</b>			
MATH 255 <sup>P</sup>	Calculus for Biological Scientists II	4	1B
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	Science Elective <sup>2</sup>	3	
	Advanced Writing <sup>34</sup>	3	2
	Historical Perspectives <sup>45</sup>	3	3D
	Electives	0-6	
	TOTAL	<u>29-35</u>	
		33	
<b>JUNIOR</b>			
EDUC 331 <sup>P</sup>	Educational Technology and Assessment	2	
EDUC 350 <sup>P</sup>	Instruction I—Individualization/Management	3	
EDUC 386 <sup>P</sup>	Practicum—Instruction I	1	
<i>Select three-two Geology Elective courses from the following:</i>			
GEOL 250 <sup>P</sup>	The Solid Earth	3	
GEOL 342 <sup>P</sup>	Paleontology	3	
GEOL 344 <sup>P</sup>	Stratigraphy and Sedimentology	4	
GEOL 364 <sup>P</sup>	Igneous and Metamorphic Petrology	4	
GEOL 366 <sup>P</sup>	Sedimentary Petrology and Geochemistry	4	
GEOL 372 <sup>P</sup>	Structural Geology	4	
GEOL 446 <sup>P</sup>	Environmental Geology	3	
GEOL 452 <sup>P</sup>	Hydrogeology	4	
GEOL 454 <sup>P</sup>	Geomorphology	4	
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	Global and Cultural Awareness <sup>5</sup>	3	3E
	TOTAL	<u>28-31</u>	
		29-31	
<b>SENIOR</b>			
ATS 350	Introduction to Weather and Climate	2	
EDUC 450 <sup>P</sup>	Instruction II—Standards and Assessment	4	
EDUC 460 <sup>P</sup>	Methods and Materials in Teaching Science	4	
EDUC 485B <sup>P</sup>	Student-Teaching—Secondary	11	4A, 4B, 4C
EDUC 486E <sup>P</sup>	Practicum—Instruction II	1	
EDUC 493A <sup>P</sup>	Seminar—Professional Relations	1	4C
<i>Select one Geology Elective course not taken elsewhere from the following:</i>			
GEOL 250 <sup>P</sup>	The Solid Earth	3	
GEOL 342 <sup>P</sup>	Paleontology	3	
GEOL 344 <sup>P</sup>	Stratigraphy and Sedimentology	4	
GEOL 364 <sup>P</sup>	Igneous and Metamorphic Petrology	4	
GEOL 366 <sup>P</sup>	Sedimentary Petrology and Geochemistry	4	
GEOL 372 <sup>P</sup>	Structural Geology	4	
GEOL 446 <sup>P</sup>	Environmental Geology	3	
GEOL 452 <sup>P</sup>	Hydrogeology	4	
GEOL 454 <sup>P</sup>	Geomorphology	4	
	Arts and Humanities <sup>1</sup>	3	3B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Science Elective <sup>5</sup>	<u>3</u>	
	TOTAL	<u>31</u>	
		29-30	

**PROGRAM TOTAL = 121-124 credits**

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

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

<sup>2</sup> Select course(s) in consultation with advisor.

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

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

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

<sup>5</sup> Select from the list of courses in category 3E of the AUCC.

<sup>5</sup> Select course(s) in consultation with advisor.



College of Natural Sciences  
 Major in Natural Sciences  
 Physical Science Concentration

Effective Fall 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CO 150 <sup>P</sup>	College Composition	3	1A
MATH <del>117<sup>P</sup></del>	<del>College Algebra in Context I</del>	<del>1</del>	<del>1B</del>
MATH <del>118<sup>P</sup></del>	<del>College Algebra in Context II</del>	<del>1</del>	<del>1B</del>
MATH <del>124<sup>P</sup></del>	<del>Logarithmic and Exponential Function</del>	<del>1</del>	<del>1B</del>
MATH <del>125<sup>P</sup></del>	<del>Numerical Trigonometry</del>	<del>1</del>	<del>1B</del>
MATH <del>126<sup>P</sup></del>	<del>Analytic Trigonometry</del>	<del>1</del>	<del>1B</del>
<i>Select one pair of courses from the following:</i>			
<u>MATH 155<sup>P</sup></u>	<u>Calculus for Biological Scientists I</u>	<u>4</u>	<u>1B</u>
<u>MATH 255<sup>P</sup></u>	<u>Calculus for Biological Scientists II</u>	<u>4</u>	<u>1B</u>
<b>OR</b>			
<u>MATH 160<sup>P</sup></u>	<u>Calculus for Physical Scientists I</u>	<u>4</u>	<u>1B</u>
<u>MATH 161<sup>P</sup></u>	<u>Calculus for Physical Scientists II</u>	<u>4</u>	<u>1B</u>
<i>Advanced Writing<sup>1</sup></i>			
		<u>3</u>	<u>2</u>
<i>Minor<sup>12</sup></i>			
		9	
<i>Social and Behavioral Sciences<sup>2</sup></i>			
		<u>3</u>	<u>3C</u>
<i>Electives</i>			
		3	
	TOTAL	<u>28-31</u>	
<b>SOPHOMORE</b>			
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
<i>Select one pair of courses from the following:</i>			
<u>MATH <del>155<sup>P</sup></del></u>	<u>Calculus for Biological Scientists I</u>	<u>4</u>	<u>1B</u>
<u>MATH <del>255<sup>P</sup></del></u>	<u>Calculus for Biological Scientists II</u>	<u>4</u>	<u>1B</u>
<b>OR</b>			

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	4B
MATH 161 <sup>P</sup>	Calculus for Physical Scientists II	4	4B
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	Minor <sup>1,2</sup>	6-8	
	Electives	3	
	TOTAL	31-28	
<b>JUNIOR</b>			
	<i>Select 4 credits from the following:</i>		
BZ 104 <sup>P</sup>	Basic Concepts of Plant Life	3	3A
BZ 105 <sup>P</sup>	Basic Concepts of Plant Life Laboratory	1	3A
	<b>OR</b>		
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
	<b>OR</b>		
BZ 120	Principles of Plant Biology	4	3A
	<b>OR</b>		
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
	Advanced Writing <sup>3</sup>	3	2
	Arts and Humanities <sup>4,5</sup>	3	3B
	Biological and Physical Sciences <sup>4</sup>	3	3A
	Global and Cultural Awareness <sup>5</sup>	3	3E
	Historical Perspectives <sup>6</sup>	3	3D
	Minor <sup>2,7,8,9</sup>	15	
	Social and Behavioral Sciences <sup>7</sup>	3	3C
	TOTAL	30-31	
<b>SENIOR</b>			
	Arts and Humanities <sup>4,5</sup>	3	3B
	Building upon Foundations and Perspectives <sup>7,8</sup>	3	4B
	Capstone Course <sup>8,9</sup>	3	4C
	Using Competencies <sup>9,10</sup>	3	4A
	Minor <sup>2,7,8,9</sup>	12	
	Electives <sup>10,11</sup>	7-6	
	TOTAL	31-30	
<b>PROGRAM TOTAL = 120 credits</b>			

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

<sup>1</sup> Declare and complete two minors from the following list: Biochemistry, Chemistry, Computer Science, Geology, Mathematics, Physics, Statistics, Applied Statistics.

<sup>2</sup> Select from the list of courses in category 3C of the All-University Core Curriculum (AUCC).

<sup>1,3</sup> Select from the list of courses in category 2 of the AUCC.

<sup>2</sup> Declare and complete two minors from the following list: biochemistry, chemistry, computer science, geology, mathematics, physics, statistics.

<sup>3,4</sup> Select from the list of courses in category 3B of the AUCC. Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

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

<sup>5</sup> Select from the list of courses in category 3E in the AUCC.

<sup>6</sup> Select from the list of courses in category 3D in the AUCC.

<sup>7</sup> Select from the list of courses in category 3C in the AUCC.

<sup>8,7</sup> Complete a 3 credit course satisfying AUCC category 4B that is offered within a major that is the same as one of the minors that will be completed.

<sup>9-8</sup> Complete a 3 credit course satisfying AUCC category 4C that is offered within a major that is the same as one of the minors that will be completed.

<sup>10-9</sup> Complete a 3 credit course satisfying AUCC category 4A that is offered within a major that is the same as one of the minors that will be completed.

<sup>11-10</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level). Majors must take enough electives to total 120 credits. Of the 120 credits, 42 must be upper-division (300- and 400-level) credits.



**Department of Psychology**  
**Major in Psychology**  
**Addictions Counseling Concentration**

**Effective Fall 2015**

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

**Students must have a C or better in each of the following: PSY 100; PSY 210; PSY 250; PSY 252; PSY 401; and the three lecture-lab pairings in psychology.**

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CO 150 <sup>P</sup>	College Composition	3	1A
CS 110	Personal Computing	4	
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
MATH 117 <sup>P</sup>	College Algebra in Context I	1	1B
MATH 118 <sup>P</sup>	College Algebra in Context II	1	1B
MATH 124 <sup>P</sup>	Logarithmic and Exponential Functions	1	1B
<i>Select one course from the following:</i>			
PHIL 100	Appreciation of Philosophy	3	3B
PHIL 110	Logic and Critical Thinking	3	3B
PHIL 120	History and Philosophy of Scientific Thought	3	3B
PHIL 205 <sup>P</sup>	Introduction to Ethics	3	
PHIL 210 <sup>P</sup>	Introduction to Formal Logic	3	
PSY 100	General Psychology	3	
PSY 192	Psychology First-Year Seminar	1	
PSY 252 <sup>P</sup>	Mind, Brain, and Behavior	3	
	Historical Perspectives <sup>1</sup>	3	3D
	Social and Behavioral Sciences <sup>2</sup>	3	3C
	<b>TOTAL</b>	<b>30</b>	
<b>SOPHOMORE</b>			
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CHEM 108 <sup>P</sup>	Fundamentals of Chemistry Laboratory	1	3A
PSY 210 <sup>P</sup>	Psychology of the Individual in Context	3	
PSY 250 <sup>P</sup>	Research Methods in Psychology	4	
PSY 320 <sup>P</sup>	Abnormal Psychology	3	
SPCM 200	Public Speaking	3	
	Arts and Humanities <sup>3</sup>	6	3B
	Global and Cultural Awareness <sup>2</sup>	3	3E
	Electives	1	
	<b>TOTAL</b>	<b>28</b>	
<b>JUNIOR</b>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
PSY 310 <sup>P</sup>	Basic Counseling Skills	3	
PSY 311A <sup>P</sup>	Basic Counseling Skills Laboratory—CACI	2	

University Curriculum Committee  
March 27, 2015  
Page 9

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
PSY 360 <sup>P</sup>	Psychology of Drug Addiction Treatment	3	
PSY 362 <sup>P</sup>	Professional Issues in Addiction Treatment	3	
PSY 364 <sup>P</sup>	Infectious Diseases and Substance Use	3	
PSY 454 <sup>P</sup>	Biological Psychology	3	4B
PSY 455 <sup>P</sup>	Biological Psychology Laboratory	2	4A
STAT 311 <sup>P</sup>	Statistics for Behavioral Sciences I	3	
STAT 312 <sup>P</sup>	Statistics for Behavioral Sciences II	3	
	Electives	4	
	TOTAL	32	
<b>SENIOR</b>			
BMS 300 <sup>P</sup>	Principles of Human Physiology	4	
CHEM 320 <sup>P</sup>	Chemistry of Addictions	3	
<i>Select two pairs of courses from the following:</i>			
PSY 315 <sup>P</sup>	Social Psychology	3	4B
PSY 317 <sup>P</sup>	Social Psychology Laboratory	2	4A
<b>OR</b>			
PSY 370 <sup>P</sup>	Psychological Measurement and Testing	3	4B
PSY 371 <sup>P</sup>	Psychological Measurement and Testing Laboratory	1	4A
<b>OR</b>			
PSY 452 <sup>P</sup>	Cognitive Psychology	3	4B
PSY 453 <sup>P</sup>	Cognitive Psychology Laboratory	2	4A
<b>OR</b>			
PSY 458 <sup>P</sup>	Cognitive Neuroscience	3	4B
PSY 459 <sup>P</sup>	Cognitive Neuroscience Laboratory	2	4A
PSY 401 <sup>P</sup>	History and Systems of Psychology	3	4C
PSY 410 <sup>P</sup>	Psychobiology of Addictions	3	
PSY 488 <sup>P</sup>	Field Placement	6	
	Electives <sup>5</sup>	1-2	
	TOTAL	30	

**PROGRAM TOTAL = 120 credits**

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

<sup>1</sup> Select from the list of courses in category 3D of the All-University Core Curriculum (AUCC).

<sup>2</sup> Select from the list of courses in category 3C of the AUCC except HONR 492 or any PSY 400 course.

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

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

<sup>5</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



### Program Changes to Curricula per the Major Completion Map Project

The following Major Completion Maps (for information only) were received with UCC considering program changes (actions) as noted in the 3<sup>rd</sup> column. Programs with major changes are presented in these minutes, program with minor changes are presented in the consent agenda section, and programs with no changes are identified below.

Major/Concentration	Department or College	UCC Action	Effective Date
Applied Computing	College of Natural	Minor change	Fall 2015

University Curriculum Committee  
 March 27, 2015  
 Page 10

Technology, Computing Education concentration	Sciences		
Applied Computing Technology, Computing Technology concentration	College of Natural Sciences	Minor change	Fall 2015
Applied Computing Technology, Human- Centered Computing concentration	College of Natural Sciences	Minor change	Fall 2015
Chemistry, ACS Certified concentration	College of Natural Science	Minor change	Fall 2015
Chemistry, Non-ACS Certified concentration	College of Natural Sciences	Minor change	Fall 2015
Computer Science	College of Natural Sciences	Minor change	Fall 2015
Engineering Science, Engineering Physics concentration	College of Engineering	No change	Fall 2015
Engineering Science, International Engineering and International Studies concentration	College of Engineering	No change	Fall 2015
Engineering Science, Space Engineering concentration	College of Engineering	No change	Fall 2015
Engineering Science, Teacher Education concentration	College of Engineering	No change	Fall 2015
Mathematics, Actuarial Science concentration	College of Natural Sciences	Minor change	Fall 2015
Mathematics, Applied Mathematics concentration	College of Natural Sciences	Minor change	Fall 2015
Mathematics, Computational Mathematics concentration	College of Natural Sciences	Minor change	Fall 2015
Natural Sciences, Biology Education concentration	College of Natural Sciences	Minor change	Fall 2015
Natural Sciences, Chemistry Education concentration	College of Natural Sciences	Major change	Fall 2015

University Curriculum Committee  
 March 27, 2015  
 Page 11

Natural Sciences, Geology Education concentration	College of Natural Sciences	Major change	Fall 2015
Natural Sciences, Physics Education concentration	College of Natural Sciences	Minor change	Fall 2015
Natural Sciences, Physical Science concentration	College of Natural Sciences	Major change	Fall 2015
Physics, Physics concentration	College of Natural Sciences	Minor change	Fall 2015
Statistics	College of Natural Sciences	Minor change	Fall 2015

### Request to Offer Travel Course

A request by the Department of Ethnic Studies to offer ETST 182, Cuba Travel Abroad, was approved for its first offering, effective Spring Semester 2016.

The meeting adjourned at 3:40 p.m.

(FC) 4/3/15

Carole Makela, Chair  
 Tom Hoehn, Secretary

## University Curriculum Committee March 27, 2015 *CONSENT AGENDA*

### Minor Change to Courses

PRESENT LISTING			REQUESTED CHANGE	EFFECTIVE DATE
HES	456	Advanced Wellness Programming. Prerequisite: HES 356 or concurrent registration; HES 386B or concurrent registration.	Prerequisite: HES 356 or concurrent registration; HES 403.	Fall 2015
HIST	410	Colonial Latin America. Prerequisite: HIST 101 or HIST 171; completion of 45 credits.	Prerequisite: 3 credits of HIST; completion of 45 credits.	Fall 2015
HIST	411	Latin America Since Independence. Prerequisite: HIST 101 or HIST 151 or HIST 171; completion of 45 credits.	Prerequisite: 3 credits of HIST; completion of 45 credits.	Fall 2015
HIST	412	Mexico.	Prerequisite: 3 credits of HIST;	Fall 2015

A regular meeting of the University Curriculum Committee was held on April 03, 2015, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Tuba Ustuner for Paul Mallette, Patrick Fitzhorn, Mike Hogan, Sally Sutton, Howard Ramsdell, Michelle Wilde, Kathleen Pickering (ex-officio).

Absent: Ed DeLosh, graduate representative Andrew Bondi, undergraduate representative Allie Salz.

Guests: Fionna Bright, Kelley Brundage, Linda Selkirk.

### **Minutes**

The minutes of March 27, 2015 were approved.

### **Experimental Course Report**

The Experimental Course Report was received.

### **Major Completion Maps—No Changes Report**

The Major Completion Maps—No Changes 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 nontraditional, online course

The following curricular requests were approved.

### **New Courses**

### **Effective Date**

**ETST 282 03(1-0-2). Healing Practices in US-Mexico Borderlands.** S. Spring Semester 2016  
Prerequisite: None.

Investigates healing practices and processes within a sociohistorical context of the US-Mexico borderlands.

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

**FSHN 455 02(1-0-1). Food Systems: Impact on Health/Food Security.** F. Fall Semester 2015  
Prerequisite: FSHN 350 or FTEC 447.

Conventional and alternative food systems and their impact on nutrition, health, food security, and the environment.

**°GR 315 03(3-0-0). Quantitative Geographical Methods.** F. Prerequisite: GR 100. Fall Semester 2015

Methods to collect, analyze, display, and model geographic data.

### **Major Change to Courses**

### **Effective Date**

**ERHS 479 01(0-0-1). Environmental Health Practice., change to:** Fall Semester 2015

**ERHS 479 01(0-0-1). Environmental Health Practice.** S. Prerequisite: ERHS

University Curriculum Committee  
 April 3, 2015  
 Page 2

230 or concurrent registration; written consent of instructor. This is a partial-semester course.

Networking, preparation of resume and statement of qualifications for professional internship or employment.

[Approved as an All-University Core Curriculum category 4C course in the Environmental Health major.]

\*F 721 03(3-0-0). Forest Policy, **change to:**

Spring Semester 2016

\*F 721 03(3-0-0). Forest Policy. S. Prerequisite: NR 567.

Policies and institutions affecting management of forest lands in US. (NT-O)

[Approved as an online course.]

## New Curricula

College of Health and Human Sciences  
 Department of Human Development and Family Studies  
 Major in Human Development and Family Studies  
Pre-Health Professions Concentration

Effective Fall 2015

(The entire program is shown.)

Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS foundational course and each course within students' concentration (or any substitutions) used to satisfy Human Development and Family Studies requirements. The minimum scholastic average acceptable for graduation is 2.000 computed only for courses attempted at Colorado State University.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
BZ 101	Humans and Other Animals	3	3A
<b>OR</b>			
LIFE 102	Attributes of Living Systems	4	3A
CO 150 <sup>P</sup>	College Composition	3	1A
HDFS 101	Individual and Family Development	3	3C
HDFS 277	Professional Skills Development I	1	
PSY 100	General Psychology	3	3C
SOC 100	General Sociology	3	3C
	Arts and Humanities <sup>1</sup>	6	3B
	Mathematics <sup>2</sup>	3	1B
	Electives	6	
	<b>TOTAL</b>	<b>31-32</b>	
<b>SOPHOMORE</b>			
HDFS 310 <sup>P</sup>	Infant and Child Development in Context	3	
STAT 201 <sup>P</sup>	General Statistics	3	
<b>OR</b>			
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	<u>Pre-Health Professions Concentration Courses<sup>3</sup></u>	9	
	Biological and Physical Sciences <sup>4</sup>	3-4	3A
	Global and Cultural Awareness <sup>5</sup>	3	3E
	Historical Perspectives <sup>6</sup>	3	3D

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	<u>Electives</u>	<u>6</u>	
	<u>TOTAL</u>	<u>30-31</u>	
<b>JUNIOR</b>			
<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	<u>Writing Arguments</u>	<u>3</u>	<u>2</u>
CO 301C <sup>P</sup>	<u>Writing in the Disciplines—Social Sciences</u>	<u>3</u>	<u>2</u>
JTC 300 <sup>P</sup>	<u>Professional and Technical Communication</u>	<u>3</u>	<u>2</u>
<i>Select two courses from the following:</i>			
HDFS 302 <sup>P</sup>	<u>Marriage and Family Relationships</u>	<u>3</u>	
HDFS 402 <sup>P</sup>	<u>Family Studies</u>	<u>3</u>	
HDFS 403	<u>Families in the Legal Environment</u>	<u>3</u>	
HDFS 311 <sup>P</sup>	<u>Adolescent/Early Adult Development in Context</u>	<u>3</u>	
HDFS 312 <sup>P</sup>	<u>Adult Development—Middle Age and Aging</u>	<u>3</u>	
HDFS 350 <sup>P</sup>	<u>Applied Research Methods</u>	<u>3</u>	
	<u>Pre-Health Professions Concentration Course<sup>3</sup></u>	<u>3</u>	
	<u>Electives</u>	<u>6</u>	
	<u>TOTAL</u>	<u>27</u>	
<b>SENIOR</b>			
HDFS 334 <sup>P</sup>	<u>Parenting Across the Lifespan</u>	<u>3</u>	<u>4A, 4B</u>
HDFS 477 <sup>P</sup>	<u>Professional Skills Development II</u>	<u>1</u>	
HDFS 488C <sup>P</sup>	<u>Field Placement: Pre-Health<sup>7</sup></u>	<u>5-8</u>	
HDFS 492 <sup>P</sup>	<u>Seminar—Program Proposal Development</u>	<u>3</u>	<u>4C</u>
	<u>Pre-Health Professions Concentration Course<sup>3</sup></u>	<u>3</u>	
	<u>Electives<sup>8</sup></u>	<u>12-17</u>	
	<u>TOTAL</u>	<u>30-32</u>	
<b>PROGRAM TOTAL = 120 credits</b>			
<b>Pre-Health Professions Concentration Courses</b>			
AHS 201 <sup>P</sup>	<u>Perspectives in Gerontology</u>	<u>3</u>	
BC 351 <sup>P</sup>	<u>Principles of Biochemistry</u>	<u>4</u>	
BMS 300 <sup>P</sup>	<u>Principles of Human Physiology</u>	<u>4</u>	
BMS 301 <sup>P</sup>	<u>Human Gross Anatomy</u>	<u>5</u>	
BMS 302 <sup>P</sup>	<u>Laboratory in Principles of Physiology</u>	<u>2</u>	
BMS 345 <sup>P</sup>	<u>Functional Neuroanatomy</u>	<u>4</u>	
BMS 360 <sup>P</sup>	<u>Fundamentals of Physiology</u>	<u>4</u>	
BZ 350 <sup>P</sup>	<u>Molecular and General Genetics</u>	<u>4</u>	
CHEM 245 <sup>P</sup>	<u>Fundamentals of Organic Chemistry</u>	<u>4</u>	
CHEM 341 <sup>P</sup>	<u>Modern Organic Chemistry I</u>	<u>3</u>	
CHEM 343 <sup>P</sup>	<u>Modern Organic Chemistry II</u>	<u>3</u>	
CHEM 344 <sup>P</sup>	<u>Modern Organic Chemistry Laboratory</u>	<u>2</u>	
FSHN 150	<u>Survey of Human Nutrition</u>	<u>3</u>	
FSHN 444 <sup>P</sup>	<u>Nutrition and Aging</u>	<u>1</u>	
FSHN 445 <sup>P/</sup>	<u>Early Childhood Health, Safety, and Nutrition</u>	<u>3</u>	
HDFS 445 <sup>P</sup>			
HDFS 286 <sup>P</sup>	<u>Practicum—Professional Skills</u>	<u>4</u>	
HDFS 317 <sup>P</sup>	<u>Special Needs in Early Childhood<sup>9</sup></u>	<u>3</u>	
HDFS 320 <sup>P</sup>	<u>Cognitive and Language Development</u>	<u>3</u>	
HDFS 332 <sup>P</sup>	<u>Death, Dying, and Grief</u>	<u>3</u>	
HDFS 375 <sup>P</sup>	<u>Programming for Children and Families</u>	<u>3</u>	
HDFS 401 <sup>P</sup>	<u>Childhood Socialization</u>	<u>3</u>	
HDFS 404 <sup>P</sup>	<u>Child Life Theory and Practice</u>	<u>2</u>	
HES 444 <sup>P</sup>	<u>Successful Aging: Role of Physical Activity</u>	<u>2</u>	
LIFE 205 <sup>P</sup>	<u>Microbial Biology</u>	<u>3</u>	
LIFE 206 <sup>P</sup>	<u>Microbial Biology Laboratory</u>	<u>2</u>	
MIP 300 <sup>P</sup>	<u>General Microbiology</u>	<u>3</u>	
MIP 302	<u>General Microbiology Laboratory</u>	<u>2</u>	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
OT 110	Introduction to Occupational Therapy	3	
OT 215	Medical Terminology	1	
OT 355	The Disability Experience in Society	2	
PH 121 <sup>P</sup>	General Physics I <sup>10</sup>	5	3A
PH 122 <sup>P</sup>	General Physics II <sup>10</sup>	5	3A
PSY 252	Mind, Brain, and Behavior	3	
PSY 320 <sup>P</sup>	Abnormal Psychology	3	
PSY 454 <sup>P</sup>	Biological Psychology	3	
PSY 460 <sup>P</sup>	Childhood Exceptionality and Psychopathology	3	

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

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

<sup>2</sup> Select from the list of courses in category 1B of the AUCC.

<sup>3</sup> Select from the list of Pre-Health Professions Concentration courses. Of the required total of 15 credits, a minimum of 9 credits must be HDFS courses. A minimum of 12 credits must be upper-division (300- to 400-level).

<sup>4</sup> Select from the list of courses in category 3A of the AUCC. Students must complete a minimum of 7 credits in category 3A and one course must have a laboratory component.

<sup>5</sup> Select from the list of courses in category 3E of the AUCC.

<sup>6</sup> Select from the list of courses in category 3D of the AUCC.

<sup>7</sup> Students with substantial career-relevant experience may petition to replace HDFS 488C with a three-course upper-division (300- to 400-level) cognate defined with and approved by the advisor. The additional 1-4 credits required for the cognate can be double-counted as electives but not as concentration courses.

<sup>8</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).

<sup>9</sup> Offered only online.

<sup>10</sup> AUCC courses may not be used to fulfill both AUCC requirements and Pre-Health Professions Concentration Course requirements.



**Major in Human Development and Family Studies  
 Prevention and Intervention Sciences Concentration**

**Effective Fall 2015**

(The entire program is shown.)

Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS foundational course and each course within students' concentration (or any substitutions) used to satisfy Human Development and Family Studies requirements. The minimum scholastic average acceptable for graduation is 2.000 computed only for courses attempted at Colorado State University.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
BZ 101	Humans and Other Animals	3	3A
<b>OR</b>			
LIFE 102	Attributes of Living Systems	4	3A
CO 150 <sup>P</sup>	College Composition	3	1A
HDFS 101	Individual and Family Development	3	3C
HDFS 277 <sup>P</sup>	Professional Skills Development I	1	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
PSY 100	General Psychology	3	3C
SOC 100	General Sociology	3	3C
	Arts and Humanities <sup>1</sup>	6	3B
	Global and Cultural Awareness <sup>2</sup>	3	3E
	Historical Perspectives <sup>3</sup>	3	3D
	Mathematics <sup>4</sup>	3	1B
	<b>TOTAL</b>	<b>31-32</b>	

**SOPHOMORE**

<i>Select one course from the following:</i>			
HDFS 302 <sup>P</sup>	Marriage and Family Relationships	3	
HDFS 402 <sup>P</sup>	Family Studies	3	
HDFS 403	Families in the Legal Environment	3	
HDFS 310 <sup>P</sup>	Infant and Child Development in Context	3	
HDFS 311 <sup>P</sup>	Adolescent/Early Adult Development in Context	3	
HDFS 312 <sup>P</sup>	Adult Development—Middle Age and Aging	3	
STAT 201 <sup>P</sup>	General Statistics	3	
<b>OR</b>			
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	Prevention and Intervention Science Concentration Courses <sup>5</sup>	9	
	Biological and Physical Sciences <sup>6</sup>	3-4	3A
	Electives	3	
	<b>TOTAL</b>	<b>30-31</b>	

**JUNIOR**

<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301C <sup>P</sup>	Writing in the Disciplines-Social Sciences	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
<i>Select one course not taken previously from the following:</i>			
HDFS 302 <sup>P</sup>	Marriage and Family Relationships	3	
HDFS 402 <sup>P</sup>	Family Studies	3	
HDFS 403	Families in the Legal Environment	3	
HDFS 334 <sup>P</sup>	Parenting Across the Lifespan	3	4A, 4B
HDFS 350 <sup>P</sup>	Applied Research Methods	3	
	Prevention and Intervention Science Concentration Course <sup>5</sup>	3	
	Electives	12	
	<b>TOTAL</b>	<b>27</b>	

**SENIOR**

HDFS 477 <sup>P</sup>	Professional Skills Development II	1	
HDFS 488D <sup>P</sup>	Field Placement: Prevention/Intervention Science <sup>7</sup>	5-8	
HDFS 492 <sup>P</sup>	Seminar—Program Proposal Development	3	4C
	Prevention and Intervention Science Concentration Course <sup>5</sup>	3	
	Electives <sup>8</sup>	15-20	
	<b>TOTAL</b>	<b>30-32</b>	

**PROGRAM TOTAL = 120 credits**

<b>Prevention and Intervention Science Concentration Courses</b>			
AHS 201 <sup>P</sup>	Perspectives in Gerontology	3	
ANTH 340 <sup>P</sup>	Medical Anthropology	3	
ANTH 343 <sup>P</sup>	Applied Medical Anthropology	3	
ANTH 441 <sup>P</sup>	Method in Cultural Anthropology	3	
ANTH 443 <sup>P</sup>	Ethnographic Field Methods	3	
ETST 404	Race Formation in the United States	3	
ETST 405	Ethnicity, Class, and Gender in the U.S.	3	
FACS 320	Finance—Personal and Family	3	
FSHN 444 <sup>P</sup>	Nutrition and Aging	4	
HDFS 286 <sup>P</sup>	Practicum—Professional Skills	4	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
HDFS 317 <sup>P</sup>	Special Needs in Early Childhood <sup>9</sup>	3	
HDFS 320 <sup>P</sup>	Cognitive and Language Development	3	
HDFS 332 <sup>P</sup>	Death, Dying, and Grief	3	
HDFS 351 <sup>P</sup>	Promoting Early Socioemotional Competence <sup>9</sup>	3	
HDFS 375 <sup>P</sup>	Programming for Children and Families	3	
HDFS 401 <sup>P</sup>	Childhood Socialization	3	
HDFS 403 <sup>P</sup>	Families in the Legal Environment <sup>10</sup>	3	
HDFS 470 <sup>P</sup>	Campus Corps: Mentoring At-Risk Youth	3	
HDFS 498A-B	Research	1-3	
HDFS 499	Thesis	1-6	
HES 444 <sup>P</sup>	Successful Aging: Role of Physical Activity	2	
HONR 499 <sup>P</sup>	Senior Honors Thesis	3	
IE 470	Women and Development	3	
IE 471	Children and Youth in Global Context	3	
MU 241	Introduction to Music Therapy	3	
OT 355	The Disability Experience in Society	2	
PHIL 327 <sup>P</sup>	Philosophy of Behavioral Sciences	3	
PHIL 415	Logic and Scientific Method	3	
POLS 460 <sup>P</sup>	Public Policy Process	3	
PSY 228	Psychology of Human Sexuality	3	
PSY 310 <sup>P</sup>	Basic Counseling Skills	3	
PSY 320 <sup>P</sup>	Abnormal Psychology	4	
PSY 327 <sup>P</sup>	Psychology of Women	3	
PSY 370 <sup>P</sup>	Psychological Measurement and Testing	3	
PSY 460 <sup>P</sup>	Childhood Exceptionality and Psychopathology	3	
PSY 492A-F	Seminar	3	
SOC 311 <sup>P</sup>	Methods of Sociological Inquiry	3	
SOWK 371A <sup>P</sup>	Social Work with Selected Populations: Children and Families	3	
SOWK 371B <sup>P</sup>	Social Work with Selected Populations: Juvenile Offenders	3	
SOWK 371C <sup>P</sup>	Social Work with Selected Populations: Adult Offenders	3	
SOWK 371D <sup>P</sup>	Social Work with Selected Populations: Substance Abusers	3	
SOWK 371E <sup>P</sup>	Social Work with Selected Populations: Social Gerontology	3	
STAT 340 <sup>P</sup>	Multiple Regression Analysis	3	
STAT 372 <sup>P</sup>	Data Analysis Tools	3	

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

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

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

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

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

<sup>5</sup> Select from department list of Prevention and Intervention Science Concentration Courses. A minimum of 9 credits must be HDFS courses and a minimum of 12 credits must be upper-division (300- to 400-level).

<sup>6</sup> Select from the list of courses in category 3A of the AUCC.

<sup>7</sup> Students with substantial career-relevant experience may petition to replace HDFS 488D with a three-course upper-division cognate defined with and approved by the advisor. The additional 1-4 credits required for the cognate can be double-counted as electives but not as concentration courses.

<sup>8</sup> Select enough elective credits to bring the program total to 120 credits, of which at least 42 must be upper-division (300- to 400-level).

<sup>9</sup> Offered only online.

<sup>10</sup> If HDFS 403 is selected in the sophomore or junior years to fulfill the selection requirement, it may not double count toward the Prevention and Intervention Science Concentration Course requirement.



## Major Changes to Curricula

Warner College of Natural Resources  
 Department of Fish, Wildlife, and Conservation Biology  
 Major in Fish, Wildlife, and Conservation Biology  
 Conservation Biology Concentration

Effective Fall 2015

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

A minimum grade of C (2.000) is required in all biological, mathematical/statistical, physical science, fish, wildlife, and conservation biology, and natural resource courses used to meet graduation requirements for the fish, wildlife, and conservation biology major. The minimum applies to courses taken as substitutions for meeting these requirements. ~~The minimum scholastic average acceptable for graduation is 2.000, computed only for courses attempted at Colorado State University.~~

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one set of courses from the following:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
<b>OR</b>			
LIFE 102 <sup>P</sup>	Attributes of Living Systems <sup>1</sup>	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms—Animals and Plants <sup>1</sup>	4	
CO 150 <sup>P</sup>	College Composition	3	1A
<i>Select one set of chemistry and physics courses from the following:</i>			
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CHEM 108 <sup>P</sup>	Fundamentals of Chemistry Laboratory	1	3A
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
<b>OR</b>			
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
PH 110	Descriptive Physics	3	3A
PH 111 <sup>P</sup>	Descriptive Physics Laboratory	1	3A
FW 104	Wildlife Ecology and Conservation	3	3A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	4B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	4B
	<u>Arts and Humanities<sup>2</sup></u>	3	3B
TOTAL		31-33	
		30-32	
<b>SOPHOMORE</b>			
<i>Select one course from the following:</i>			
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 346 <sup>P</sup>	Population and Evolutionary Genetics <sup>3</sup>	3	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
SOCR 330 <sup>P</sup>	Principles of Genetics	3	
<i>Select one from the following:</i>			
BZ 223 <sup>P</sup>	Plant Identification	3	
BZ 321 <sup>P</sup>	Aquatic Vascular Plants <sup>†</sup>	3	
BZ 325 <sup>P</sup>	Plant Systematics	4	
BZ 332 <sup>P</sup>	Introductory Phycology	4	
F 311 <sup>P</sup>	Forest Ecology	3	
NR 326 <sup>P</sup>	Forest Vegetation Management	3	
RS 331 <sup>P</sup>	Wildland Plants and Plant Communities <sup>†</sup>	3	
CHEM 245 <sup>P</sup>	Fundamentals of Organic Chemistry	4	
CHEM 246 <sup>P</sup>	Fundamentals of Organic Chemistry Laboratory	1	
FW 260 <sup>P</sup>	Principles of Wildlife Management	3	
HONR 499 <sup>P</sup>	Senior Honors Thesis <sup>42</sup>	3	
<b>OR</b>			
SPCM 200	Public Speaking <sup>42</sup>	3	
LIFE 320 <sup>P</sup>	Ecology	3	
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
NR 220 <sup>P</sup>	Natural Resources Ecology and Measurements	5	
NR 319 <sup>P</sup>	Geospatial Applications in Natural Resources <sup>†</sup>	4	
<b>OR</b>			
NR 322	Introduction to Geographic Information Systems	4	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<b>OR</b>			
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Arts and Humanities <sup>25</sup>	3	3B
	Social and Behavioral Sciences <sup>54</sup>	3	3C
	<b>TOTAL</b>	<u>35-36</u>	
		<u>30-31</u>	
<b>SUMMER</b>			
NR 220 <sup>P</sup>	Natural Resources Ecology and Measurements	5	
	<b>TOTAL</b>	<u>5</u>	
<b>JUNIOR</b>			
<i>Select four credits from the following courses or course pair:</i>			
BSPM 302	Applied and General Entomology	2	
BSPM 303A <sup>P</sup>	Entomology Laboratory--General	2	
<b>OR</b>			
BSPM 445 <sup>P</sup>	Aquatic Insects	4	
<b>OR</b>			
BZ 212 <sup>P</sup>	Animal Biology—Invertebrates	4	
<i>Select two courses or course pair for six to seven credits not taken elsewhere from the following:<sup>56</sup></i>			
BZ 214 <sup>P</sup>	Animal Biology—Vertebrates	4	
BZ 329 <sup>P</sup>	Herpetology	3	
BZ 330 <sup>P</sup>	Mammalogy	3	
BZ 335 <sup>P</sup>	Ornithology	3	
FW 300 <sup>P</sup>	Ichthyology	2	
<b>AND</b>			
FW 301 <sup>P</sup>	Ichthyology Laboratory	1	
<i>Select one course from the following:</i>			
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 346 <sup>P</sup>	Population and Evolutionary Genetics	3	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
SOCR— 330 <sup>P</sup>	Principles of Genetics	3	
<i>Select one Plant Biology Course from the following:</i>			
BZ 223 <sup>P</sup>	Plant Identification	3	
BZ 321 <sup>P</sup>	Aquatic Vascular Plants <sup>43</sup>	3	
BZ 325 <sup>P</sup>	Plant Systematics	4	
BZ 332 <sup>P</sup>	Introductory Phycology	4	
BZ 450 <sup>P</sup>	Plant Ecology	4	
F 310 <sup>P</sup>	Forest and Rangeland Ecogeography	3	
RS 310 <sup>P</sup>			
F 311 <sup>P</sup>	Forest Ecology	3	
NR 326 <sup>P</sup>	Forest Vegetation Management	3	
<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301A-D <sup>P</sup>	Writing in the Disciplines	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
FW 370 <sup>P</sup>	Design of Fish and Wildlife Projects	3	4A, 4B
NR 319 <sup>P</sup>	Geospatial Applications in Natural Resources	4	
<b>OR</b>			
NR 322	Introduction to Geographic Information Systems	4	
NR 320	Natural Resources History and Policy	3	3D
	Arts and Humanities <sup>3</sup>	3	3B
	Global and Cultural Awareness <sup>76</sup>	3	3E
	TOTAL	28-30	
		29-31	
<b>SENIOR</b>			
<i>Select one Aquatic Biology Course or course pair for 3-4 credits not taken elsewhere from the following:</i>			
BSPM 445 <sup>P</sup>	Aquatic Insects	4	
BZ 415 <sup>P</sup>	Marine Biology <sup>3</sup>	4	
BZ 471 <sup>P</sup>	Stream Biology and Ecology	3	
<b>AND</b>			
BZ 472 <sup>P</sup>	Stream Biology and Ecology Laboratory	1	
BZ 474 <sup>P</sup>	Limnology	3	
FW 300 <sup>P</sup>	Ichthyology	2	
<b>AND</b>			
FW 301 <sup>P</sup>	Ichthyology Laboratory	1	
FW 400 <sup>P</sup>	Conservation of Fish in Aquatic Ecosystems	3	
FW 401 <sup>P</sup>	Fishery Sciences	3	
FW 402 <sup>P</sup>	Fish Culture	4	
FW 405 <sup>P</sup>	Fish Physiology	3	
<i>Select one Wildlife Course not taken elsewhere from the following:</i>			
FW 375 <sup>P</sup>	Field Wildlife Studies	3	
FW 455 <sup>P</sup>	Principles of Conservation Biology	3	
FW 465 <sup>P</sup>	Managing Human-Wildlife Conflicts	3	
FW 467 <sup>P</sup>	Wildlife Disease Ecology	3	
FW 469 <sup>P</sup>	Conservation and Management of Large Mammals	3	
FW 471 <sup>P</sup>	Wildlife Data Collection and Analysis	4	
FW 472 <sup>P</sup>	Issues in Animal Conservation and Management	3	
FW 475 <sup>P</sup>	Conservation Decision Making	3	
FW 477 <sup>P</sup>	Wildlife Habitat Use and Management	3	
FW 544 <sup>P</sup>	Ecotoxicology	3	
FW 573 <sup>P</sup>	Travel Abroad: Wildlife Ecology and Conservation	3	
FW ***	Travel Abroad Upper-Division Course <sup>8</sup>	3	
FW 401 <sup>P</sup>	Fishery Science	3	4C

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>OR</b>			
FW 471 <sup>P</sup>	Wildlife Data Collection and Analysis	4	4C
FW 455 <sup>P</sup>	Principles of Conservation Biology	3	
<b>OR</b>			
FW 472 <sup>P</sup>	Issues in Animal Conservation and Management	3	
<i>Select one Ecosystem Course not taken elsewhere from the following:</i>			
F 310 <sup>P/</sup>	Forest and Rangeland Ecogeography	3	
RS 310 <sup>P</sup>			
F 311 <sup>P</sup>	Forest Ecology	3	
F 324 <sup>P</sup>	Fire Effects and Adaptations	3	
F 424 <sup>P</sup>	Wildland Fire Behavior and Management	3	
FW 477 <sup>P</sup>	Wildlife Habitat Use and Management	3	
GR 304 <sup>P/</sup>	Sustainable Watersheds	3	
WR 304 <sup>P</sup>			
NR 300 <sup>P</sup>	Biological Diversity	3	
NR 326 <sup>P</sup>	Forest Vegetation	3	
NR 370 <sup>P</sup>	Coastal Environmental Ecology	3	
NR 440 <sup>P</sup>	Applications in Conservation Planning <sup>3</sup>	3	
NRRT 439 <sup>P</sup>	Open Space and Natural Area Management <sup>3</sup>	3	
RS 478 <sup>P</sup>	Ecological Restoration <sup>3</sup>	3	
WR 416 <sup>P</sup>	Land Use Hydrology <sup>3</sup>	3	
WR 418 <sup>P</sup>	Land Use and Water Quality	3	
<i>Select one-two Human Dimensions Courses not taken elsewhere from the following:</i>			
HIST 355 <sup>P</sup>	American Environmental History <sup>2+</sup>	3	
NR 400 <sup>P</sup>	Public Relations in Natural Resources	3	
NRRT 330	Social Aspects of Natural Resource Management	3	
NRRT 400 <sup>P</sup>	Environmental Governance <sup>3</sup>	3	
NRRT 440 <sup>P</sup>	Applications in Environmental Communication <sup>3</sup>	3	
PHIL 320	Ethics of Sustainability	3	
PHIL 345 <sup>P</sup>	Environmental Ethics	3	
POLS 361 <sup>P</sup>	U.S. Environmental Politics and Policy <sup>+</sup>	3	
SOC 320 <sup>P</sup>	Population—Natural Resources and Environment <sup>+</sup>	3	
SOC 322 <sup>P</sup>	Introduction to Environmental Justice	3	
SOC 460 <sup>P</sup>	Environment and Society	3	
SOC 461 <sup>P</sup>	Water, Society and Environment	3	
NR 300 <sup>P</sup>	Biological Diversity <sup>1,7</sup>	3	
<i>Select one course from the following:</i>			
NR 330 <sup>P</sup>	Human Dimensions in Natural Resources <sup>7</sup>	3	
NR 365	Environmental Education	3	
NR 400 <sup>P</sup>	Public Relations in Natural Resources	3	
NRRT 330	Social Aspects of Natural Resource Management	3	
SOC 320 <sup>P</sup>	Population-Natural Resources and Environment <sup>+</sup>	3	
NR 420 <sup>P</sup>	Integrated Ecosystem Management	4	
	Aquatic ecology elective <sup>8</sup>	3-4	
	Habitat management elective <sup>8</sup>	3	
	Wildlife elective <sup>8</sup>	3-4	
	Other technical elective <sup>8-9</sup>	0-2	
	Technical Elective <sup>9</sup>	3-4	
	Electives <sup>10</sup>	1-2	
	TOTAL	25-28	
		22-27	
<b>PROGRAM TOTAL = 120-121 credits</b>			

<sup>2</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Students taking this biology selection should choose a botany-related course in the department electives options to meet botany/plant course requirements for certain federal positions related to wildlife, fisheries and/or conservation biology.

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

<sup>3</sup> Students may need to obtain a registration override from the appropriate department to take this course.

<sup>4</sup> ~~Students will need to obtain a registration override from the appropriate department to take this course.~~

<sup>2,4</sup> ~~Students in the Honors Track 1 program must take HONR 499.~~

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

<sup>4,5</sup> ~~Select from the list of courses in category 3C of the AUCC in consultation with advisor.~~

<sup>5,6</sup> ~~FW 300 and FW 301 together count as one selection in this choice.~~

<sup>6,7</sup> ~~Select from the list of courses in category 3E of the AUCC.~~

<sup>7</sup> ~~Students may select FW 555 in place of NR 300.~~

<sup>8</sup> ~~Select from department list.~~

<sup>9</sup> ~~Select enough elective credits to bring the program total to a minimum of 120 credits and a maximum of 128 credits, of which at least 42 must be upper-division (300- to 400-level).~~

<sup>8</sup> ~~Restricted to FW subject code, department travel abroad courses, taught by FWCB faculty. No transfer or substitute courses will be accepted.~~

<sup>9</sup> ~~Technical Electives are courses intended to expand a student's depth and breadth in wildlife biology and include any 300- or 400-level regular course with a BC, BMS, BSPM, BZ, CHEM, ESS, F, FW, GES, MATH, MIP, NR, NRRT, PH, RS, SOCR, STAT or WR subject code (excluding courses ending in -80 to -99); SOCR 240; other course with prior approval by department and advisor. Courses may not double-count as Technical Electives and for other requirements in the major.~~

<sup>10</sup> ~~Select enough elective credits to bring the program total to a minimum of 120-121 credits, of which at least 42 must be upper-division (300- to 400-level).~~



**Major in Fish, Wildlife, and Conservation Biology  
 Fisheries and Aquatic Sciences Concentration**

**Effective Fall 2015**

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

A minimum grade of C (2.000) is required in all biological, mathematical/ statistical, physical science, fish, wildlife, and conservation biology, and natural resource courses used to meet graduation requirements for the fish, wildlife, and conservation biology major. The minimum applies to courses taken as substitutions for meeting these requirements. Students choosing the Fisheries and Aquatic Sciences concentration are also required to complete at

least 160 hours of paid or non-paid employment related to fishery and aquatic biology. The minimum scholastic average acceptable for graduation is 2.000, computed only for courses attempted at Colorado State University.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one set of courses from the following:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
<b>OR</b>			
LIFE 102 <sup>P</sup>	Attributes of Living Systems <sup>1</sup>	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms—Animals and Plants <sup>1</sup>	4	
CO 150 <sup>P</sup>	College Composition	3	1A
<i>Select one set of chemistry and physics courses from the following:</i>			
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CHEM 108 <sup>P</sup>	Fundamentals of Chemistry Laboratory	1	3A
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
<b>OR</b>			
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
PH 110	Descriptive Physics	3	3A
PH 111 <sup>P</sup>	Descriptive Physics Laboratory	1	3A
FW 104	Wildlife Ecology and Conservation	3	3A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	4B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	4B
	Arts and Humanities <sup>2</sup>	3	3B
	<b>TOTAL</b>	<u>31-33</u>	
		<u>30-32</u>	
<b>SOPHOMORE</b>			
<i>Select one course from the following:</i>			
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 346 <sup>P</sup>	Population and Evolutionary Genetics <sup>3</sup>	3	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	
SOCR 330 <sup>P</sup>	Principles of Genetics	3	
<i>Select one course from the following:</i>			
BZ 321 <sup>P</sup>	Aquatic Vascular Plants <sup>4</sup>	3	
BZ 332 <sup>P</sup>	Introductory Phycology	4	
F 311 <sup>P</sup>	Forest Ecology	3	
RS 331 <sup>P</sup>	Wildland Plants and Plant Communities <sup>4</sup>	3	
CHEM 245 <sup>P</sup>	Fundamentals of Organic Chemistry	4	
CHEM 246 <sup>P</sup>	Fundamentals of Organic Chemistry Laboratory	1	
FW 204	Introduction to Fishery Biology	3	
FW 260 <sup>P</sup>	Principles of Wildlife Management	3	
<i>Select four credits from the following:</i> <sup>2</sup>			
GEOL 120	Exploring Earth: Physical Geology	3	3A
GEOL 121 <sup>P</sup>	Introductory Geology Laboratory	1	3A
GEOL 122	The Blue Planet: Geology of Our Environment	3	3A
GEOL 124	Geology of Natural Resources	3	3A
GEOL 150	Physical Geology for Scientists and Engineers	4	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
GR 304/ WR 304	Sustainable Watersheds <sup>2</sup>	3	3A
NR 319 <sup>P</sup>	Geospatial Applications in Natural Resources <sup>1</sup>	4	
NR 322	Introduction to Geographic Information Systems	4	
SOCR 240 <sup>P</sup>	Introductory Soil Science	4	
HONR 499 <sup>P</sup>	Senior Honors Thesis <sup>4f</sup>	3	
<b>OR</b>			
SPCM 200	Public Speaking <sup>4g</sup>	3	
LIFE 320 <sup>P</sup>	Ecology	3	
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<b>OR</b>			
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Arts and Humanities <sup>4</sup>	3	3B
	Social and Behavioral Sciences <sup>5,5</sup>	3	3C
	TOTAL	<u>32-34</u> <u>30-32</u>	
<b>SUMMER</b>			
NR 220 <sup>P</sup>	Natural Resources Ecology and Measurements	5	
	TOTAL	5	
<b>JUNIOR</b>			
<i>Select four credits from the following courses and course pair:</i>			
BSPM 302	Applied and General Entomology	2	
BSPM 303A <sup>P</sup>	Entomology Laboratory--General	2	
<b>OR</b>			
BSPM 445 <sup>P</sup>	Aquatic Insects	4	
<b>OR</b>			
BZ 212 <sup>P</sup>	Animal Biology—Invertebrates	4	
<i>Select six to seven credits one course from the following:<sup>6</sup></i>			
BZ 214 <sup>P</sup>	Animal Biology—Vertebrates	4	
BZ 329 <sup>P</sup>	Herpetology	3	
BZ 330 <sup>P</sup>	Mammalogy	3	
BZ 335 <sup>P</sup>	Ornithology	3	
FW 300 <sup>P</sup>	Ichthyology	2	
<b>AND</b>			
FW 301 <sup>P</sup>	Ichthyology Laboratory	1	
<i>Select one course from the following:</i>			
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 346 <sup>P</sup>	Population and Evolutionary Genetics	3	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	
SOCR 330 <sup>P</sup>	Principles of Genetics	3	
<i>Select one Plant Biology Course from the following:</i>			
BZ 223 <sup>P</sup>	Plant Identification	3	
BZ 321 <sup>P</sup>	Aquatic Vascular Plants <sup>43</sup>	3	
BZ 325 <sup>P</sup>	Plant Systematics	4	
BZ 332 <sup>P</sup>	Introductory Phycology	4	
BZ 450 <sup>P</sup>	Plant Ecology	4	
F 310 <sup>P</sup> / RS 310 <sup>P</sup>	Forest and Rangeland Ecogeography	3	
F 311 <sup>P</sup>	Forest Ecology	3	
NR 326 <sup>P</sup>	Forest Vegetation Management	3	
<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
CO 301A-D <sup>P</sup>	Writing in the Disciplines	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
FW 300 <sup>P</sup>	Ichthyology	2	
FW 301 <sup>P</sup>	Ichthyology Laboratory	1	
FW 370 <sup>P</sup>	Design of Fish and Wildlife Projects	3	4A, 4B
<i>Select four credits from the following:</i> <sup>6</sup>			
GEOL 120	Exploring Earth: Physical Geology	3	3A
GEOL 121 <sup>P</sup>	Introductory Geology Laboratory	1	3A
GEOL 122	The Blue Planet: Geology of Our Environment	3	3A
GEOL 124	Geology of Natural Resources	3	3A
GEOL 150	Physical Geology for Scientists and Engineers	4	
GR 304 <sup>P</sup> /	Sustainable Watersheds <sup>6</sup>	3	3A
WR 304 <sup>P</sup>			
NR 319 <sup>P</sup>	Geospatial Applications in Natural Resources	4	
NR 322	Introduction to Geographic Information Systems	4	
SOCR 240 <sup>P</sup>	Introductory Soil Science	4	
NR 320	Natural Resources History and Policy	3	3D
	Arts and Humanities <sup>4</sup>	3	3B
	Global and Cultural Awareness <sup>7,7</sup>	3	3E
	TOTAL	28-30	
		28-31	
<b>SENIOR</b>			
<i>Select one course or course pair not taken elsewhere from the following:</i>			
BZ 471 <sup>P</sup>	Stream Biology and Ecology <sup>†</sup>	3	
BZ 472 <sup>P</sup>	Stream Biology and Ecology Laboratory	1	
<b>OR</b>			
BZ 474 <sup>P</sup>	Limnology <sup>†</sup>	3	
<b>OR</b>			
NR 370 <sup>P</sup>	Coastal Environmental Ecology	3	
<i>Select one Ecosystem Course not taken elsewhere from the following:</i>			
F 310 <sup>P</sup> /	Forest and Rangeland Ecogeography	3	
RS 310 <sup>P</sup>			
F 311 <sup>P</sup>	Forest Ecology <sup>8</sup>	3	
F 324 <sup>P</sup>	Fire Effects and Adaptations	3	
F 424 <sup>P</sup>	Wildland Fire Behavior and Management	3	
FW 477 <sup>P</sup>	Wildlife Habitat Use and Management	3	
GR 304/	Sustainable Watersheds <sup>9</sup>	3	3A
WR 304			
NR 300 <sup>P</sup>	Biological Diversity	3	
NR 326 <sup>P</sup>	Forest Vegetation Management	3	
NR 370 <sup>P</sup>	Coastal Environmental Ecology	3	
NR 420 <sup>P</sup>	Integrated Ecosystem Management	4	
NR 440 <sup>P</sup>	Applications in Conservation Planning <sup>3</sup>	3	
NRRT 439 <sup>P</sup>	Open Space and Natural Area Management <sup>3</sup>	3	
RS 331 <sup>P</sup>	Rangeland Ecogeography <sup>1,8</sup>	3	
RS 478 <sup>P</sup>	Ecological Restoration	3	
WR 416 <sup>P</sup>	Land Use Hydrology	3	
WR 418 <sup>P</sup>	Land Use and Water Quality	3	
<i>Select two courses from the following:</i>			
FW 400 <sup>P</sup>	Conservation of Fish in Aquatic Ecosystems <sup>†</sup>	3	
FW 402 <sup>P</sup>	Fish Culture	4	
FW 405 <sup>P</sup>	Fish Physiology	3	
FW 401 <sup>P</sup>	Fishery Science	3	4C

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<i>Select one <u>Human Dimensions Course</u> not taken elsewhere from the following:</i>			
HIST 355 <sup>P</sup>	<u>American Environmental History<sup>3</sup></u>	3	
NR 330 <sup>P</sup>	<u>Human Dimensions in Natural Resources<sup>4</sup></u>	3	
NR 365	<u>Environmental Education</u>	3	
NR 400 <sup>P</sup>	<u>Public Relations in Natural Resources</u>	3	
NRRT 330	<u>Social Aspects of Natural Resource Management</u>	3	
NRRT 400 <sup>P</sup>	<u>Environmental Governance<sup>3</sup></u>	3	
NRRT 440 <sup>P</sup>	<u>Applications in Environmental Communication<sup>3</sup></u>	3	
PHIL 320	<u>Ethics of Sustainability</u>	3	
PHIL 345 <sup>P</sup>	<u>Environmental Ethics</u>	3	
POLS 361 <sup>P</sup>	<u>U.S. Environmental Politics and Policy</u>	3	
SOC 320 <sup>P</sup>	<u>Population-Natural Resources and Environment<sup>4</sup></u>	3	
SOC 322 <sup>P</sup>	<u>Introduction to Environmental Justice</u>	3	
SOC 460 <sup>P</sup>	<u>Society and Environment</u>	3	
SOC 461 <sup>P</sup>	<u>Water, Society, and Environment</u>	3	
<u>Fishery/Aquatic Electives<sup>5</sup></u>		0-7	
<i>Select from 0 to 5 credits of <u>Fisheries and Aquatic Sciences coursework</u> not taken elsewhere:<sup>8</sup></i>			
BZ 300 <sup>P</sup>	<u>Animal Behavior</u>	3	
BZ 310 <sup>P</sup>	<u>Cell Biology</u>	4	
BZ 401 <sup>P</sup>	<u>Comparative Animal Physiology</u>	3	
BZ 415 <sup>P</sup>	<u>Marine Biology<sup>3</sup></u>	4	
CIVE 413 <sup>P</sup>	<u>Environmental River Mechanics</u>	3	
FW 375 <sup>P</sup>	<u>Field Wildlife Studies</u>	3	
FW 455 <sup>P</sup>	<u>Principles of Conservation Biology</u>	3	
FW 465 <sup>P</sup>	<u>Managing Human-Wildlife Conflicts</u>	3	
FW 467 <sup>P</sup>	<u>Wildlife Disease Ecology</u>	3	
FW 469 <sup>P</sup>	<u>Conservation and Management of Large Mammals</u>	3	
FW 471 <sup>P</sup>	<u>Wildlife Data Collection and Analysis</u>	4	
FW 472 <sup>P</sup>	<u>Issues in Animal Conservation and Management</u>	3	
FW 475 <sup>P</sup>	<u>Conservation Decision Making</u>	3	
FW 477 <sup>P</sup>	<u>Wildlife Habitat Use and Management</u>	3	
FW 544 <sup>P</sup>	<u>Ecotoxicology</u>	3	
FW 573 <sup>P</sup>	<u>Travel Abroad—Wildlife Ecology/Conservation</u>	3	
FW ***	<u>Travel Abroad Course<sup>9</sup></u>	3	
MIP 300 <sup>P</sup>	<u>General Microbiology</u>	3	
NR 300 <sup>P</sup>	<u>Biological Diversity</u>	3	
<u>Arts and Humanities<sup>2</sup></u>		3	3B
TOTAL		21-25	
		22-28	

**PROGRAM TOTAL = 120-121 credits**

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

<sup>1</sup> Students taking this biology selection should choose a botany-related course in the department electives options to meet botany/plant course requirements for certain federal positions related to wildlife, fisheries and/or conservation biology.

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

<sup>3,4</sup> Students will need to obtain a registration override from the appropriate department to take this course.

<sup>4</sup> Students in the Honors Track 1 program must take HONR 499.

<sup>5</sup> Select from the list of courses in category 3C of the AUCC in consultation with advisor.

<sup>2,6</sup> Students selecting WR 304 only need select three credits. Students selecting one of the geosciences lecture courses (GEOL 120, GEOL 122, GEOL 124) also need to take GEOL 121.

<sup>3</sup> Students in the Honors Track 1 program must take HONR 499.

<sup>4</sup> Select from the list of courses in category 3B of the All University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>5</sup> Select from the list of courses in category 3C of the AUCC.

<sup>6</sup> FW 300 and FW 301 together count as one selection in this choice.

<sup>7</sup> Select from the list of courses in category 3E of the AUCC.

<sup>8</sup> Select enough Fisheries and Aquatic Sciences Elective credits to bring the program total to 120-121, of which at least 42 must be upper-division (300- to 400-level).

<sup>8</sup> If course is selected in the sophomore year, another course must be chosen here.

<sup>9</sup> Select from departmental list. Enough elective credits must be selected to bring the program total to 121 credits, of which at least 42 must be upper-division (300- to 400-level).

<sup>9</sup> Restricted to FW subject code, department travel abroad courses, taught by FWCB faculty. No transfer or substitute courses will be accepted.



**Major in Fish, Wildlife, and Conservation Biology  
 Wildlife Biology Concentration**

**Effective Fall 2015**

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

A minimum grade of C (2.000) is required in all biological, mathematical/ statistical, physical science, fish, wildlife, and conservation biology, and natural resource courses used to meet graduation requirements for the Fish, Wildlife, and Conservation Biology major. The minimum applies to courses taken as substitutions for meeting these requirements. ~~The minimum scholastic average acceptable for graduation is 2.000, computed only for courses attempted at Colorado State University.~~

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one set of courses from the following:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
<b>OR</b>			
LIFE 102 <sup>P</sup>	Attributes of Living Systems <sup>1</sup>	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms-Animals and Plants <sup>1</sup>	4	
CO 150 <sup>P</sup>	College Composition	3	1A
<i>Select one set of chemistry and physics courses from the following:</i>			
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CHEM 108 <sup>P</sup>	Fundamentals of Chemistry Laboratory	1	3A
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
<b>OR</b>			
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
PH 110	Descriptive Physics	3	3A
PH 111 <sup>P</sup>	Descriptive Physics Laboratory	1	3A

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FW 104	Wildlife Ecology and Conservation	3	3A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	4B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	4B
	Arts and Humanities <sup>4</sup>	3	3B
	<b>TOTAL</b>	<u>31-33</u>	
		<u>30-32</u>	
<b>SOPHOMORE</b>			
BZ 223 <sup>P</sup>	Plant Identification	3	
CHEM 245 <sup>P</sup>	Fundamentals of Organic Chemistry	4	
CHEM 246 <sup>P</sup>	Fundamentals of Organic Chemistry Laboratory	1	
FW 260 <sup>P</sup>	Principles of Wildlife Management	3	
HONR 499 <sup>P</sup>	Senior Honors Thesis <sup>3f</sup>	3	
<b>OR</b>			
SPCM 200	Public Speaking <sup>3+</sup>	3	
LIFE 320 <sup>P</sup>	Ecology	3	
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
NR 319 <sup>P</sup>	Geospatial Applications in Natural Resources <sup>2</sup>	4	
<b>OR</b>			
NR 322	Introduction to Geographic Information Systems	4	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<b>OR</b>			
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Arts and Humanities <sup>3,4</sup>	3	3B
	Social and Behavioral Sciences <sup>5,4</sup>	3	3C
	<b>TOTAL</b>	<u>30</u>	
<b>SUMMER</b>			
NR 220 <sup>P</sup>	Natural Resources Ecology and Measurements <sup>5</sup>	5	
	<b>TOTAL</b>	<u>5</u>	
<b>JUNIOR</b>			
<i>Select four credits from the following:</i>			
BSPM 302	Applied and General Entomology	2	
BSPM 303A <sup>P</sup>	Entomology Laboratory--General	2	
<b>OR</b>			
BSPM 445 <sup>P</sup>	Aquatic Insects	4	
<b>OR</b>			
BZ 212 <sup>P</sup>	Animal Biology-Invertebrates	4	
<i>Select six to seven credits one course or course pair not taken elsewhere from the following:<sup>6</sup></i>			
BZ 214 <sup>P</sup>	Animal Biology—Vertebrates	4	
BZ 329 <sup>P</sup>	Herpetology	3	
BZ 330 <sup>P</sup>	Mammalogy	3	
BZ 335 <sup>P</sup>	Ornithology	3	
FW 300 <sup>P</sup>	Ichthyology	2	
<b>AND</b>			
FW 301 <sup>P</sup>	Ichthyology Laboratory	1	
<i>Select one course from the following:</i>			
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 346 <sup>P</sup>	Population and Evolutionary Genetics <sup>42</sup>	3	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	
SOCR 330 <sup>P</sup>	Principles of Genetics	3	
BZ 330 <sup>P</sup>	Mammalogy	3	
<b>OR</b>			

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
BZ 335 <sup>P</sup>	Ornithology	3	
<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301A-D <sup>P</sup>	Writing in the Disciplines	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
FW 370 <sup>P</sup>	Design of Fish and Wildlife Projects	3	4A, 4B
NR 319 <sup>P</sup>	Geospatial Applications in Natural Resources	4	
<b>OR</b>			
NR 322	Introduction to Geographic Information Systems	4	
NR 320	Natural Resources History and Policy	3	3D
	Arts and Humanities <sup>3</sup>	3	3B
	Global and Cultural Awareness <sup>7</sup>	3	3E
	TOTAL	28-30	
		29-31	

**SENIOR**

<i>Select one Biology/Botany Course not taken elsewhere from the following:</i>			
<u>Biology Options</u>			
ANEQ 320 <sup>P</sup>	Principles of Animal Nutrition <sup>4</sup>	4	
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 300 <sup>P</sup>	Animal Behavior	3	
BZ 310 <sup>P</sup>	Cell Biology	4	
BZ 346 <sup>P</sup>	Population and Evolutionary Genetics	3	
BZ 401 <sup>P</sup>	Comparative Animal Physiology	3	
BZ 415 <sup>P</sup>	Marine Biology <sup>4</sup>	4	
BZ 471 <sup>P</sup>	Stream Biology and Ecology	3	
BZ 474 <sup>P</sup>	Limnology	3	
FW 400 <sup>P</sup>	Conservation of Fish in Aquatic Ecosystems	3	
MIP 300 <sup>P</sup>	General Microbiology	3	
MIP 315	Human and Animal Disease	3	
NR 367 <sup>P</sup>	Concepts in Vertebrate Nutrition	3	
NR 370 <sup>P</sup>	Coastal Environmental Ecology	3	
<u>Botany Options</u>			
BZ 302 <sup>P</sup>	Poisonous Plants	3	
BZ 321 <sup>P</sup>	Aquatic Vascular Plants	3	
BZ 325 <sup>P</sup>	Plant Systematics	4	
BZ 331 <sup>P</sup>	Developmental Plant Anatomy	4	
BZ 332 <sup>P</sup>	Introductory Phycology	4	
BZ 333 <sup>P</sup>	Introductory Mycology	4	
BZ 440 <sup>P</sup>	Plant Physiology	3	
BZ 450 <sup>P</sup>	Plant Ecology	4	
F 310 <sup>P</sup> /	Forest and Rangeland Ecogeography	3	
RS 310 <sup>P</sup>			
F 311 <sup>P</sup>	Forest Ecology	3	
<i>Select one Ecosystem Course not taken elsewhere from the following:</i>			
F 310 <sup>P</sup> /	Forest and Rangeland Ecogeography	3	
RS 310 <sup>P</sup>			
F 311 <sup>P</sup>	Forest Ecology	3	
F 324 <sup>P</sup>	Fire Effects and Adaptations	3	
F 424 <sup>P</sup>	Wildland Fire Behavior and Management	3	
FW 477 <sup>P</sup>	Wildlife Habitat Use and Management	3	
GR 304 <sup>P</sup> /	Sustainable Watersheds	3	
WR 304 <sup>P</sup>			
NR 300 <sup>P</sup>	Biological Diversity	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
NR 326 <sup>P</sup>	Forest Vegetation Management	3	
NR 370 <sup>P</sup>	Coastal Environmental Ecology	3	
NR 440 <sup>P</sup>	Applications in Conservation Planning <sup>4</sup>	3	
NRRT 439 <sup>P</sup>	Open Space and Natural Area Management <sup>4</sup>	3	
RS 478 <sup>P</sup>	Ecological Restoration <sup>4</sup>	3	
WR 416 <sup>P</sup>	Land Use Hydrology <sup>4</sup>	3	
WR 418 <sup>P</sup>	Land Use and Water Quality	3	
<i>Select one Wildlife Course not taken elsewhere from the following:</i>			
FW 375 <sup>P</sup>	Field Wildlife Studies	3	
FW 455 <sup>P</sup>	Principles of Conservation Biology	3	
FW 465 <sup>P</sup>	Managing Human-Wildlife Conflicts	3	
FW 467 <sup>P</sup>	Wildlife Disease Ecology	3	
FW 469 <sup>P</sup>	Conservation and Management of Large Mammals	3	
FW 471 <sup>P</sup>	Wildlife Data Collection and Analysis	4	
FW 472 <sup>P</sup>	Issues in Animal Conservation and Management	3	
FW 475 <sup>P</sup>	Conservation Decision Making	3	
FW 477 <sup>P</sup>	Wildlife Habitat Use and Management	3	
FW 544 <sup>P</sup>	Ecotoxicology	3	
FW 573 <sup>P</sup>	Travel Abroad: Wildlife Ecology and Conservation	3	
FW ***	Travel Abroad Upper-Division Course <sup>8</sup>	3	
FW 471 <sup>P</sup>	Wildlife Data Collection and Analysis	4	4C
<i>Select one Human Dimensions Course not taken elsewhere from the following:</i>			
HIST 355 <sup>P</sup>	American Environmental History <sup>4</sup>	3	
NR 330 <sup>P</sup>	Human Dimensions in Natural Resources <sup>2</sup>	3	
NR 365	Environmental Education	3	
NR 400 <sup>P</sup>	Public Relations in Natural Resources	3	
NRRT 330	Social Aspects of Natural Resource Management	3	
NRRT 400 <sup>P</sup>	Environmental Governance <sup>4</sup>	3	
NRRT 440 <sup>P</sup>	Applications in Environmental Communication <sup>4</sup>	3	
PHIL 320	Ethics of Sustainability	3	
PHIL 345 <sup>P</sup>	Environmental Ethics	3	
POLS 361 <sup>P</sup>	U.S. Environmental Politics and Policy <sup>†</sup>	3	
SOC 320 <sup>P</sup>	Population-Natural Resources and Environment <sup>2</sup>	3	
SOC 322 <sup>P</sup>	Introduction to Environmental Justice	3	
SOC 460 <sup>P</sup>	Environment and Society	3	
SOC 461 <sup>P</sup>	Water, Society and Environment	3	
	Biological Elective <sup>9</sup>	3-4	
	Ecosystem Management Elective <sup>10</sup>	3-4	
	Wildlife Electives <sup>10</sup>	3-4	
	Other Technical Electives <sup>2,10</sup>	6	
	Elective <sup>10,11</sup>	0-3	
	TOTAL	22-27	
<b>PROGRAM TOTAL = 120-121 credits</b>			

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

<sup>1</sup> Students taking this biology selection should choose a botany-related course in the department electives options to meet botany/plant course requirements for certain federal positions related to wildlife, fisheries and/or conservation biology.

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

<sup>†,3</sup> Students in the Honors Track 1 program must take HONR 499.

<sup>2,4</sup> Students will need to obtain a registration override from the appropriate department to take this course.

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

<sup>4,5</sup> Select from the list of courses in category 3C of the AUCC in consultation with advisor.

<sup>5</sup> ~~NR 220, an four-week, live-in summer course is mandatory for the major.~~

<sup>6,6</sup> ~~FW 300 and FW 301 together count as one selection in this choice.~~

<sup>7</sup> ~~For students in the Wildlife Biology concentration, one course must be BZ 330 or BZ 335.~~

<sup>8,7</sup> Select from the list of courses in category 3E of the AUCC.

<sup>8</sup> Restricted to FW subject code, department travel abroad courses, taught by FWCB faculty. No transfer or substitute courses will be accepted.

<sup>9</sup> ~~Select from departmental list. Students who took LIFE 102 and LIFE 103 should select from the botany courses to ensure a total of 9 botany credits to qualify as a Wildlife Biologist on the Federal Register.~~

<sup>9</sup> Technical Electives are courses intended to expand a student's depth and breadth in wildlife biology and include any 300- or 400-level regular course with a BC, BMS, BSPM, BZ, CHEM, ESS, F, FW, GES, MATH, MIP, NR, NRRT, PH, RS, SOCR, STAT or WR subject code (excluding courses ending in -80 to -99); SOCR 240; other course with prior approval by department and advisor. Courses may not double-count as Technical Electives and for other requirements in the major.

<sup>10</sup> ~~Select from departmental list.~~

<sup>11,10</sup> Select enough elective credits to bring the program total to a minimum of 120-121 credits, of which at least 42 must be upper-division (300- to 400-level).



**Department of Geosciences  
 Minor in Geology**

**Effective Fall 2015**

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

**Course**

**Title**

**Cr**

**Students must complete a minimum of 21 credits for the minor without prerequisites, of which at least 12 credits must be upper division (300- to 400-level).**

**REQUIRED COURSES**

<i>Select four credits from the following:<sup>1</sup></i>		
GEOL 120	Exploring Earth: Physical Geology	3
GEOL 122	The Blue Planet: Geology of Our Environment	3
GEOL 124	Geology of Natural Resources	3
GEOL 121 <sup>P</sup>	Introductory Geology Laboratory	1
GEOL 150	Physical Geology for Scientists and Engineers	4
GEOL 154 <sup>P</sup>	Historical and Analytical Geology	4
TOTAL		8

**SELECTED COURSES**

*Select at least 13 credits from the following. A minimum of 12 credits must be upper division (300-400 level). Select a minimum of 13 credits of GEOL coursework, of which at least 12 credits must be upper-division (300- to 400-level).\**

GEOL ***	Geology Electives	13
GEOL 232 <sup>P*</sup>	Mineralogy	3
GEOL 250 <sup>P*</sup>	The Solid Earth	3
GEOL 332 <sup>P</sup>	Optical Mineralogy	2
GEOL 342 <sup>P</sup>	Paleontology	3
GEOL 344 <sup>P</sup>	Stratigraphy and Sedimentology	4
GEOL 364 <sup>P</sup>	Igneous and Metamorphic Petrology	4

<u>Course</u>	<u>Title</u>	<u>Cr</u>
GEOL—366 <sup>P*</sup>	Sedimentary Petrology and Geochemistry	4
GEOL—372 <sup>P*</sup>	Structural Geology	4
GEOL—376 <sup>P</sup>	Geologic Field Methods	3
GEOL—401 <sup>P</sup>	Geology of the Rocky Mountain Region	1
GEOL—442 <sup>P*</sup>	Applied Geophysics	4
GEOL—446 <sup>P*</sup>	Environmental Geology	3
GEOL—447 <sup>P</sup>	Mineral Deposits	3
GEOL—452 <sup>P*</sup>	Hydrogeology	4
GEOL—454 <sup>P*</sup>	Geomorphology	4
TOTAL		<u>13</u>
<b>PROGRAM TOTAL = 21 credits without prerequisites*</b>		

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

\*Additional course work may be required because of prerequisites.

<sup>1</sup> Students must select one of GEOL 120 or GEOL 122 or GEOL 124, and add GEOL 121 for a total of 4 credits; or select GEOL 150 for 4 credits.



College of Veterinary Medicine and Biomedical Sciences  
 Department of Environmental and Radiological Health Sciences  
 Major in Environmental Health

Effective Fall 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one set from the following:</i>			
LIFE—103 <sup>P</sup>	Biology of Organisms and Plants	4	3A
<b>OR</b>			
LIFE—210 <sup>P</sup>	Introductory Eukaryotic Cell Biology	3	
LIFE—212 <sup>P</sup>	Introductory Cell Biology Laboratory	<u>2</u>	
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
CO 150 <sup>P</sup>	College Composition	3	1A
ERHS 220 <sup>P</sup>	Environmental Health	<u>3</u>	
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
	Arts and Humanities <sup>1</sup>	3	3B
	<u>Electives</u>	<u>3</u>	
TOTAL		<u>29-30</u>	
		<u>28</u>	
<b>SOPHOMORE</b>			
BMS 300 <sup>P</sup>	Principles of Human Physiology	4	
<i>Select one set from the following:</i>			
CHEM 341 <sup>P</sup>	Modern Organic Chemistry I	3	
CHEM 343 <sup>P</sup>	Modern Organic Chemistry II	3	
CHEM 344 <sup>P</sup>	Modern Organic Chemistry Laboratory	2	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>OR</b>			
CHEM 345 <sup>P</sup>	Organic Chemistry I	4	
CHEM 346 <sup>P</sup>	Organic Chemistry II	4	
ERHS 230 <sup>P</sup>	Environmental Health Field Methods	3	
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Social and Behavioral Sciences <sup>2</sup>	3	3C
	<b>TOTAL</b>	<b>31</b>	
<b>JUNIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
CO 300 <sup>P</sup>	Writing Arguments	3	2
<b>OR</b>			
CO 301B <sup>P</sup>	Writing in the Disciplines—Sciences	3	2
ERHS 450 <sup>P</sup>	Introduction to Radiation Biology	3	
ERHS 320 <sup>P</sup>	Environmental Health Water Quality	3	4A
ERHS 332 <sup>P</sup>	Principles of Epidemiology	3	
ERHS 350 <sup>P</sup>	Industrial Hygiene and Air	3	
ERHS 479 <sup>P</sup>	Environmental Health Practice	1	4C
ERHS 492	Environmental Health Seminar	1	
MIP 300 <sup>P</sup>	General Microbiology	3	
MIP 302 <sup>P</sup>	General Microbiology Laboratory	2	
	Advanced Writing <sup>3</sup>	3	2
	Arts and Humanities <sup>1</sup>	3	3B
	<b>TOTAL</b>	<b>28</b>	
<b>SENIOR</b>			
ERHS 410 <sup>P</sup>	Environmental Health Waste Management	3	4B
ERHS 446 <sup>P</sup>	Environmental Toxicology	3	
ERHS 487	Internship-Environmental Health	7-4	4C
	Historical Perspectives <sup>34</sup>	3	3D
	Global and Cultural Awareness <sup>45</sup>	3	3E
	Program Electives <sup>56</sup>	12-13	
		5	
	Electives <sup>6</sup>	12	
	<b>TOTAL</b>	<b>31-32</b>	
		<b>33</b>	

**PROGRAM TOTAL = 120 credits**

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

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

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

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

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

<sup>5-4</sup> Select from the list of courses in category 3E of the AUCC.

<sup>6-5</sup> Must be related to major and approved by an ERHS key adviser.

<sup>6</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



60

University Curriculum Committee  
 April 3, 2015  
 Page 23

### Program Changes to Curricula per the Major Completion Map Project

The following Major Completion Maps (for information only) were received with UCC considering program changes (actions) as noted in the 3<sup>rd</sup> column. Programs with major changes are presented in these minutes, program with minor changes are presented in the consent agenda section, and programs with no changes are identified below.

Major/Concentration	Department or College	UCC Action	Effective Date
Nutrition and Food Science major, Nutritional Sciences concentration	Food Science and Human Nutrition Department	No change	Fall 2015
Mathematics major, Mathematics Education concentration	Mathematics Department	No change	Fall 2015

### Request to Offer Travel Course

A request by the Department of Ethnic Studies to offer ETST 282, Healing Practices in US-Mexico Borderlands., was approved for its first offering, effective Spring Semester 2016.

The meeting adjourned at 3:40 p.m.

(FC) 4/10/15

Carole Makela, Chair  
 Tom Hoehn, Secretary

University Curriculum Committee  
 April 3, 2015  
***CONSENT AGENDA***

### Minor Change to Curricula

College of Health and Human Sciences  
 Department of Food Science and Human Nutrition  
 Major in Nutrition and Food Science  
 Dietetics and Nutrition Management Concentration  
 Accredited Didactic Program Option

Effective Fall 2015

(Only the years with changes are shown, not the entire program. Deletions are in ~~strikeout~~; additions are in underline.)

A regular meeting of the University Curriculum Committee was held on April 10, 2015, at 2:00 p.m.

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

Absent: Graduate representative Andrew Bondi, undergraduate representative Allie Salz.

Guests: Fionna Bright, Kelley Brundage.

### Minutes

The minutes of April 3, 2015 were approved.

### Experimental Course Report

The Experimental Course Report was received.

### Major Completion Maps—No Changes Report

The Major Completion Maps—No Changes Report was received.

### Consent Agenda

The Consent Agenda was approved.

### CURRICULAR REQUESTS

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

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

+Course requires field trips.

NT-O, offered as nontraditional, online course.

### New Courses

### Effective Date

**ECE 543 03(3-0-0). Accelerator Engineering.** S. Prerequisite: ECE 342 with a C or better or PH 351 with a C or better. Spring Semester 2016

Development and uses of accelerators and storage rings. Principles of electric and magnetic fields used to bend, focus and accelerate charged particles. (NT-O)

[Approved as a new face-to-face and new online course.]

**\*ECE 552 03(3-0-0). Pulsed Power and Intense Beams.** S. Prerequisite: ECE 341 with a C or better or ECE 342 with a C or better or PH 351 with a C or better. Spring Semester 2016

Engineering concepts of high-power pulsed electronics and RF systems; how to produce and utilize intense beams. The conversion of electrical power. (NT-O)

[Approved as a new face-to-face and new online course.]

**GR 303 03(3-0-0). Mountain Geography.** F, S. Prerequisite: 3 credits of GR; junior standing. Spring Semester 2016

The physical and human dimensions of mountains. Examples from mountains around the world with case studies from Colorado.

[Approved for All-University Core Curriculum category 4A for the Geography

concentration in the Anthropology major and the pending Geography major.]

**PBHL 530 03(3-0-0). Environmental Public Health and Policy.** F, S. Spring Semester 2016  
 Prerequisite: Graduate standing; Colorado School of Public Health student.  
 Credit not allowed for both ERHS 520 and PBHL 530.

Major concepts, methodologies and issues in the field of environmental public health.

### Major Change to Courses

### Effective Date

° ECE 574 03(3-0-0). Optical Properties in Solids, **change to:**

Spring Semester 2016

° **ECE 574 03(3-0-0). Optical Properties in Solids.** S. Prerequisite: ECE 441 with a C or better.

Light propagation and interaction with materials; linear and non-linear optical properties. (NT-O)

[Approved as an online course.]

GR 410 03(3-0-0). Climate Change: Science, Policy, Implications, **change to:**

Spring Semester 2016

**GR 410 03(3-0-0). Climate Change: Science, Policy, Implications.** S.  
 Prerequisite: 3 credits of GR; junior standing.

Implications and consequences for earth systems including the cryosphere, hydrosphere, and biosphere.

[Approved for All-University Core Curriculum category 4A for the pending Geography major.]

GR 415 03(3-0-0). The Geography of Commodities, **change to:**

Spring Semester 2016

**GR 415 03(3-0-0). The Geography of Commodities.** F, S, SS. Prerequisite: GR 100; junior standing.

Social relations, international trade, and environmental impacts surrounding the production, transportation, exchange and consumption of commodities.

[Approved for All-University Core Curriculum category 4A for the pending Geography major.]

\*GR 430 03(3-0-0). Land Change Science and Remote Sensing, **change to:**

Spring Semester 2016

\***GR 430 03(3-0-0). Land Change Science and Remote Sensing.** S.  
 Prerequisite: GR 100; junior standing.

Local case studies and global cases of land-use/land-cover changes in rural, peri-urban, and urban areas.

[Approved for All-University Core Curriculum category 4A for the pending Geography major.]

+NRRT 431 03(3 0 0). Protected Areas, Working Lands, Livelihoods, **change to:**

Fall Semester 2015

+**NRRT 431 03(3-0-0). Protected Areas, Working Lands, Livelihoods.** S.  
 Prerequisite: LAND 220/LIFE 220; NRRT 231. Required field trips.

University Curriculum Committee  
 April 10, 2015  
 Page 3

Management practices of protected areas and working lands that work at the interface of ecological, human, and economic dimensions.

[Approved for All-University Core Curriculum categories 4B and 4C for the Parks and Protected Area Management concentration in the Natural Resource Recreation and Tourism major.]

NRRT 440 03(3-0-0). Applications in Environmental Communication, **change to:** Fall Semester 2015

**NRRT 440 03(3-0-0). Applications in Environmental Communication.** S. Prerequisite: NRRT 262.

Application of tools and techniques for communicating to audiences about issues related to conservation, environment and sustainability.

[Approved for All-University Core Curriculum categories 4B and 4C for the Environmental Communication concentration in the Natural Resource Recreation and Tourism major.]

PBHL 540 03(3-0-0). One Health in Public Health, **change to:** Spring Semester 2016

**PBHL 540 03(3-0-0). One Health in Public Health.** F. Prerequisite: Bachelor's degree.

One Health history and concepts for public health professionals. (NT-O)

[Approved as an online course.]

PBHL 630 03(3-0-0). Field Methods for Disease Investigation, **change to:** Spring Semester 2016

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

Application of epidemiologic tools to collect, analyze, and interpret data and test results important for disease surveillance and investigation. (NT-O)

[Approved as an online course.]

## New Curricula

College of Health and Human Sciences  
 Department of Design and Merchandising  
Certificate in Evidence-Based Design

Effective Spring 2016  
 CoSRGE 4/2/15

(The entire certificate is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
DM 501	Research and Theory-Design and Merchandising	<u>3</u>
DM 551	Research Methods	<u>3</u>
INTD 578 <sup>p</sup>	Trends/Issues in Interior Design	<u>3</u>
	TOTAL	<u>9</u>
<b>PROGRAM TOTAL = 9 credits*</b>		

64

University Curriculum Committee  
 April 10, 2015  
 Page 4

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

\* Additional coursework may be required due to prerequisites.



### Major Changes to Curricula

Warner College of Natural Resources

Department of Human Dimensions of Natural Resources

Effective Fall 2015

Major in Natural Resource Recreation and Tourism

Parks and Protected Area Management Concentration

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select four credits from the following:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
<b>OR</b>			
BZ 120	Principles of Plant Biology	4	3A
CO 150 <sup>P</sup>	College Composition	3	1A
ECON 202 <sup>P</sup>	Principles of Microeconomics	3	3C
<i>Select one course from the following:</i>			
GEOL 120	Exploring Earth: Physical Geology	3	3A
GEOL 122	The Blue Planet: Geology of Our Environment	3	3A
GEOL 124	Geology of Natural Resources	3	3A
MATH 117 <sup>P</sup>	College Algebra in Context I	1	1B
MATH 118 <sup>P</sup>	College Algebra in Context II	1	1B
MATH 124 <sup>P</sup>	Logarithmic and Exponential Function	1	1B
PSY 100	General Psychology	3	3C
SPCM 200	Public Speaking	3	
	Arts and Humanities <sup>1</sup>	6	3B
	Guided Electives <sup>2</sup>	3	
	<b>TOTAL</b>	<u>31</u>	
<b>SOPHOMORE</b>			
FW 104	<u>Wildlife Ecology and Conservation</u>	<u>3</u>	<u>3A</u>
<del>FW 200<sup>P</sup></del>	<del>Wildlife Conservation</del>	<del>3</del>	
LAND 220 <sup>P</sup> /	Fundamentals of Ecology	3	
LIFE 220 <sup>P</sup>			
<del>NR 220<sup>P</sup></del>	<del>Natural Resources Ecology and Measurements</del>	<del>5</del>	
NRRT 231	Principles-Parks/Protected Area Management	3	
NRRT 262	Principles of Environmental Communications	3	
NRRT 270	Principles of Natural Resource Tourism	3	
STAT 201 <sup>P</sup>	General Statistics	3	
	Global and Cultural Awareness <sup>3</sup>	3	3E
	Guided Electives <sup>2</sup>	5	
	<b>TOTAL</b>	<u>34</u> <del>26</del>	
<b>SUMMER</b>			
NRRT 220 <sup>P</sup>	<u>Natural Resources Ecology and Measurements</u>	<u>5</u>	

65

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<u>TOTAL</u>		<u>5</u>	
<b>JUNIOR</b>			
<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301A <sup>P</sup>	Writing in the Disciplines-Arts and Humanities	3	2
CO 301B <sup>P</sup>	Writing in the Disciplines-Science	3	2
CO 301C <sup>P</sup>	Writing in the Disciplines-Social Sciences	3	2
CO 301D <sup>P</sup>	Writing in the Disciplines-Education	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
NR 300 <sup>P</sup>	Biological Diversity	3	
NR 320	Natural Resources History and Policy	3	3D
NR 387	Internship I	1	
NRRT 330	Social Aspects of Natural Resource Management	3	4A
NRRT 331 <sup>P</sup>	Management of Parks and Protected Areas	3	4B
NRRT 376 <sup>P</sup>	Human Dimensions Research and Analysis	3	
PHIL 330/ AGRI 330	Agricultural and Food Systems Ethics	3	
<b>OR</b>			
PHIL 345 <sup>P</sup>	Environmental Ethics	3	
Guided Electives <sup>2</sup>		<u>6-10</u>	
<u>TOTAL</u>		<u>28-29</u>	
<b>SENIOR</b>			
<i>Select one course from the following:</i>			
NR 365	Environmental Education	3	
NRRT 371 <sup>P</sup>	Techniques in Interpretation	3	
NRRT 462 <sup>P</sup>	Environmental Communication-Natural Resources	3	
NR 420 <sup>P</sup>	Integrated Ecosystem Management	4	4C
NR 440	Applications in Conservation Planning	3	
NR 460 <sup>P</sup>	Wilderness Management	3	
<b>OR</b>			
NRRT 439 <sup>P</sup>	Open Space and Natural Area Management	3	
NRRT 431 <sup>P</sup>	Protected Areas, Working Lands, Livelihoods	3	4B, 4C
NRRT 441 <sup>P</sup>	Spatial Analysis of Protected Areas	3	
NRRT 487	Internship	5	
Electives <sup>4</sup>		<u>6-9</u>	
<u>TOTAL</u>		<u>30-29</u>	

**PROGRAM TOTAL = 120 credits**

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

<sup>1</sup> Select two courses 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.

<sup>2</sup> Select from department list of approved courses

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

<sup>4</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level). At least 3 of the elective credits must be upper-division.



**Major in Biological Science**  
**Botany Concentration**

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

To be qualified for graduation, students in the Biological Science major must have a minimum grade of C- in each of their biological, physical science, and mathematical courses used to meet requirements for the major. This applies to courses taken as substitutions for meeting these requirements. The minimum scholastic average acceptable for graduation is 2.000 computed only for courses attempted at Colorado State.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one set from the following:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
<b>OR</b>			
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms-Animals and Plants	4	
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
<del>CHEM 113<sup>P</sup></del>	<del>General Chemistry II</del>	<del>3</del>	
<del>CHEM 114<sup>P</sup></del>	<del>General Chemistry Laboratory II</del>	<del>1</del>	
CO 150 <sup>P</sup>	College Composition	3	1A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
	Advanced Writing <sup>1</sup>	3	2
	Arts and Humanities <sup>1,2</sup>	3	3B
	<u>Historical Perspectives<sup>2</sup></u>	<u>3</u>	<u>3D</u>
	Elective	24	
	TOTAL	<u>32-30</u>	
<b>SOPHOMORE</b>			
CHEM 113 <sup>P</sup>	<u>General Chemistry II</u>	<u>3</u>	
CHEM 114 <sup>P</sup>	<u>General Chemistry Laboratory II</u>	<u>1</u>	
<i>Select two courses from the following:</i>			
ATS 350	Introduction to Weather and Climate	2	
ESS 210/ GR 210	Physical Geography	3	
GEOL 122	The Blue Planet: Geology of Our Environment	3	3A
NR 130	<u>Global Environmental Systems</u>	<u>3</u>	<u>3A</u>
SOCR 240 <sup>P</sup>	Introductory Soil Science	4	
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
<i>Select one set from the following:</i>			
CHEM 245 <sup>P</sup>	Fundamentals of Organic Chemistry	4	
CHEM 246 <sup>P</sup>	Fundamentals of Organic Chemistry Laboratory	1	
<b>OR</b>			
CHEM 341 <sup>P</sup>	<u>Modern Organic Chemistry I</u>	<u>3</u>	
<del>CHEM 345<sup>P</sup></del>	<del>Organic Chemistry I</del>	<del>4</del>	
<del>CHEM 346<sup>P</sup></del>	<del>Organic Chemistry II</del>	<del>4</del>	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>OR</b>			
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Arts and Humanities <sup>2</sup>	3	3B
	Historical Perspectives <sup>3</sup>	3	3D
	Social and Behavioral Sciences <sup>3,4</sup>	3	3C
	Electives	<u>22-6</u>	
	TOTAL	<u>27-32</u>	
		30	
<b>JUNIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
<b>OR</b>			
BC 401 <sup>P</sup>	Comprehensive Biochemistry I	3	
BC 403 <sup>P</sup>	Comprehensive Biochemistry II	3	
BZ 310 <sup>P</sup>	Cell Biology	4	
BZ 325 <sup>P</sup>	Plant Systematics	4	
BZ 331 <sup>P</sup>	Developmental Plant Anatomy	4	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	4A, 4B
BZ 440 <sup>P</sup>	Plant Physiology	3	
BZ 441 <sup>P</sup>	Plant Physiology Laboratory	2	
BZ 450 <sup>P</sup>	Plant Ecology	4	4C
<i>Students should take the following two courses only if CHEM 341 was selected in the sophomore year:</i>			
CHEM 343 <sup>P</sup>	Modern Organic Chemistry II	0-3	
CHEM 344 <sup>P</sup>	Modern Organic Chemistry Laboratory	0-2	
<i>Select one pair from the following:</i>			
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
<b>OR</b>			
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
	Global and Cultural Awareness <sup>5</sup>	3	3E
	Electives	<u>3</u>	
	TOTAL	<u>28</u>	
		<u>27-32</u>	
<b>SENIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
<b>OR</b>			
BC 401 <sup>P</sup>	Comprehensive Biochemistry I	3	
<b>AND</b>			
BC 403 <sup>P</sup>	Comprehensive Biochemistry II	3	
BZ 310 <sup>P</sup>	Cell Biology	4	
BZ 325 <sup>P</sup>	Plant Systematics	4	
BZ 331 <sup>P</sup>	Developmental Plant Anatomy	4	
<i>Select at least two courses from the following:</i>			
BZ 332 <sup>P</sup>	Introductory Phycology	4	
BZ 333 <sup>P</sup>	Introductory Mycology	4	
BZ 338 <sup>P</sup>	Comparative Morphology of Vascular Plants	4	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	4A, 4B
BZ 440 <sup>P</sup>	Plant Physiology	3	
BZ 441 <sup>P</sup>	Plant Physiology Laboratory	2	
BZ 450 <sup>P</sup>	Plant Ecology	4	4C
	Advanced Writing <sup>4</sup>	3	2

68

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	<u>Global and Cultural Awareness</u> <sup>5</sup>	<u>3</u>	<u>3E</u>
	Electives <sup>6</sup>	<u>1-8</u>	
		<u>2-7</u>	
	TOTAL	28-33	
<b>PROGRAM TOTAL = 120 credits</b>			

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

<sup>1</sup> ~~Select from the list of courses in category 2 of the All-University Core Curriculum (AUCC).~~

<sup>2,1</sup> Select from the list of courses in category 3B of the (All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

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

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

<sup>4</sup> Select from the list of courses in category ~~3C~~ 2 of the AUCC.

<sup>5</sup> Select from the list of courses in category 3E of the AUCC.

<sup>6</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



### Program Changes to Curricula per the Major Completion Map Project

The following Major Completion Maps (for information only) were received with UCC considering program changes (actions) as noted in the 3<sup>rd</sup> column. Programs with major changes are presented in these minutes, program with minor changes are presented in the consent agenda section, and programs with no changes are identified below.

<b>Major/Concentration</b>	<b>Department or College</b>	<b>UCC Action</b>	<b>Effective Date</b>
Biological Science major, Botany concentration	Biology Department	Major change	Fall 2015
Electrical Engineering major, Lasers and Optical Engineering concentration	Electrical and Computer Engineering Department	Minor change	Fall 2015
Fermentation Science and Technology major	Food Science and Human Nutrition Department	Minor change	Fall 2015
Languages, Literatures and Cultures, French concentration	Foreign Languages and Literatures Department	No Change	Fall 2015
Languages, Literatures and Cultures, German concentration	Foreign Languages and Literatures Department	No Change	Fall 2015
Languages, Literatures and Cultures, Spanish concentration	Foreign Languages and Literatures Department	No Change	Fall 2015

Natural Resource  
 Recreation and Tourism  
 major, Parks and  
 Protected Area  
 Management  
 concentration

Human Dimensions of  
 Natural Resources  
 Department

Major change

Fall 2015

### **Request to Offer Experimental Course a Third Time**

A request by the Department of Horticulture to offer experimental course LAND 480A1, Landscape Theory and Garden Design, was approved. The third offering will be in Summer Session 2015.

### **Request to Add Graduate Certificates in Evidence-Based Design**

A request by the Department of Design and Merchandising to add the graduate certificate in Evidence-Based Design was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2016.

The meeting adjourned at 3:40 p.m.

(FC) 4/17/15

Carole Makela, Chair  
 Tom Hoehn, Secretary

## University Curriculum Committee April 10, 2015 *CONSENT AGENDA*

### **Minor Change to Courses**

		PRESENT LISTING	REQUESTED CHANGE	EFFECTIVE DATE
F	624	Fire Ecology. Prerequisite: F 424; one course in ECOL.	Prerequisite: One course in ECOL.	Spring 2016
NR	322	Introduction to Geographic Information Systems. F, S.	F.	Spring 2016

### **Minor Change to Curricula**

College of Engineering  
 Department of Electrical and Computer Engineering

A regular meeting of the University Curriculum Committee was held on April 17, 2015, at 2:00 p.m.

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

Absent: Patrick Fitzhorn, undergraduate representative Allie Salz.

Guests: Fionna Bright.

### **Minutes**

The minutes of April 10, 2015 were approved.

### **Experimental Course Report**

The Experimental Course Report was received.

### **Major Completion Maps—No Changes Report**

The Major Completion Maps—No Changes Report was received.

### **Consent Agenda**

The Consent Agenda was approved.

### **CURRICULAR REQUESTS**

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

#### **New Courses**

#### **Effective Date**

**IU 186 Var[1-6]. Practicum—Career Exploration.** SS. Prerequisite: Written consent of instructor. Summer Semester 2015

**PBHL 696 Var[1-6]. Public Health Group Study.** F, S, SS. Prerequisite: Graduate standing. Spring Semester 2016

Group study on current public health issues; topics will vary. (NT-O)

[Approved as a new face-to-face and new online course.]

#### **Major Change to Courses**

#### **Effective Date**

**PBHL 698A-G 02(0-0-2), change to:**

Spring Semester 2016

**PBHL 698 02(0-0-2). Public Health Capstone.** F, S, SS. Prerequisite: Admission to Master of Public Health program.

Capstone project for Master of Public Health students.

**RS 630 03(3-0-0). Ecology of Grasslands and Shrublands, change to:**

Spring Semester 2016

**RS 630 03(3-0-0). Ecology of Grasslands and Shrublands.** S. Prerequisite: NR 565.

Distributions and climatic controls on grassland and shrubland plant communities. (NT-O)

[Approved as an online course.]

## New Curricula

College of Liberal Arts  
 Department of Political Science  
Political Communication Interdisciplinary Minor

Effective Fall 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<b><u>REQUIRED COURSES</u></b>		
POLS 101	American Government and Politics	3
SPCM 420	Political Communication	3
	<b><u>TOTAL</u></b>	<b>6</b>
<b><u>POLITICAL SCIENCE</u></b>		
<i>Select a minimum of 6 credits from the following:<sup>1</sup></i>		
POLS 302 <sup>P</sup>	U.S. Political Parties and Elections	3
POLS 303 <sup>P</sup>	Politics of Organized Interests	3
POLS 304 <sup>P</sup>	Legislative Politics	3
POLS 306 <sup>P</sup>	Executive Politics	3
POLS 361 <sup>P</sup>	U.S. Environmental Politics and Policy	3
POLS 362 <sup>P</sup>	Global Environmental Politics*	3
POLS 413 <sup>P</sup>	U.S. Civil Rights and Liberties	3
POLS 422 <sup>P</sup>	Democratic Theory	3
POLS 443 <sup>P</sup>	Comparative Social Movements*	3
POLS 460 <sup>P</sup>	Public Policy Process	3
POLS 462 <sup>P</sup>	Globalization, Sustainability and Justice*	3
<b><u>COMMUNICATION STUDIES</u></b>		
<i>Select a minimum of 6 credits from the following:<sup>1</sup></i>		
SPCM 349	Freedom of Speech	3
SPCM 357 <sup>P</sup>	Film and Social Change*	3
SPCM 401	Rhetoric in Social Movements	3
SPCM 407 <sup>P</sup>	Public Deliberation*	3
SPCM 408 <sup>P</sup>	Applied Deliberative Techniques	3
SPCM 415 <sup>P</sup>	Rhetoric and Civility	3
SPCM 433 <sup>P</sup>	Communication in Organizations*	3
SPCM 434 <sup>P</sup>	Intercultural Communication	3
SPCM 437	Studies in Persuasion	3
<b><u>PROGRAM TOTAL = a minimum of 21 credits*<sup>1</sup></u></b>		

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

\* Additional coursework may be required due to prerequisites.

<sup>1</sup> Students must complete 6 credits of required courses and a minimum total of 15 credits from the two course selection lists, as shown.

72



## Major Changes to Curricula

College of Agricultural Sciences  
 Department of Horticulture and Landscape Architecture  
 Major in Horticulture  
 Horticultural Therapy Concentration

Effective Fall 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
AGRI 192	Orientation to Agricultural Systems	1	
<b>OR</b>			
AGRI 292 <sup>P</sup>	Transfer Seminar	1	
BZ 120	Principles of Plant Biology	4	3A
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CO 150 <sup>P</sup>	College Composition	3	1A
<u>HDFS 101</u>	<u>Individual and Family Development</u>	<u>3</u>	<u>3C</u>
<b>OR</b>			
<u>HDFS 175/</u>	<u>Developmental Psychology Across the Life Span<sup>1</sup></u>	<u>3</u>	
<u>PSY 175</u>			
HORT 100 <sup>P</sup>	Horticultural Science	4	3A
MATH 117 <sup>P</sup>	College Algebra in Context I	1	1B
MATH 118 <sup>P</sup>	College Algebra in Context II	1	1B
MATH 124 <sup>P</sup>	Logarithmic and Exponential Function	1	1B
PSY 100	General Psychology	3	3C
<del>SOC 100</del>	<del>General Sociology</del>	<del>3</del>	<del>3C</del>
<b>OR</b>			
<del>SOC 105</del>	<del>Social Problems</del>	<del>3</del>	<del>3C</del>
	Arts and Humanities <sup>2+</sup>	3	3B
	Electives	3	
	<b>TOTAL</b>	<b>31</b>	
<b>SOPHOMORE</b>			
HORT 270	Fundamentals of Horticultural Therapy <sup>2</sup>	2	
<del>HORT 221</del>	<del>Landscape Plants</del>	<del>4</del>	
HORT 260 <sup>P</sup>	Plant Propagation	4	
SOCR 240 <sup>P</sup>	Introductory Soil Science	4	
SPCM 200	Public Speaking	3	
	<u>Horticultural Science Courses<sup>3</sup></u>	<u>4</u>	
	<u>Therapy/Human Science Courses<sup>4</sup></u>	<u>6</u>	
	Arts and Humanities <sup>2+</sup>	3	3B
	Global and Cultural Awareness <sup>5,3</sup>	3	3E
	<b>TOTAL</b>	<b>29</b>	
<b>JUNIOR</b>			
<u>Select 3 credits from the following:</u>			
<u>BSPM 302</u>	<u>Applied and General Entomology</u>	<u>2</u>	
<u>BSPM 303B</u>	<u>Entomology Laboratory: Horticultural</u>	<u>1</u>	
<b>OR</b>			
<u>BSPM 361<sup>P</sup></u>	<u>Elements of Plant Pathology</u>	<u>3</u>	
HORT 310	Greenhouse Management	4	4B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
HORT 322	Herbaceous Plants	3	
HORT 421 <sup>P</sup>	Horticultural Therapy Techniques <sup>2</sup>	2	
HORT 423 <sup>P</sup>	Horticultural Therapy Programming <sup>2</sup>	2	
PSY 310 <sup>P</sup>	Basic Counseling Skills	3	
PSY 320 <sup>P</sup>	Abnormal Psychology	3	
	Horticulture/Bioagricultural/Horticultural Science Courses <sup>3,5</sup>	3	
	Therapy/Human Science Courses <sup>4</sup>	6	
	Advanced Writing <sup>6</sup>	3	2
	Electives	2	
	<b>TOTAL</b>	<b>31</b>	
<b>SENIOR</b>			
HORT 377 <sup>P</sup>	Horticultural Methods for Therapy Programs <sup>2</sup>	1	
HORT 454 <sup>P</sup>	Horticulture Crop Production and Management	2	4A, 4C
HORT 425 <sup>P</sup>	Horticultural Therapy Management <sup>2</sup>	3	
HORT 487	Internship	3	
SOWK 300	Research in Applied Professions	3	
	<b>OR</b>		
STAT 311 <sup>P</sup>	Statistics for Behavioral Sciences I	3	
	Historical Perspectives <sup>7</sup>	3	3D
	Horticulture/Bioagricultural/Horticultural Science Courses <sup>3,5</sup>	5	
	Therapy/Human Science Courses <sup>4</sup>	6	
	Electives	3	
	<b>TOTAL</b>	<b>29</b>	

**PROGRAM TOTAL = 120 credits**

**Horticultural Science Courses<sup>3</sup>**

HORT 221	Landscape Plants	4
HORT 322A-B <sup>P</sup>	Herbaceous Plants	3
HORT 310	Greenhouse Management	4
HORT 321 <sup>P</sup>	Nursery Production and Management	4
HORT 331	Landscape Design	2
HORT 344 <sup>P</sup>	Organic Greenhouse Production	1
HORT 401 <sup>P</sup>	Medicinal and Value-Added Uses of Plants	3
HORT 412	Floriculture Crops	4
HORT 450A <sup>P</sup>	Horticulture Crops—Cool Season Veg Prod	1
HORT 450B <sup>P</sup>	Horticulture Crops—Warm Season Veg Prod	1
HORT 450C <sup>P</sup>	Horticulture Crops—Small Fruit Production	1
HORT 450D <sup>P</sup>	Horticulture Crops—Tree Fruit Veg Production	1

**Therapy/Human Science Courses<sup>4</sup>**

AHS 201 <sup>P</sup>	Perspectives in Gerontology	3
HDFS 310 <sup>P</sup>	Infant and Child Development in Context	3
HDFS 311 <sup>P</sup>	Adolescent/Early Adult Development in Context	3
HDFS 332 <sup>P</sup>	Death, Dying, and Grief	3
OT 110	Introduction to Occupational Therapy	3
OT 215	Medical Terminology	1
OT 335 <sup>P</sup>	The Disability Experience in Society	2
PSY 315 <sup>P</sup>	Social Psychology	3
PSY 316 <sup>P</sup>	Environmental Psychology	3
PSY 460 <sup>P</sup>	Child Exceptionality and Psychopathology	3
PSY 465 <sup>P</sup>	Adolescent Psychology	3
SOC 342 <sup>P</sup>	Leisure and Society	3
SOC 352 <sup>P</sup>	Criminology	3

<sup>2</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Offered as nontraditional or online course.

<sup>1,2</sup> Select from list of courses in category 3B of the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>2</sup> Offered as nontraditional or online course.

<sup>3</sup> Select from departmental list of Horticulture Science Courses.

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

<sup>4</sup> Select from departmental list of Therapy/Human Science Courses. A total of 12 credits must be upper-division (300- to 400-level).

<sup>5</sup> Select from the list of courses in category 3E of the AUCC.

<sup>5</sup> Select from departmental list of Horticulture/Bioagricultural Science Courses.

<sup>6</sup> Select one course from the list of courses in category 2 of the AUCC.

<sup>7</sup> Select from list of courses in category 3D of the AUCC.



**College of Engineering**  
**Department of Chemical and Biological Engineering**  
**Major in Chemical and Biological Engineering**

**Effective Fall 2015**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CBE 101	Chemical and Biological Engineering I	3	
CBE 102 <sup>P</sup>	Chemical and Biological Engineering II	3	
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
MATH 161 <sup>P</sup>	Calculus for Physical Scientists II	4	1B
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
	Additional Requirements for Graduation <sup>1</sup>	0	
	<b>TOTAL</b>	<b>32</b>	
<b>SOPHOMORE</b>			
CBE 201 <sup>P</sup>	Material and Energy Balances	3	
CBE 210 <sup>P</sup>	Thermodynamic Process Analysis	3	
CHEM 341 <sup>P</sup>	<u>Modern Organic Chemistry I</u>	<u>3</u>	
CHEM 343 <sup>P</sup>	<u>Modern Organic Chemistry II</u>	<u>3</u>	
CHEM 344 <sup>P</sup>	<u>Modern Organic Chemistry Laboratory</u>	<u>2</u>	
<del>CHEM 345<sup>P</sup></del>	<del>Organic Chemistry I</del>	<del>4</del>	
<del>CHEM 346<sup>P</sup></del>	<del>Organic Chemistry II</del>	<del>4</del>	
CO 150 <sup>P</sup>	College Composition	3	1A
MATH 261 <sup>P</sup>	Calculus for Physical Scientists III	4	
MATH 340 <sup>P</sup>	Introduction to Ordinary Differential Equations	4	4A, 4B
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
	Arts and Humanities <sup>2</sup>	3	3B
	Additional Requirements for Graduation <sup>1</sup>	0	
	<b>TOTAL</b>	<b>33</b>	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>JUNIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
CBE 310	Molecular Concepts and Applications	3	
CBE 320 <sup>P</sup>	Chemical and Biological Reactor Design	3	
CBE 330 <sup>P</sup>	Process Simulation	3	
CBE 331 <sup>P</sup>	Momentum Transfer and Mechanical Separations	3	4B
CBE 332 <sup>P</sup>	Heat and Mass Transfer Fundamentals	3	
<del>CBE 333<sup>P</sup></del>	<del>Chemical and Biological Engineering Lab I</del>	<del>2</del>	
CBE 493	Professional Development Seminar	1	
	Bioscience Elective <sup>3</sup>	3	
	Technical Elective <sup>3</sup>	3	
	Advanced Writing <sup>4</sup>	3	2
	Global and Cultural Awareness <sup>5</sup>	3	3E
	Historical Perspectives <sup>6</sup>	3	3D
	Additional Requirements for Graduation <sup>1</sup>	0	
	<b>TOTAL</b>	<u>33-36</u>	
<b>SENIOR</b>			
<del>CBE 333<sup>P</sup></del>	<del>Chemical and Biological Engineering Lab I</del>	<del>2</del>	
CBE 430 <sup>P</sup>	Process Control and Instrumentation	3	
CBE 442 <sup>P</sup>	Separation Processes	4	
CBE 443 <sup>P</sup>	Chemical and Biological Engineering Lab II	2	
CBE 451 <sup>P</sup>	Chemical and Biological Engineering Design I	3	4C
CBE 452 <sup>P</sup>	Chemical and Biological Engineering Design II	3	4A, 4C
<del>CBE 493</del>	<del>Seminar</del>	<del>1</del>	
	Arts and Humanities <sup>2</sup>	3	3B
	Historical Perspectives <sup>6</sup>	3	3D
	Social and Behavioral Sciences <sup>7</sup>	3	3C
	Engineering Elective <sup>3</sup>	3	
	Technical Electives <sup>3</sup>	4	
	Additional Requirements for Graduation <sup>1</sup>	0	
	<b>TOTAL</b>	<u>32-29</u>	

**PROGRAM TOTAL = 130 credits**

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

<sup>1</sup> Students are required to participate in the Professional Learning Institute (PLI) program as a requirement for graduation. The program consists of eleven PLI workshops distributed by focus areas as follows: Global and Cultural Diversity (2 workshops), Innovation (2 workshops), Leadership (2 workshops), Civic and Public Engagement (2 workshops), and Ethics (3 workshops). Each workshop is between 1-2 hours long and no outside preparation is required to attend any of the workshops. Attendance at the required workshops may be spread over the student's four-year program.

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

<sup>3</sup> Select from departmental list of approved courses.

<sup>4</sup> Select from the list of courses in category 2 of the AUCC.

<sup>5</sup> Select from the list of courses in category 3E of the AUCC.

<sup>6</sup> Select from the list of courses in category 3D of the AUCC.

<sup>7</sup> Select from the list of courses in category 3C of the AUCC.



**College of Liberal Arts**  
**Department of Music, Theatre, and Dance**  
**Major in Dance**

**Effective Fall 2015**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<del>BZ</del> 101	<del>Humans and Other Animals</del>	3	3A
CO 150 <sup>P</sup>	College Composition	3	1A
D 126 <sup>P</sup>	<u>Dance Improvisation</u>	<u>2</u>	
D 226 <sup>P</sup>	<u>Dance Choreography I</u>	<u>2</u>	
D 286 <sup>P</sup>	Practicum	<u>12</u>	
D ***	<u>Dance Repertory</u>	<u>0-2</u>	
D ***	<u>Dance Techniques A and B</u>	<u>10-16</u>	
TH 160	Introduction to Production Design	3	
TH 161 <sup>P</sup>	Technical Theatre: Stagecraft	3	
	Arts and Humanities <sup>1</sup>	<u>63</u>	3B
	<del>Dance Techniques-Ballet<sup>2</sup></del>	6	
	<del>Dance Techniques-Modern<sup>3</sup></del>	4	
	<u>Biological and Physical Sciences<sup>2</sup></u>	<u>3</u>	<u>3A</u>
	<u>Mathematics<sup>3,4</sup></u>	<u>3</u>	<u>1B</u>
	TOTAL	32	
<b>SOPHOMORE</b>			
CO 301A <sup>P</sup>	Writing in the Disciplines: Arts and Humanities	3	<u>2</u>
CHEM 103	Chemistry in Context	3	3A
CHEM 104 <sup>P</sup>	Chemistry in Context Laboratory	1	3A
D 226 <sup>P</sup>	<del>Dance Choreography I</del>	2	
D 286 <sup>P</sup>	Practicum	2	
D 324	<u>Teaching Creative Movement for Children</u>	<u>2</u>	
D 325 <sup>P</sup>	<del>Dance Production</del>	3	
D 326 <sup>P</sup>	<u>Dance Choreography II</u>	<u>3</u>	
D ***	<u>Dance Repertory</u>	<u>0-4</u>	
D ***	<u>Dance Techniques A and B</u>	<u>10-16</u>	
<i>Select one of the following courses:</i>			
TH 163	<u>Costume Construction for the Theatre</u>	<u>3</u>	
TH 262 <sup>P</sup>	<u>Stage Management I</u>	<u>3</u>	
TH 263 <sup>P</sup>	<u>Costume Design I</u>	<u>3</u>	
TH 264 <sup>P</sup>	<u>Lighting Design I</u>	<u>3</u>	
TH 266 <sup>P</sup>	<u>Digital Media for Live Performance</u>	<u>3</u>	
	<del>Dance Techniques-Ballet<sup>2</sup></del>	6	
	<del>Dance Techniques-Modern<sup>3</sup></del>	4	
	<u>Advanced Writing<sup>4</sup></u>	<u>3</u>	<u>2</u>
	<u>Biological and Physical Sciences<sup>2</sup></u>	<u>4</u>	<u>3A</u>
	<u>Historical Perspectives<sup>4</sup></u>	<u>3</u>	<u>3D</u>
	<u>Social and Behavioral Sciences<sup>5</sup></u>	<u>3</u>	<u>3C</u>
	TOTAL	<u>28-32</u>	
		30	
<b>JUNIOR</b>			
BMS 300 <sup>P</sup>	Principles of Human Physiology	4	
D 286 <sup>P</sup>	Practicum	2	
D 324	<u>Teaching Creative Movement for Children</u>	<u>2</u>	
D 326 <sup>P</sup>	<u>Dance Choreography II</u>	<u>3</u>	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
D 427	Dance History I	3	4A
D 486 <sup>P</sup>	Practicum	1	
D ***	Dance Repertory	0-4	
D ***	Dance Techniques A and B	11-16	
D ***	Dance Electives	2	
HES 207	Anatomical Kinesiology	3	
TH 263 <sup>P</sup>	Costume Design I	3	
	Dance Techniques-Ballet <sup>2</sup>	6	
	Dance Techniques-Modern <sup>3</sup>	6	
	Arts and Humanities <sup>1</sup>	3	3B
	Social and Behavioral Sciences <sup>5</sup>	3	3C
	Historical Perspectives <sup>6</sup>	3	3D
	TOTAL	32	
		28-32	
<b>SENIOR</b>			
D 424 <sup>P</sup>	Dance Pedagogy	3	
D 428	Dance History II	3	
D 434 <sup>P</sup>	Modern Technique Pedagogy	3	
D 471 <sup>P</sup>	Dance Concert	3	4B, 4C
D 486 <sup>P</sup>	Practicum	3	
D ***	Dance Repertory	4	
D ***	Dance Electives	6	
<i>Select one of the following courses not taken previously:</i>			
TH 163	Costume Construction for the Theatre	3	
TH 262 <sup>P</sup>	Stage Management I	3	
TH 263 <sup>P</sup>	Costume Design I	3	
TH 264 <sup>P</sup>	Lighting Design I	3	
TH 266 <sup>P</sup>	Digital Media for Live Performance	3	
	Dance Techniques-Ballet <sup>2</sup>	6	
	Dance Techniques-Modern <sup>3</sup>	6	
	Global And Cultural Awareness <sup>76</sup>	3	3E
	TOTAL	27-28	

**PROGRAM TOTAL = 120 credits**

**DANCE TECHNIQUES A AND B—REQUIRED COURSES**

- Students are required to audition for both modern and ballet dance technique courses and will be placed in the appropriate levels of technique courses.
- Students must take a minimum of 42 credits of dance technique, to include:
  - a minimum of six semesters of modern, and
  - a minimum of five semesters of ballet.
- Dance technique courses may be repeated for credit.
- At least one dance technique course must be taken during the last three semesters either as a requirement or as an elective.

*Select from among the following courses with approval of advisor and written consent of instructors:*

Modern

D 121A <sup>P</sup>	Dance Techniques II: Modern	2
D 220A <sup>P</sup>	Dance Techniques III: Modern	2
D 221A <sup>P</sup>	Dance Techniques IV: Modern	2
D 320A <sup>P</sup>	Dance Techniques V: Modern	3
D 321A <sup>P</sup>	Dance Techniques VI: Modern	3

Ballet

D 121B <sup>P</sup>	Dance Techniques II: Ballet	3
D 220B <sup>P</sup>	Dance Techniques III: Ballet	3
D 221B <sup>P</sup>	Dance Techniques IV: Ballet	3

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
D 320B <sup>P</sup>	Dance Techniques V: Ballet	<u>5</u>	
D 321B <sup>P</sup>	Dance Techniques VI: Ballet	<u>5</u>	
<b><u>DANCE REPERTORY COURSES</u></b>			
Students must take a minimum of 6 credits of dance repertory courses and may repeat the courses up to nine times. <i>Select from the following:</i>			
D 330 <sup>P</sup>	Ballet Repertory Ensemble	<u>2</u>	
D 340 <sup>P</sup>	Tour Dance Company	<u>2</u>	
<b><u>DANCE ELECTIVES</u></b>			
Students must take a minimum of 8 credits of dance elective courses, after having completed the dance technique required courses and the dance repertory courses. <i>Select from the following:</i>			
D 330 <sup>P</sup>	Ballet Repertory Ensemble	<u>2</u>	
D 340 <sup>P</sup>	Tour Dance Company	<u>2</u>	
D 420A <sup>P</sup>	Dance Techniques VII: Modern	<u>2</u>	
D 420B <sup>P</sup>	Dance Techniques VII: Ballet	<u>2</u>	
D 421A <sup>P</sup>	Dance Techniques VIII: Modern	<u>2</u>	
D 421B <sup>P</sup>	Dance Techniques VIII: Ballet	<u>2</u>	

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

<sup>1</sup> Select two courses 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.

<sup>2</sup> Select two courses for a minimum of 7 credits from the list of courses in category 3A of the AUCC. At least one course must have a laboratory component.

<sup>3</sup> Select 3 credits from the list of courses in category 1B of the AUCC.

<sup>4</sup> Select one course from the list of courses in category 2 of the AUCC.

<sup>2</sup> Select appropriate level course (one each semester).

<sup>2</sup> Select appropriate level course.

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

<sup>5</sup> Select from the list of courses in category 3C in the AUCC.

<sup>6</sup> Select from the list of courses in category 3D in the AUCC.

<sup>6-7</sup> Select from the list of courses in category 3E in the AUCC.



Warner College of Natural Resources  
 Department of Forest and Rangeland Stewardship  
 Major in Rangeland Ecology  
 Conservation and Management Concentration

Effective Fall 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
BZ 120	Principles of Plant Biology	4	3A
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CHEM 108 <sup>P</sup>	Fundamentals of Chemistry Laboratory	1	3A
CO 150 <sup>P</sup>	College Composition	3	1A
<i>Select 3 credits from the following:</i>			
MATH 117 <sup>P</sup>	College Algebra in Context I	<u>1</u>	<u>1B</u>

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
MATH 118 <sup>P</sup>	College Algebra in Context II	1	1B
MATH 125 <sup>P</sup>	Numerical Trigonometry	1	1B
MATH 141 <sup>P</sup>	Calculus in Management Sciences <sup>1</sup>	3	1B
NR 193 <sup>P</sup>	FRS First Year Seminar	1	
	Arts and Humanities <sup>2</sup>	6	3B
	Global and Cultural Awareness <sup>3</sup>	3	3E
	Electives	63	
	TOTAL	3028	
<b>SOPHOMORE</b>			
AREC 202 <sup>P</sup>	Agricultural and Resource Economics	3	3C
<b>OR</b>			
ECON 202 <sup>P</sup>	Principles of Microeconomics	3	3C
BZ 223 <sup>P</sup>	Plant Identification	3	
FW 104	Wildlife Ecology and Conservation	3	
<b>OR</b>			
NR 300 <sup>P</sup>	Biological Diversity	3	
LAND 220 <sup>P</sup> / LIFE 220 <sup>P</sup>	Fundamentals of Ecology	3	3A
<b>OR</b>			
LIFE 320 <sup>P</sup>	Ecology	3	
NRRT 262	Principles of Environmental Communication <sup>1</sup>	3	
<b>OR</b>			
SPCM 200	Public Speaking	3	
RS 300 <sup>P</sup>	Rangeland Conservation and Stewardship	3	
SOCR 240 <sup>P</sup>	Introductory Soil Science	4	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<b>OR</b>			
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Electives	2	
	TOTAL	3027	
<b>SUMMER</b>			
NR 220 <sup>P</sup>	Natural Resources Ecology and Measurements	5	
	TOTAL	5	
<b>JUNIOR</b>			
BSPM 308 <sup>P</sup>	Ecology and Management of Weeds	3	
BZ 440 <sup>P</sup>	Plant Physiology	3	
<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301B <sup>P</sup>	Writing in the Disciplines—Sciences	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
F 310 <sup>P</sup> / RS 310 <sup>P</sup>	Forest and Rangeland Ecogeography	3	
GR 304/ WR 304	Sustainable Watersheds	4	
<b>OR</b>			
SOCR 440	Pedology	3	3A
NR 319 <sup>P</sup>	Geospatial Applications in Natural Resources	4	
<b>OR</b>			
NR 322	Introduction to Geographic Information Systems	4	
NR 320	Natural Resources History and Policy	3	3D
RS 312 <sup>P</sup>	Rangeland Plant Identification Lab	1	
RS 351 <sup>P</sup>	Wildland Ecosystems in a Changing World	3	4A, 4B
RS 432 <sup>P</sup>	Rangeland Measurements and Monitoring	2	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
SOCR 442	Forest and Range Soils	3	
	TOTAL	31-32	
<b>SUMMER</b>			
RS 329 <sup>P</sup>	Rangeland Assessment	1	
	TOTAL	1	
<b>SENIOR</b>			
ANEQ 472 <sup>P</sup>	Sheep Systems	3	
	<b>OR</b>		
ANEQ 478 <sup>P</sup>	Beef Systems	3	
AREC 305 <sup>P</sup>	Agricultural and Resource Enterprise Analysis <sup>5</sup>	3	
	<i>Select one course from the following:</i>		
BZ 353 <sup>P</sup> /	Global Change Ecology, Impacts and Mitigation	3	
NR 353 <sup>P</sup>			
BZ 450 <sup>P</sup>	Plant Ecology	4	
BZ 471 <sup>P</sup>	Stream Biology and Ecology <sup>6</sup>	3	
LAND 444 <sup>P</sup>	Ecology of Landscapes	3	
	<i>Select one course from the following:</i>		
NR 400 <sup>P</sup>	Public Relations in Natural Resources	3	
NRRT 360 <sup>P</sup>	Group Decision Making	3	
NRRT 362 <sup>P</sup>	Environmental Conflict Management	3	
NR 420 <sup>P</sup>	Integrated Ecosystem Management	4	4C
RS 452 <sup>P</sup>	Rangeland Herbivore Ecology and Management	3	4B
RS 478 <sup>P</sup>	Ecological Restoration	3	
	Electives <sup>7,4</sup>	4-6	
	TOTAL	27-28	

**PROGRAM TOTAL = 120 credits**

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

<sup>1</sup> Students planning to take LIFE 320 in the sophomore year should take MATH 141 in the freshman year.

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

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

<sup>4</sup> Students planning to take either NRRT 360 or NRRT 362 in the senior year should choose NRRT 262 in the sophomore year.

<sup>5</sup> Students will need an override from the Department of Agricultural and Resource Economics to take this course.

<sup>6</sup> BZ 471 is offered only in the Fall of odd-numbered years.

<sup>4</sup> ~~Select enough credits to bring the program total to 120 credits.~~

<sup>7</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



**Major in Rangeland Ecology  
 Range and Forest Management Concentration**

**Effective Fall 2015**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
BZ 120	Principles of Plant Biology	4	3A
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CHEM 108 <sup>P</sup>	Fundamentals of Chemistry Laboratory	1	3A
CO 150 <sup>P</sup>	College Composition	3	1A
MATH 141 <sup>P</sup>	Calculus in Management Sciences	3	1B
NR 193 <sup>P</sup>	FRS First Year Seminar	1	
	Arts and Humanities <sup>1</sup>	6	3B
	Global and Cultural Awareness <sup>2</sup>	3	3E
	Electives	3	
	<b>TOTAL</b>	<u>27-28</u>	
<b>SOPHOMORE</b>			
BZ 223 <sup>P</sup>	Plant Identification	3	
F 310 <sup>P</sup> /	Forest and Rangeland Ecogeography	3	
RS 310 <sup>P</sup>			
F 312 <sup>P</sup>	Dendrology Lab	1	
RS 300 <sup>P</sup>	Rangeland Conservation and Stewardship	3	
RS 312 <sup>P</sup>	Rangeland Plant Identification Lab	1	
LIFE 320 <sup>P</sup>	Ecology	3	
AREC 202 <sup>P</sup>	Agricultural and Resource Economics	3	3C
<b>OR</b>			
ECON 202 <sup>P</sup>	Principles of Microeconomics	3	3C
SOCR 240 <sup>P</sup>	Introductory Soil Science	4	
SPCM 200	Public Speaking	3	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<b>OR</b>			
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Electives	3	
	<b>TOTAL</b>	<u>32-27</u>	
<b>SUMMER</b>			
F 230	Forestry Field Measurements	2	
NR 220 <sup>P</sup>	Natural Resources Ecology and Measurements	5	
	<b>TOTAL</b>	<u>7</u>	
<b>JUNIOR</b>			
F 310 <sup>P</sup> /	Forest and Rangeland Ecogeography	3	
RS 310 <sup>P</sup>			
F 311 <sup>P</sup>	Forest Ecology	3	
F 312 <sup>P</sup>	Dendrology Lab	1	
F 321 <sup>P</sup>	Forest Biometry	3	
F 322 <sup>P</sup>	Economics of the Forest Environment	3	
F 325 <sup>P</sup>	Silviculture	3	
GR 304/	Sustainable Watersheds	3	3A
WR 304			
<i>Select one of the following:</i>			
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
CO 301B <sup>P</sup>	Writing in the Disciplines—Science	3	2
CO 300 <sup>P</sup>	Writing Arguments	3	2
NR 319 <sup>P</sup>	Geospatial Applications in Natural Resources	4	
<b>OR</b>			
NR 322	Introduction to Geographic Information Systems	4	
NR 320	Natural Resources History and Policy	3	3D
RS 312 <sup>P</sup>	Rangeland Plant Identification Lab	1	
RS 351 <sup>P</sup>	Wildland Ecosystems in a Changing World	3	4A, 4B

82

University Curriculum Committee  
 April 17, 2015  
 Page 13

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	TOTAL	<u>34-28</u>	
<b>SUMMER</b>			
RS 329 <sup>P</sup>	Rangeland Assessment	<u>1</u>	
	TOTAL	<u>1</u>	
<b>SENIOR</b>			
ANEQ 472 <sup>P</sup>	Sheep Systems	3	
	<b>OR</b>		
ANEQ 478 <sup>P</sup>	Beef Systems	3	
NR 420 <sup>P</sup>	Integrated Ecosystem Management	4	4C
RS 432	Rangeland Measurements and Monitoring	2	
RS 452	Rangeland Herbivore Ecology and Management	3	4B
	<i>Select one from the following:</i>		
BZ 440 <sup>P</sup>	Plant Physiology	3	
F 324 <sup>P</sup>	Fire Effects and Adaptations	3	
SOCR 440	Pedology	4	
SOCR 442	Forest and Range Soils	3	
SOCR 478 <sup>P</sup>	Environmental Soil Science	3	
	<i>Select one from the following:</i>		
BSPM 308 <sup>P</sup>	Ecology and Management of Weeds	3	
BSPM 365 <sup>P</sup>	Integrated Tree Health Management	4	
F 330 <sup>P</sup>	Timber harvesting and the Environment	3	
F 421 <sup>P</sup>	Forest Stand Management	4	
F 422 <sup>P</sup>	Quantitative Methods in Forest Management	3	
F 424 <sup>P</sup>	Wildland Fire Behavior and Management	3	
RS 478 <sup>P</sup>	Restoration Ecology	3	
	Electives <sup>3</sup>	4-6	
		<u>6-8</u>	
	TOTAL	<u>27-29</u>	
<b>PROGRAM TOTAL = 120 credits</b>			

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

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

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

<sup>3</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



College of Natural Sciences  
 Department of Biology  
 Major in Biological Science  
 Biological Science Concentration

Effective Fall 2015

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

To be qualified for graduation, students in the Biological Science major must have a minimum grade of C- in each of their biological, physical science, and mathematical courses used to meet requirements for the major. This applies to courses taken as substitutions for meeting these requirements. The minimum scholastic average acceptable for graduation is 2.000 computed only for courses attempted at Colorado State.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one set of courses from the following:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
<b>OR</b>			
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms—Animals and Plants	4	
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
CO 150 <sup>P</sup>	College Composition	3	1A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
	Advanced Writing <sup>†</sup>	3	2
	Arts and Humanities <sup>12</sup>	3	3B
	Elective	2-6	
	TOTAL	32-29	
<b>SOPHOMORE</b>			
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 310 <sup>P</sup>	Cell Biology	4	
BZ 311 <sup>P</sup>	Developmental Biology	4	
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
<i>Select one set from the following:</i>			
CHEM 245 <sup>P</sup>	Fundamentals of Organic Chemistry	4	
CHEM 246 <sup>P</sup>	Fundamentals of Organic Chemistry Laboratory	1	
<b>OR</b>			
CHEM 341 <sup>P</sup>	Modern Organic Chemistry I	3	
CHEM 345 <sup>P</sup>	Organic Chemistry I	4	
CHEM 346 <sup>P</sup>	Organic Chemistry II	4	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<b>OR</b>			
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Selected Field <sup>2</sup>	6	
	Arts and Humanities <sup>12</sup>	3	3B
	Global and Cultural Awareness <sup>3</sup>	3	3E
	Historical Perspectives <sup>43</sup>	3	3D
	Social and Behavioral Sciences <sup>54</sup>	3	3C
	Elective	2	
	TOTAL	30-33	
		31-33	
<b>JUNIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
<b>OR</b>			

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
BC 401 <sup>P</sup>	Comprehensive Biochemistry I	3	
BC 403 <sup>P</sup>	Comprehensive Biochemistry II	3	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	4A, 4B
<i>Students should take the following two courses only if CHEM 341 was selected in the sophomore year:</i>			
CHEM 343 <sup>P</sup>	Modern Organic Chemistry II	0-3	
CHEM 344 <sup>P</sup>	Modern Organic Chemistry Laboratory	0-2	
<i>Select one pair from the following:</i>			
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
<b>OR</b>			
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
Selected field <sup>25</sup>		63	
Additional fields <sup>6</sup>		3	
Advanced Writing <sup>6</sup>		3	2
Elective		6-0-4	
TOTAL		29	
		28-31	
<b>SENIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
<b>OR</b>			
BC 401 <sup>P</sup>	Comprehensive Biochemistry I	3	
<b>AND</b>			
BC 403 <sup>P</sup>	Comprehensive Biochemistry II	3	
BZ 310 <sup>P</sup>	Cell Biology	4	
BZ 311 <sup>P</sup>	Developmental Biology	4	
BZ 450 <sup>P</sup>	Plant Ecology	3	4C
<b>OR</b>			
LIFE 320 <sup>P</sup>	Ecology	4	4C
Global and Cultural Awareness <sup>7</sup>		3	3E
Selected field <sup>25</sup>		63	
Additional fields <sup>76</sup>		36	
Electives <sup>8</sup>		10-2-17	
TOTAL		29-32	
		23-38	

**PROGRAM TOTAL = 120-126 credits**

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

<sup>1</sup> Select from the list of courses in category 2 of the All-University Core Curriculum (AUCC).

<sup>2-1</sup> Select from the list of courses in category 3B of the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>2</sup> The Biology Department maintains a list of current selected fields. Twelve credits must be taken from one field.

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

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

<sup>4-5</sup> Select from the list of courses in category 3C of the AUCC.

<sup>5</sup> The Biology Department maintains a list of current selected fields. Twelve credits must be taken from one field.

<sup>6</sup> Select from the list of courses in category 2 of the AUCC.

<sup>6-7</sup> A minimum of one course must be selected from each of two additional fields (cannot use courses that were used to fulfill selected field). Courses from additional fields must be at least three credits.

<sup>7</sup> Select from the list of courses in category 3E of the AUCC.

<sup>8</sup> Select enough elective credits to bring the program total to a minimum of 120-126 credits, of which at least 42 must be upper-division (300- to 400-level).



## Major in Zoology

Effective Fall 2015

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

To be qualified for graduation, students in the Zoology major must have a minimum grade of C- in each of their biological, physical science, and mathematical courses used to meet requirements for the major. This applies to courses taken as substitutions for meeting these requirements. The minimum scholastic average acceptable for graduation is 2.000 computed only for courses attempted at Colorado State.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one set from the following:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 <sup>P</sup>	Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
<b>OR</b>			
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms—Animals and Plants	4	
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
<del>CHEM 113<sup>P</sup></del>	<del>General Chemistry II</del>	<del>3</del>	
<del>CHEM 114<sup>P</sup></del>	<del>General Chemistry Laboratory II</del>	<del>1</del>	
CO 150 <sup>P</sup>	College Composition	3	1A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
<b>OR</b>			
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
	<del>Advanced Writing<sup>†</sup></del>	<del>3</del>	<del>2</del>
	<u>Arts and Humanities<sup>1</sup></u>	<u>3</u>	<u>3B</u>
	<u>Social and Behavioral Sciences<sup>2</sup></u>	<u>3</u>	<u>3C</u>
	<u>Electives</u>	<u>5</u>	
	TOTAL	<u>30-31</u>	
<b>SOPHOMORE</b>			
BZ 212 <sup>P</sup>	Animal Biology-Invertebrates	4	
BZ 214 <sup>P</sup>	Animal Biology-Vertebrates	4	
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
CHEM 113 <sup>P</sup>	<u>General Chemistry II</u>	<u>3</u>	
CHEM 114 <sup>P</sup>	<u>General Chemistry Laboratory II</u>	<u>1</u>	
<i>Select one set from the following:</i>			
CHEM 245 <sup>P</sup>	Fundamentals of Organic Chemistry	4	
CHEM 246 <sup>P</sup>	Fundamentals of Organic Chemistry Laboratory	1	
<b>OR</b>			
CHEM 341 <sup>P</sup>	<u>Modern Organic Chemistry</u>	<u>3</u>	
<del>CHEM 345<sup>P</sup></del>	<del>Organic Chemistry I</del>	<del>4</del>	
<del>CHEM 346<sup>P</sup></del>	<del>Organic Chemistry II</del>	<del>4</del>	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
<b>OR</b>			

86

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Arts and Humanities <sup>1*</sup>	<del>6-3</del>	3B
	Global and Cultural Awareness <sup>34</sup>	3	3E
	Historical Perspectives <sup>45</sup>	3	3D
	TOTAL	<u>31-34</u>	
		<u>30-32</u>	
<b>JUNIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
	<b>OR</b>		
BC 401 <sup>P</sup>	Comprehensive Biochemistry I	3	
BC 403 <sup>P</sup>	Comprehensive Biochemistry II	3	
BZ 310 <sup>P</sup>	Cell Biology	4	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	4A, 4B
<i>Students should take the following two courses only if CHEM 341 was selected in the sophomore year:</i>			
CHEM 343 <sup>P</sup>	Modern Organic Chemistry II	0-3	
CHEM 344 <sup>P</sup>	Modern Organic Chemistry Laboratory	0-2	
<i>Select one pair from the following:</i>			
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
	<b>OR</b>		
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
	Upper-Division Zoology Courses <sup>36</sup>	6	
	Electives	<u>2-5</u>	
	TOTAL	<u>29-36</u>	
<b>SENIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
	<b>OR</b>		
BC 401 <sup>P</sup>	Comprehensive Biochemistry I	3	
	<b>AND</b>		
BC 403 <sup>P</sup>	Comprehensive Biochemistry II	3	
BZ 310 <sup>P</sup>	Cell Biology	4	
LIFE 320 <sup>P</sup>	Ecology	3	4C
	Upper-Division Zoology Courses <sup>36</sup>	9	
	Advanced Writing <sup>6</sup>	3	2
	Electives <sup>7</sup>	<u>9-14</u>	
	TOTAL	<u>27-30</u>	
		<u>21-30</u>	

**PROGRAM TOTAL = 120 credits**

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

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

<sup>1\*</sup> Select from list of courses in category 2 of the AUCC.

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

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

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

<sup>5,4</sup> Select from the list of courses in category 3D in the AUCC.

<sup>5</sup> A minimum of 15 upper-division (300- to 400-level) zoology credits must be taken. A list of acceptable courses is available in the Biology Department.

<sup>6</sup> Select from the list of courses in category 2 of the AUCC.

<sup>7</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



### Program Changes to Curricula per the Major Completion Map Project

The following Major Completion Maps (for information only) were received with UCC considering program changes (actions) as noted in the 3<sup>rd</sup> column. Programs with major changes are presented in these minutes, program with minor changes are presented in the consent agenda section, and programs with no changes are identified below.

Major/Concentration	Department or College	UCC Action	Effective Date
Anthropology major, B.A.	Anthropology Department	No change	Fall 2015
Anthropology major, B.A., Archaeology concentration	Anthropology Department	No change	Fall 2015
Anthropology major, B.A., Biological Anthropology concentration	Anthropology Department	No change	Fall 2015
Anthropology major, B.A., Cultural Anthropology concentration	Anthropology Department	No change	Fall 2015
Anthropology major, B.A., Geography concentration	Anthropology Department	No change	Fall 2015
Apparel and Merchandising, B.S., Product Development concentration	Design and Merchandising Department	No change	Fall 2015
Biological Science major, Biological Science concentration	Biology Department	Major change	Fall 2015
Chemical and Biological Engineering major	Chemical and Biological Engineering Department	Major change	Fall 2015
Horticultural major, Horticultural Therapy concentration	Horticulture Department	Major change	Fall 2015
Human Development and	Human Development and	No change	Fall 2015

University Curriculum Committee  
 April 17, 2015  
 Page 19

Family Studies, B.S., Pre-Health Professions concentration	Family Studies Department		
Human Development and Family Studies, B.S., Prevention concentration	Human Development and Family Studies Department	No change	Fall 2015
Interdisciplinary Liberal Arts major, Arts and Humanities Engineering Science concentration	College of Liberal Arts	Minor change	Fall 2015
Interdisciplinary Liberal Arts major, Social Sciences and Engineering Science concentration	College of Liberal Arts	Minor change	Fall 2015
Music, B.M., Music Education concentration, Choral option	Music, Theatre, and Dance Department	No change	Fall 2015
Music, B.M., Performance concentration, Jazz Studies option	Music, Theatre, and Dance Department	No change	Fall 2015
Music, B.M., Performance concentration, Orchestral Instrument option	Music, Theatre, and Dance Department	No change	Fall 2015
Music, B.M., Performance concentration, Organ option	Music, Theatre, and Dance Department	No change	Fall 2015
Music, B.M., Performance concentration, Piano option	Music, Theatre, and Dance Department	No change	Fall 2015
Music, B.M., Performance concentration, Piano Pedagogy option	Music, Theatre, and Dance Department	No change	Fall 2015
Music, B.M., Performance concentration, String Pedagogy option	Music, Theatre, and Dance Department	No change	Fall 2015
Music, B.M., Performance concentration, Voice option	Music, Theatre, and Dance Department	No change	Fall 2015
Political Science, B.A., Environmental Politics and Policy concentration	Political Science Department	No change	Fall 2015

89

University Curriculum Committee  
 April 17, 2015  
 Page 20

Political Science, B.A., Global Politics and Policy concentration	Political Science Department	No change	Fall 2015
Political Science, B.A., U.S. Government, Law, and Policy concentration	Political Science Department	No change	Fall 2015
Rangeland Ecology major, Conservation and Management concentration	Forest and Rangeland Stewardship Department	Major change	Fall 2015
Rangeland Ecology major, Range and Forest Management concentration	Forest and Rangeland Stewardship Department	Major change	Fall 2015
Theatre, B.A., Design and Technology concentration	Music, Theatre, and Dance Department	No change	Fall 2015
Theatre, B.A., Directing concentration	Music, Theatre, and Dance Department	No change	Fall 2015
Theatre, B.A., General Theatre concentration	Music, Theatre, and Dance Department	No change	Fall 2015
Theatre, B.A., Performance concentration	Music, Theatre, and Dance Department	No change	Fall 2015
Theatre, B.A., Playwriting and Dramatic Literature concentration	Music, Theatre, and Dance Department	No change	Fall 2015
Zoology major	Biology Department	Major change	Fall 2015

### **Request to Add an Interdisciplinary Minor in Political Communication**

A request by the Department of Political Science to add an interdisciplinary minor in Political Communication was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

The meeting adjourned at 3:40 p.m.

(FC) 4/20/15

Carole Makela, Chair  
 Tom Hoehn, Secretary

90

Memo

TO: Mary Stromberger, Chair, Faculty Council

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

DATE: April 2, 2015

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 SECTION E: “*GRADUATE STUDY*” - E.1.1 The Advisory System – OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

**E.1.1 THE ADVISORY SYSTEM**

~~In the case of Plan C master’s students, a common departmental faculty committee serves this advisory function. It is not necessary to have a member from outside the department.~~ are required to have an advisor but not a committee.

**Rationale:**

From a 1996 memo and departmental memory, Dean Jaros interpreted the wording for Plan C committees to mean only an advisor was required. The Graduate School has been using this interpretation for nearly 20 years and it has worked flawlessly. At this time it is important to clarify our current process. We see no reason to have a departmental member in addition to the advisor.

Date: April 22, 2015

To: Mary Stromberger, Chair  
Executive Committee/Faculty Council

From: Liba Pejchar, Chair, Committee on Scholastic Standards

Subject: Revisions to the *General Catalog* – Fresh Start Policy

THE COMMITTEE ON SCHOLASTIC STANDARDS MOVES THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE *Fresh Start Policy* OF THE *GENERAL CATALOG* AS FOLLOWS:

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

The following are proposed revisions to the General Catalog – Fresh Start Policy:

#### **Scholastic Standards (Section 1.8)**

##### **ACADEMIC FRESH START**

Former Colorado State undergraduate students may apply for an academic Fresh Start, a policy which allows students to establish a new academic record. A student may be granted a Fresh Start only once.

An academic Fresh Start may be granted ~~only~~ after at least ~~five~~ two years have elapsed since the student's last term of enrollment as an admitted, degree-seeking student, regardless of the number of credits taken. Courses taken through the Division of Continuing Education, as a guest student, or the Colorado State University Summer Session after being dismissed or ceasing enrollment as an admitted degree-seeking student will not count against the ~~two~~ five-year interval required for a Fresh Start.

Eligibility for a fresh start can be achieved in one or both of the following ways:

- a. Be successful in a job or volunteer experience and be able to supply strong letters of recommendation from your employer/supervisor (recommendations must not be from a family member or relative).
- b. Take at least 15 credits of academic courses either at another institution or as a guest student at CSU and earn a 2.50 or higher cumulative GPA

Students applying for a Fresh Start will also need to:

1. Submit a Returning Student Application by the deadline for the appropriate semester.
2. Write a statement of motivation on why you would like to return to CSU and why you think you are now ready to succeed. Analyze your past behavior and provide evidence of change and success since you left CSU.

3. In your statement, include an action plan for academic success that you have researched and considered carefully. Describe specifically how you will utilize campus advising and resources. Review the following website for suggested resources:  
<http://osp.casa.colostate.edu/campus-resources.aspx>

4. Submit all information to the Office of Admissions at [www.admissions.colostate.edu](http://www.admissions.colostate.edu) under Future Students/Returning Students/Undergraduate Intent to Return.

Decisions on applications for a Fresh Start will be made by a committee composed of representatives from Admissions, CASA, and the Committee on Scholastic Standards.

~~Applications for a Fresh Start will be made through the Center for Advising and Student Achievement and should be submitted one semester prior to the academic term in which a student wishes to enroll in the University. Receipt of a Fresh Start does not guarantee admission, but may aid the student in normal admissions procedures.~~

A student granted a Fresh Start and enrolled will have a demarcation on the permanent academic record to delineate the previous record from the new academic record achieved under the Fresh Start policy. Credits for those courses in which a grade of at least C- or S was awarded prior to the Fresh Start may be applied toward graduation requirements under the Fresh Start policy.

Only grades earned after the Fresh Start demarcation will be computed in the new GPA. A Fresh Start may have implications regarding other requirements for graduation, such as upper-division and in-residence requirements. See these sections of the General Catalog for details.

If a student receives a Fresh Start, he or she must successfully complete at least 30 upper-division credits of course-work in residence at CSU after the Fresh Start is granted in order to graduate.

#### Rationale:

Currently, any student, at any level, who had once been admitted to and enrolled in CSU for at least one semester may apply for a Fresh Start if they have been gone from the University (as a resident instruction student) for at least 5 years/10 regular (fall, spring) semesters. The student's past record is treated like transfer credits, i.e. grades of C or above count toward graduation and no past grades count in the new CSU GPA. We propose reducing the period for a Fresh Start to at least 2 years/ 4 regular semesters if the student can demonstrate success in a job/volunteer position or at an academic institution, and if they are able to articulate a convincing plan to ensure future academic success. The committee feels that two years is sufficient to demonstrate renewed commitment to success at CSU. Five years seems unnecessarily long, and the current policy is actively inhibiting prospective students who are eager to resume their education at CSU.

These proposed changes were drafted and reviewed by Alan Lamborn (Vice Provost for Undergraduate Affairs), Robin Brown (Vice President for Enrollment and Access), Gaye Digregorio (Executive Director of CASA) and other CASA staff, as well as the Committee on Scholastic Standards.

April 16, 2015

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: William Hanneman, Chair  
Committee on Responsibilities and Standing of Academic Faculty

SUBJECT: Revisions to the *Academic Faculty and Administrative Professional Manual – I. – ACADEMIC AND LEGAL MATTERS*

THE COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY  
MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION I.  
“ACADEMIC AND LEGAL MATTERS” I.15 *Responsibilities of Being a Student Group  
Advisor* – OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL  
MANUAL* AS FOLLOWS:

ADDITIONS – UNDERLINED – DELETIONS ~~OVERSCORED~~

### **I.15 Responsibilities of Being a Student Group Advisor**

An advisor is selected by a student group and serves upon mutual agreement among the student group, the advisor, and the advisor's administrative head. The role of the advisor is to provide guidance in fiscal matters; assistance in attaining group goals; encouragement of open lines of communication among students, faculty members, and staff; and continuity to the group from year to year. When a faculty member or staff member is confirmed as an advisor to a student group, this role as an advisor will constitute an assigned University duty, which will last at least through the academic year, and may be renewed annually at the discretion of all parties.

#### **Rationale:**

The added language provides clarification of the mutual agreement underpinning the selection and retention of a student group advisor.

April 16, 2015

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: William Hanneman, Chair  
Committee on Responsibilities and Standing of Academic Faculty

SUBJECT: Revisions to the *Academic Faculty and Administrative Professional Manual* – F.  
– *LEAVE POLICIES*

THE COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY  
MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION F.  
“LEAVE POLICIES” F.3.16 *Parental Leave and Catastrophic Circumstances Leave* AND THE  
ADDITION TO THE SECTION F. F.3.17 *Catastrophic Circumstances Leave* – OF THE  
*ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* AS FOLLOWS:

ADDITIONS – UNDERLINED – DELETIONS ~~OVERSCORED~~

**F.3.16 Parental Leave and Catastrophic Circumstances Leave** (~~This leave effective May 23, 2013~~) (~~last revised August 8, 2014~~)

Academic Faculty, Administrative Professionals, Post-Doctoral Fellows, Veterinary Interns and Clinical Psychology Interns with an appointment of at least half-time (50%) or greater who satisfy the eligibility requirements for Short Term Disability (STD) are eligible for Parental Leave (see the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*). An employee who is not in a regular, paid employment status (for example, during a sabbatical or other such absence) or 9-month employees during summer session appointments are not eligible for this leave.

An employee becomes eligible for Parental Leave upon becoming a parent. Parental Leave is not available during the period preceding the birth or placement for adoption, even if absences are due to the expected arrival. Foster care placement is not included; however, foster care as part of adoption is included. Employees may use other types of accrued leave (such as Sick or Annual leave), as applicable, for absences during such periods. Only one Parental Leave benefit per employee is available per birth or adoption. The number of children born or adopted (e.g., twins) does not increase the amount of the Parental Leave benefit. (If both Parents are employees, each is entitled to use his or her Parental Leave benefit for the same event).

Parental Leave consists of 3 work weeks of paid time off, in addition to the employee's accrued Sick and Annual leave (and any STD benefits to which the birth mother is entitled) to be used for

the purpose of caring for and bonding with the child. Parental Leave may be taken anytime within the first year after delivery/placement and it runs concurrently with (is considered part of) Family Medical Leave (FML) for the birth or placement for adoption event. It can be combined with use of Sick and/or Annual leave, as appropriate, to provide income replacement for the FML leave period (up to 12 weeks). This policy is intended to ensure adequate time off for employees with a newborn or newly adopted child, in most circumstances, while providing compensation for at least 9 weeks of the birth mother's 12 week FML period (typically 6 weeks of STD eligibility plus 3 weeks of Parental Leave), or 3 weeks for the non-birth parent. If the employee is eligible for STD, Parental Leave shall not commence until after STD benefits are exhausted. Parental Leave is not intended to be used to fulfill the STD elimination period of 10 continuous working days of absence. Once taken, Parental Leave must be used in a contiguous block (not split into intermittent days off). Prior notice of the intent to take Parental Leave is required at least 30 days in advance (unless such notice is impossible, in which case, as soon as possible). Your supervisor is responsible for timely reporting of Parental Leave in accordance with the Leave Reporting Policy. Illustrative examples of Parental Leave are located in Section 2 of the Human Resources Manual at [www.hrs.colostate.edu](http://www.hrs.colostate.edu).

~~The Catastrophic Circumstances Leave may be applicable in extraordinary circumstances where an employee has exhausted all available sick and annual leave and suffers an unforeseen event, such as a catastrophic natural disaster or casualty that displaces the employee from his or her home. As well, the Catastrophic Circumstances Leave may be applicable in the case of a serious illness of the employee or employee's immediate family member for which no other accrued leave is available, or similar event. A department or unit head may authorize up to two work weeks of paid time off. In the rare case that an employee who is eligible for STD does not have enough leave to cover the STD waiting period, such leave must be granted; all other cases are within the discretion of the department head. Any leave granted under this policy must be designated as FML, as applicable in accordance with federal regulations. This policy is not intended to change or conflict with section F.3.14, Special Leave.~~

Note: The Parental Leave and Catastrophic Circumstances Leave Policy may be reviewed at [policies.colostate.edu](http://policies.colostate.edu).

### **F.3.17 Catastrophic Circumstances Leave**

The Catastrophic Circumstances Leave may be applicable in extraordinary circumstances where an employee has exhausted all available sick and annual leave and suffers an unforeseen event, such as a catastrophic natural disaster or casualty that displaces the employee from his or her home. As well, the Catastrophic Circumstances Leave may be applicable in the case of a serious illness of the employee or employee's immediate family member for which no other accrued leave is available, or similar event. A department or unit head may authorize up to two work weeks of paid time off. In the rare case that an employee who is eligible for STD does not have enough leave to cover the STD waiting period, such leave must be granted; all other cases are within the discretion of the department head.

96

Any leave granted under this policy must be designated as FML, as applicable in accordance with federal regulations. This policy is not intended to change or conflict with section F.3.14, Special Leave.

Rationale:

These changes are based on a recommendation from Robert Schur (Executive Director, Dept. of Policy, Risk & Environmental Programs) to separate Parental Leave from Catastrophic Leave in order to comply with federal guidelines for fringe reimbursement.

April 20, 2015

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: William Hanneman, Chair  
Committee on Responsibilities and Standing of Academic Faculty

SUBJECT: Revisions to the Academic Faculty and Administrative Professional Manual – Appendix I –  
Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence,  
Stalking, and Retaliation

THE COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY MOVE THAT  
FACULTY COUNCIL ADOPT THE REVISIONS TO APPENDIX I – *Discrimination, Harassment, Sexual  
Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation* – OF THE  
ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL AS FOLLOWS:

ADDITIONS – UNDERLINED – DELETIONS OVERSCORED

**APPENDIX 1: DISCRIMINATION, HARASSMENT, SEXUAL HARASSMENT, SEXUAL MISCONDUCT,  
DOMESTIC VIOLENCE, DATING VIOLENCE, STALKING, AND RETALIATION** (*last revised August 8,  
2014*)

**Purpose of Policy**

Colorado State University is committed to providing an environment that respects the dignity and worth of every member of its community. The University strives to create and maintain a work and study environment that is fair, inclusive, and responsible so that each member of the University community is treated with dignity and respect and is rewarded for relevant considerations such as ability and performance. The purpose of this policy is to define the types of conduct that are prohibited by the University as a means of achieving these goals and to prevent harm arising from discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation.

Colorado State University is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our University. Acts of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation will be addressed consistent with this policy.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities. This Policy supersedes all prior University Policies on discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation.

**Application of Policy**

This policy applies to all members of the University community who are subject to the jurisdiction and authority of the University with respect to matters of discrimination, harassment, sexual harassment, sexual misconduct,

domestic violence, dating violence, stalking, and retaliation. This includes, without limitation, students, faculty, employees, affiliates, visitors, and (where provided by law or contract) agents, contractors, subcontractors, and grantees of the University. All University business units, wherever located, are covered by this policy.

### Exemptions

None

### Definitions

As used in this policy, the following terms are to be understood and applied as follows, unless clearly stated otherwise:

**a. Action or conduct**, as used in this policy, also includes inaction or omission where there is a responsibility to act. Action or conduct that occurs off-campus can be subject to this policy if it involves one or more Covered Persons and (a) causes an impact to any person(s) on campus, (b) reasonably relates to the health, safety and security of the campus or any person(s) on campus, or (c) reasonably relates to the Responding Party's fitness or capacity to act in accordance with his or her obligations and/or the policies of the University (e.g., the Student Conduct Code or any policy or code relating to the conduct of an employee).

**b. Consent** to sexual activity is consent that is informed, knowing and voluntary. Consent is active, not passive, and requires cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past.

**c. Covered Persons** are all Colorado State University students, employees (including faculty), visitors, volunteers, affiliates, and (where provided by law or contract) agents, contractors, subcontractors, and grantees.

**d. Dating violence** means violence committed by a person:

1. who is or has been in a social relationship of a romantic or intimate nature with the impacted party; and
2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

- i. the length of the relationship;
- ii. the type of relationship;
- iii. the frequency of interaction between the persons involved in the relationship.

3. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

**e. Discrimination** is conduct that is based upon an individual's race, age, creed, color, religion, national origin, ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy, and that (a) excludes an individual from participation in, (b) denies the individual the benefits of, (c) treats the individual differently from others in, or (d) otherwise adversely affects a term or condition of an individual's employment, education, living environment or University program or activity. It is unlawful discrimination for an employer to refuse to hire, to discharge, to promote or demote, to harass during the course of employment, or to discriminate in matters of compensation, terms, conditions, or privileges of employment against any person otherwise qualified because of any of these factors. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

**f. Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Colorado or other jurisdiction in which this policy applies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**g. Harassment** covered under this policy is conduct that demonstrates hostility towards a person (or a group of persons) based upon that person's race, age, creed, color, religion, national origin, ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy and has the purpose or effect of:

1. Creating an intimidating or hostile environment in which to work, learn, or participate in a University activity, or unreasonably interfering with or affecting any such activities; or
2. Unreasonably affecting a person's educational or work opportunities. Harassment may take various forms, including name-calling, verbal, graphic or written statements (including the use of electronic means), or other conduct that a reasonable person would find physically threatening, harmful, or humiliating. Harassment does not have to involve the intent to cause harm, be directed at a specific target, or involve repeated incidents in order to be prohibited. Sex-based harassment includes sexual harassment, which is further defined below, and non-sexual harassment based on stereotypical notions of what is female/feminine v. male/masculine or a failure to conform to those gender stereotypes.

**h. Impacted Party/Complainant:** The person who reports, or is reported by another person, as having been subject to acts constituting discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation by another.

**i. Responding Party:** The person reported to have been engaging in acts that may constitute a violation of this policy, including discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation in violation of this policy.

**j. Retaliation** is any overt or covert act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment, against any person or group for exercising rights under this policy, including opposing any practices forbidden under this policy, filing a complaint, testifying, assisting, or participating in any manner in an investigation or proceeding under this policy. This includes action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy or participating in the complaint processes under this policy.

**k. Sexual harassment** is harassment that is of an implicitly or overtly sexual nature, or is based on a person's actual or perceived sex, gender, sexual orientation, gender identity, or gender expression. Sexual harassment, including sexual assault, can involve persons of the same or opposite sex, and includes any unwelcome sexual advance, request for sexual favors, or other conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education or participation in a University activity;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for, or a factor in, decisions affecting that individual's employment, education or participation in a University activity; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, offensive or hostile environment for that individual's employment, education or participation in a University activity.

**I. Sexual misconduct** is any conduct that constitutes sexual assault, sexual exploitation, or sexual violence, as follows:

1. Sexual assault means an actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:

- i. Involvement in any sexual contact when the victim is unable to consent.
- ii. Intentional and unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breast).
- iii. Sexual intercourse without consent, including acts commonly referred to as rape, such as penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- iv. Fondling, including the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or temporary or permanent mental incapacity.
- v. Incest, including sexual intercourse between persons who are related to each other within degrees where marriage is prohibited by law.
- vi. Statutory rape, including sexual intercourse with a person who is under the statutory age of consent.

2. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses defined herein. Examples of behavior that could rise to the level of sexual exploitation include:

- i. Prostituting another person;
- ii. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- iii. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- iv. Going beyond the bounds of consent (such as letting others hide in the closet to watch you having consensual sex);
- v. Engaging in non-consensual voyeurism;
- vi. Knowingly transmitting a sexually transmitted disease, such as HIV, to another without disclosing your STD status;
- vii. Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; and
- viii. Possessing, distributing, viewing or forcing others to view illegal pornography.

3. Sexual violence is a severe form of sexual harassment, and refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law.

**m. Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress. For the purposes of this definition:

- i. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- ii. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

iii. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.

Examples of behaviors by a person stalking another are:

1. Follow you and show up wherever you are.
2. Send unwanted gifts, letters, cards, or e-mails.
3. Damage your home, car, or other property.
4. Monitor your phone calls or computer use.
5. Use technology, like hidden cameras or global positioning systems (GPS), to track where you go.
6. Drive by or hang out at your home, school, or work.
7. Threaten to hurt you, your family, friends, or pets.
8. Find out about you by using public records or online search services, hiring investigators, going through your garbage, or contacting friends, family, neighbors, or co-workers.
9. Posting information or spreading rumors about you on the Internet, through social media, in a public place, or by word of mouth.
10. Other actions that control, track, or frighten you.

### **Statement of Policy Principles**

It is the policy of Colorado State University to maintain an academic and work environment free of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation for students, faculty, and employees. Such conduct is contrary to the standards of the University community and common decency. It diminishes individual dignity, impedes equal employment and educational opportunities and equal access to freedom of academic inquiry, and creates barriers to fulfilling the University's scholarly, research, educational, and service missions. Such conduct will not be tolerated at the University.

Discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation also are illegal; they are prohibited in the employment context by Title VII of the 1964 Civil Rights Act, in the education context by Title IX of the Educational Amendments of 1972, and, in both employment and education contexts, by Colorado's anti-discrimination laws, including, but not limited to, C.R.S. §24-34-401, et seq. Such conduct also can violate federal and state criminal laws.

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, and pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall

promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans.

To comply with federal requirements regarding non-discrimination in admissions and operations, the University's approved non-discrimination statement must appear in major University publications such as the General Catalog. A brief required non-discrimination statement also must appear in written advertisements and University publications, including those used to inform prospective students of University programs. The required non-discrimination statements, as well as further information regarding these requirements, are available at the Office of Equal Opportunity.

The University prohibits any act of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence or stalking by a Covered Person, and any retaliation related to ~~acts or~~ reports of such acts. The University takes all allegations of such misconduct seriously. When allegations of such acts are reported, and a Covered Person is found to have violated this policy, consequences will result, up to and including dismissal from CSU. Any disciplinary action for a tenured faculty member must follow the procedures outlined in Section E.15: Disciplinary Action for Tenured Faculty, of the Faculty and Administrative Professional Manual.

All members of the CSU community are expected to not infringe upon the rights of others. This Policy has been adopted to reaffirm this principle and to provide support and recourse to those who are impacted by discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, or retaliation perpetrated by a member of the University community. When the Responding Party is determined not to be a Covered Person at the time of the report, he or she may nevertheless be subject to this policy in the event that he or she becomes a Covered Person in the future, as well as being subject to other laws and policies.

## **Responsibilities and Procedures**

### **1. Title IX Sex-Based Discrimination, Harassment, Misconduct and Retaliation Involving Students**

CSU has appointed a Title IX Coordinator and a Deputy Title IX Coordinator to oversee and coordinate its compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulations, 34 C.F.R. Part 106. Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The Title IX Coordinator is the Executive Director of the Office of Equal Opportunity. The Deputy Title IX Coordinator is the Director of the Office of Support and Safety Assessment.

All CSU employees and volunteers, including faculty, staff and students acting in their employment or volunteer roles, are mandatory reporters of any violations or alleged violations of Title IX. In order to comply with this law and enable the University to proactively respond effectively and stop instances of sex-based discrimination, sexual harassment and sexual misconduct involving students at the University, all University employees must, within 24 hours of receiving the information, report information they have about alleged or possible sex-based discrimination, sexual harassment, sexual misconduct, and retaliation involving students to the Deputy Title IX Coordinator in the Office of Support and Safety Assessment (SSA) or the Office of Equal Opportunity (OEO). Mandatory reporting means that information indicating that a person has allegedly committed or been the target of alleged or possible sex-based discrimination, sexual harassment, and sexual misconduct involving students may not be withheld, even if confidentiality is requested by the reporting party.

Being a mandatory reporter is consistent with having concern for and supporting those involved in violations or alleged violations. It signifies that campus safety is at the forefront of the community's concern. When a Covered Person discloses information, it is best for the employee or volunteer to mention they are a mandated reporter and will have to share the information with the University, but that the Covered Person will still always have the choice whether or not to share their story with others at the University whose responsibility it is to investigate. Examples of mandatory reporters include, but are not limited to:

- a. Faculty member to whom a student reveals an incident of sexual harassment or sexual misconduct involving the student or other Covered Persons protected under this policy.
- b. A Resident Assistant who receives information from one of their residents that they were assaulted by another student at an off campus party
- c. A person who is acting as a volunteer at a CSU-hosted activity who observes another person engaging in sexual contact with a child in the program.

Remember, these are just examples. Sex-based discrimination, harassment, misconduct and retaliation must be reported no matter what the circumstances if they involve students. Employees exempt from these mandatory reporting requirements are only those employees who are statutorily prohibited from reporting such information, for example, licensed healthcare professionals acting within the scope of the professional-patient relationship, and Sexual Assault Victim Assistance Team members. If you are unsure whether or not you are exempt, you must contact OEO to determine whether or not an exemption applies. Teachers are not exempt from reporting incidents involving students unless one of these special statutory exemptions applies.

Reports of any violation or suspected violation of the protections of Title IX involving a student may be made to the Deputy Title IX Coordinator, whose name and contact information is always available online at <http://www.supportandsafety.colostate.edu/sexual-harassment> or by calling 970-491-7407.

Upon receiving a report of alleged or possible sex-based discrimination, harassment, sexual harassment, sexual misconduct, sexual assault, or retaliation, the Deputy Title IX Coordinator will evaluate the information received and determine what further actions should be taken. Further action may include contacting the CSU Police Department. If, after such evaluation, it reasonably appears that a violation of this policy by a student or an employee has occurred, SSA will follow the appropriate procedures referenced below.

When the Responding Party is a student, the Deputy Title IX Coordinator will determine what further actions shall be taken, which may include investigation of the report and referral to the Office of Conflict Resolution and Student Conduct Services for possible disciplinary action and imposition of sanctions as set forth under the Student Conduct Code.

## **2. Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation Involving Non-Students who are Covered Persons**

The Office of Support and Safety Assessment also handles complaints of sexual misconduct, domestic violence, dating violence, stalking, and related retaliation, involving non-students who are Covered Persons under this policy, and may refer such matters (or receive referrals from the CSU Police Department or other law enforcement agencies. Reports of such incidents should be made to SSA or CSUPD.

## **3. Employment-Related Discrimination, Harassment, and Other Violations**

The Office of Equal Opportunity handles reports of discrimination and harassment in employment or educational opportunity, including sexual harassment complaints involving both students and non-student Covered Persons. (Note: student-to-student discrimination and harassment may be reported directly to the Office of Conflict Resolution and Student Conduct Services (CRSCC) at 491-7165).

There are two conditions under which the OEO will take steps, either directly with the Impacted Party or through a reporting employee, to provide information about the University's procedures for filing a complaint:

- a. when the Impacted Party is a student and the Responding Party consists of either faculty, employees, affiliates, or visitors;

- b. when the Impacted Party and the Responding Party are non-students.

The OEO will maintain, publish and follow procedures for the review and resolution of complaints where the Responding Party is not a student.

When the person alleged to have committed the violation is an agent or contractor of the University who is not subject to any disciplinary procedures of the University and it reasonably appears that a violation has occurred, the matter will be referred to the appropriate official or department for further action. This may include, as appropriate, any or all of the following:

- a. The Director of Contracting Services, for action that may be taken under the terms of a university contract, such as contract suspension or termination, demanding a change of personnel working under a contract, or initiation of contractor debarment;
- b. The CSU Police Department, for initiation of a criminal investigation and/or complaint;
- c. An outside law enforcement or governmental agency with actual or apparent jurisdiction over the alleged perpetrator.

#### 4. First Amendment

The protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited harassment or sexual harassment if it meets the definition of harassment or sexual harassment as contained in this policy and (1) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course) or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

#### 5. Affirmative Action

The University takes affirmative action to employ qualified women, minorities, veterans, and individuals with disabilities. For information on this Affirmative Action commitment and program, contact the OEO at [oeo@colostate.edu](mailto:oeo@colostate.edu) or 970-491-5836.

#### 6. Retaliation

Retaliation against members of the University community for making good faith reports of non-compliance with laws, regulations, or University policies is strictly prohibited, and is subject to disciplinary action up to and including termination or dismissal from employment or enrollment at the University. It is prohibited to discharge, demote, suspend, threaten, harass, intimidate or otherwise retaliate against an individual in the terms or conditions of employment or educational opportunity based on the individual's good faith report of potential non-compliance, or based on the individual's cooperation with an investigation or hearing regarding a report of potential non-compliance. Retaliation includes violation of no contact orders as well as contact with the impacted party/complainant through third parties, such as private investigators. Such retaliation is prohibited regardless of whether the matter reported is substantiated.

Colorado State University protects all participants in the complaint and grievance processes from retaliation. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant under these procedures. Failure to comply with this expectation may result in the imposition of University sanctions up to and including termination or dismissal.

Acts or threats of retaliation constitute a serious violation of University policy, and the University encourages prompt reporting of any retaliatory action. Students should report retaliation to OEO, SSA or Conflict Resolution & Student Conduct Services (CRSCS). Employees should normally report retaliation to their supervisor, but, if the supervisor is involved in the matter, or for any reason an individual is uncomfortable speaking with his or her supervisor, the report may be made to the responsible department head, the Office of Equal Opportunity, or by using the CSU System's Compliance Reporting Hotline which may be accessed online (<http://reportinghotline.colostate.edu/>) or by calling, toll-free, 1-855-263-1884. The Hotline allows anonymous reporting if desired.

## **7. Required Training**

Federal law requires that all newly hired CSU employees (including faculty) and incoming students participate in primary prevention and awareness programs, and that students and faculty engage in prevention and awareness programs on an ongoing basis. These programs may be offered by OEO, SSA, the President's Commission on Women and Gender Equity (PCWGE), CRSCS, and other University programs. Sexual Harassment Awareness Training is offered by OEO and may be retaken anytime as a refresher by contacting OEO at [oeo@colostate.edu](mailto:oeo@colostate.edu) or by calling 970-491-5836.

## **8. Procedures for Complaints**

The University provides fair, understandable, and legally sound procedures for handling all complaints of discrimination, harassment, sexual harassment and sexual misconduct, domestic violence, dating violence, stalking and retaliation. These procedures can vary depending on the nature of the complaint and the status of the persons involved (i.e., student, faculty, employee, or non-employed party). The responsible departments are required to maintain, publish, and follow appropriate procedures.

### **Filing with External Agencies**

Persons who believe that they have been subjected to discrimination, harassment, sexual harassment, sexual misconduct, or stalking may be able to file a complaint with the Colorado Civil Rights Division, the U.S. Equal Employment Opportunity Commission or the U.S. Department of Education's Office for Civil Rights. Information regarding filing charges with any of these agencies may be obtained from the Office of Equal Opportunity.

### **Expectations for Members of the University Community**

Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary. All University community members asked to participate should do so. If an Impacted Party/Complainant does not participate, the University may continue the investigation, invoke necessary interim and permanent remedies, or conclude the complaint. If a Respondent does not participate, the University will move forward with the complaint with the information it is able to collect and ascertain. The Impacted Party/Complainant(s), Respondent(s), and all witnesses shall be truthful in their testimony. This includes statements made verbally and in writing. Failure to comply with this expectation may result in the implementation of University sanctions.

### **References**

- Colorado State University Student Conduct Code

- US Department of Education, Office of Civil Rights – Pamphlet on Sexual Harassment
- Office of Equal Opportunity

### **Helpful Resources**

An Impacted Party may report confidentially to the following campus resources that provide support and guidance:

- Sexual Assault Victim Assistance Team (970) 492-4242
- Women and Gender Advocacy Center (970) 491-6384
- Women's Clinic at CSU Health Network (970) 491-1754
- Counseling Services (970) 491-6053

The following are other campus resources. These resources do not provide complete confidentiality.

- Deputy Title IX Coordinator/Director of Support and Safety Assessment (970) 491-7407
- Colorado State University Police Department (970) 491-6425
- Director of Student Case Management & Referral Coordination (970) 491-8051

### **RATIONALE**

The proposed changes are required for the university to be in compliance with Title IX federal regulations and accompanying guidance from the Department of Education, specifically, aligning definitions with the definitions provided in the guidance.

107

April 16, 2015

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement for the Gerontology  
Interdisciplinary Minor

The University Curriculum Committee moves Faculty Council adopt the following:

**A grade of C or better is required in each course that is a core requirement  
for the interdisciplinary minor.**

The minimum grade statement was reviewed and approved by the University Curriculum  
Committee on February 20, 2014. This is effective Fall Semester 2015.

Rationale:

According to the request submitted:

“...The minimum grade of requirement of “C “is the minimal level of competency necessary to  
work in the field of gerontology and to be successful in internship placement.”

Enclosure

108

April 16, 2015

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement for the Addictions Counseling concentration in the Psychology major.

The University Curriculum Committee moves Faculty Council adopt the following:

**Students must have a C or better in each of the following: PSY 100; PSY 210; PSY 250; PSY 252; PSY 401; and the three lecture-lab pairings in psychology.**

The minimum grade statement was reviewed and approved by the University Curriculum Committee on March 27, 2015. This is effective Fall Semester 2015.

Rationale:

According to the request submitted:

"...Consistent with the General Psychology concentration and all other psychology concentrations the Department would like 'C or better' restrictions for graduation for a set of core psychology courses as demonstration of strong competency in the core areas of the field."

Enclosure

April 23, 2015

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: Request to Add the Minimum Grade Requirement for the following Human Development and Family Studies concentrations:

- Human Development and Family Studies concentration
- Early Childhood Professions concentration
- Leadership and Entrepreneurial Professions concentration
- Pre-Health Professions concentration
- Prevention and Intervention Sciences concentration

The University Curriculum Committee moves Faculty Council adopt the following:

**Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS subject code course and a minimum grade of C for each course chosen from the concentration list to fulfill the required credits. Courses used as substitutions also require a minimum grade of C.**

The minimum grade statement was reviewed and approved by the University Curriculum Committee at the March 6, 2015 and April 3, 2015 meetings. This is effective Fall Semester 2015.

Rationale:

Consistent with previously approved minimum grade requirement in the Human Development and Family Studies major, a grade of "C" is the minimal level of student competency meet our student learning outcomes and to work in each of the professional fields associated with each of the newly identified concentrations.

Enclosure

## MEMORANDUM

Date: April 21, 2015

To: Dr. Carole Makela, Chair Faculty Council

From: Tom Biedscheid, Director, Student Financial Services  
Joe Donlay, Associate Director, Student Financial Services

Subject: Proposed Revisions to the *General Catalog* – Enrollment Status

The University Curriculum Committee submits the following motion:

~~The University Curriculum Committee submits the following motion:~~

MOVED, THAT THE FACULTY COUNCIL ADOPT THE PROPOSED ADDITION OF THE ADVANCED PLACEMENT LANGUAGE IN THE *GENERAL CATALOG* TO BE EFFECTIVE FALL ~~2014~~ 2015 AS FOLLOWS:

A request to edit the Enrollment Status language in 2015-2016 General Catalog as approved. Additions - Underlined AND Deletions – ~~Strikeouts~~. Section 1.7, page 2, 2015-2016 General Catalog, Full-Time/Half-Time Enrollment Status section.

### Enrollment Status

Enrollment status (full-time, three-quarter time, half-time) is determined by the number of credits which the student has completed or is pursuing for the term in which the verification is requested. Courses from which the student has withdrawn or is auditing are not included. (The following schedule for enrollment status differs from the full-time/part-time schedule for tuition and fees. Details may be found at [www.registrar.colostate.edu/tuition-fees](http://www.registrar.colostate.edu/tuition-fees)) Credit requirements are as follows:

#### Fall/Spring/Summer Semesters:

Undergraduates	
Full-time	12 or more credits
Three-quarter time	9-11 credits
Half-time	6-8 credits
Less than half-time	5 credits or less

Graduate Students	
Full-time	9 or more credits
Three-quarter time	7-8 credits
Half-time	5-6 credits
Less than half-time	2 credits or less

#### ~~Summer Session:~~

Undergraduates	
Full time	6 or more credits
Three quarter time	5 credits
Half time	3-4 credits
Less than half time	2 credits or less
Graduate Students	
Full time	5 or more credits
Three quarter time	4 credits
Half time	3 credits
Less than half time	2 credits

For verification of enrollment status go to [www.ramweb.colostate.edu](http://www.ramweb.colostate.edu) and click on "Enrollment Verification Certificate." For more information, go to [www.registrar.colostate.edu/enrollment-verification](http://www.registrar.colostate.edu/enrollment-verification).

**RATIONALE:** Federal student aid regulations require that an institution must apply its definition of full-time status consistently for federal student aid program purposes. Currently, Student Financial Services administers summer financial aid under the same enrollment definitions used in the fall and spring semesters. This presents a conflict within the reporting processes for federal student aid – for example, a student enrolled in 6 undergraduate credits for summer is awarded financial aid as a half-time student while simultaneously being reported as enrolled full-time by the University. The inconsistency in federal student aid awarding relative to University enrollment reporting is a Title IV compliance issue which manifests itself in three ways:

1. Because the primary purpose of enrollment reporting is for federal student aid purposes, the University is not applying its definition of full-time status consistently for federal student aid program purposes.
2. Student Financial Services strongly advocates for continuing to administer summer federal student aid using fall/spring enrollment status definitions. Any change from this would require application of a different Federal Pell Grant calculation formula which could result in less available funding for summer students.
3. New student loan regulations (SULA) limit interest-free loans to no more than 150% of a student's published program length; student usage of these limits is prorated based on enrollment status. The inconsistency in enrollment definitions makes it possible for a student to have an inflated amount of usage within these limits and could result in less-advantageous loans for students.

#### **REFERENCE:**

Enrollment Status: <http://ifap.ed.gov/fsahandbook/attachments/1415FSAHbkVol3Ch3.pdf>, page 60  
Pell Formula 3: <http://ifap.ed.gov/fsahandbook/attachments/1415FSAHbkVol3Ch3.pdf>, page 60  
SULA: <http://ifap.ed.gov/fsahandbook/attachments/1415FSAHbkVol3Ch5.pdf>, page 122

## SHARED GOVERNANCE AT COLORADO STATE UNIVERSITY

As Faculty Council approaches its 100<sup>th</sup> year anniversary, we call on the Administration and Faculty to work together in a manner that reaffirms our commitment to reigniting and strengthening shared governance. To do so will require recognition of faculty for University service, engagement of faculty in decisions that need to be made quickly or confidentially, inclusion of faculty in long-term strategic and financial planning, and frequent and effective communication so that information is broadly disseminated across campus. Communication, transparency, respect for different viewpoints, and participatory decision-making will be the values upheld and championed by both sides. Today, Faculty Council commits to a new state of shared governance, and asks President Frank and his administration to do the same.

## Rationale:

This statement launches the celebration of the 100<sup>th</sup> year anniversary of Faculty Council. It signifies that Faculty desire a state of shared governance that is more inclusive than in the first 100 years; that faculty are committed to shared governance and its principles and values; and calls for actions and processes to increase faculty involvement in decision-making.