

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

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

AGENDA

Faculty Council Meeting

Tuesday, November 6, 2018 – 4:00 P.M. – Plant Sciences – C101

I. FACULTY COUNCIL AGENDA – NOVEMBER 6, 2018

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – December 4, 2018 – Plant Sciences building – Room C101 – 4:00 p.m.
2. Executive Committee Meeting Minutes located on the FC website – September 18 and 25, 2018; October 9, 16 and 23, 2018
(<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – October 2, 2018 (pp. 3-22)

C. UNFINISHED BUSINESS

1. Faculty Council Standing Committee Elections – Committee on Faculty Governance (p. 23)
2. University Grievance Panel Elections – Committee on Faculty Governance (p. 24)
3. Faculty Council Standing Committee Elections – Undergraduate Student Representatives – CoFG (p. 25)

D. CONSENT AGENDA

1. UCC meeting minutes – September 21 and 28, 2018; October 5, 12 and 19, 2018 (pp. 26-39)
2. Approval of Fall Degree Candidates (p. 40)

E. ACTION ITEMS

1. Proposed revisions to Section E.13 Advancement in Rank (Promotion) of the Academic Faculty and Administrative Professional Manual - CoRSAF (pp. 41-43)
2. New Degree: Master of Agribusiness Innovation Management, Plan C, be established *effective Fall 2019* in the Department of Agricultural and Resource Economics Resources, Warner College of Natural Resources – UCC (pp. 44-45)
3. New Degree: Master of Conservation Leadership, Plan C, be established *effective Spring 2019* in the Department of Human Dimensions of Natural Resources, Warner College of Natural Resources – UCC (p. 46)
4. New Professional Doctorate: Doctor of Systems Engineering, be established *effective Spring 2019* in Walter Scott, Jr. College of Engineering – UCC (pp. 47-48)
5. Proposed revisions to the All-University Core Curriculum (AUCC) language and requirements – UCC (p. 49)
 -Tracked changes version of AUCC guidelines document (pp. 50-73)
 -Changes accepted (clean) version of AUCC guidelines document (pp. 74-94)

F. REPORTS TO BE RECEIVED

1. Faculty Council Chair – Tim Gallagher
2. Board of Governors Faculty Representative – Margarita Lenk

G. DISCUSSION

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

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

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

MINUTES
Faculty Council Meeting
October 2, 2018 – 4:00 p.m. – Plant Sciences – Room C101

CALL TO ORDER

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

ANNOUNCEMENTS

1. Next Faculty Council Meeting – November 6, 2018 – Plant Sciences Building – Room C101 – 4:00 p.m.

Gallagher announced that the Faculty Council meeting would be held on November 6, 2018 at 4:00 p.m. – Plant Sciences Building, Room C101. Gallagher has a microphone if needed; sometimes faculty could not hear each other, but could hear Gallagher just fine.

2. President's Fall Address and University Picnic – October 3, 2018 – on the Oval – 11:30 – 1:00 p.m.

Gallagher reminded faculty of the President's Fall Address tomorrow.

3. Executive Committee Meeting Minutes located on FC website – August 21, 2018; September 11, 2018
[\(http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/\)](http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/)

Gallagher announced that the Executive Committee Meeting Minutes are posted on the FC website.

MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – September 4, 2018

Gallagher asked for any corrections or additions.

Silvia Canetto and Antonio Pedros-Gascon sent amendments via email.

Faculty Council approved the amended FC meeting minutes by unanimous consent. The amended minutes will be placed on the FC website.

UNFINISHED BUSINESS

1. Faculty Council Standing Committee Elections – Committee on Faculty Governance

Gallagher also had a carry-in ballot that was shown on the overhead.

Sue Doe moved, on behalf of the Committee on Faculty Governance that the following faculty be elected:

BALLOT

Academic Faculty Nominations to Faculty Council Standing Committees October 2, 2018

COMMITTEE ON FACULTY GOVERNANCE

Term Expires

<u>EMILY MOORE</u> (Nominated by Committee on Faculty Governance)	CLA	2021
<u>ALLISON LEVEL</u> (Nominated by Committee on Faculty Governance)	Libraries	2021

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

<u>CHRISTIAN PUTTLITZ</u> (Nominated by Committee on Faculty Governance)	CoE	2020
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COMMITTEE ON NON-TENURE TRACK FACULTY

<u>DENISE APODACA</u> (Nominated by Committee on Faculty Governance)	CLA	2021
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COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

<u>MARK SHELSTAD</u> (Nominated by Committee on Faculty Governance)	Libraries	2021
<u>DAVE MUSHINSKI</u> (Nominated by Committee on Faculty Governance)	CLA	2021

COMMITTEE ON SCHOLASTIC STANDARDS

<u>STEVE SIMSKE</u> (Nominated by Committee on Faculty Governance)	CoE	2021
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COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING

<u>MARTIN SHIELDS</u>	CLA	2021
(Nominated by Committee on Faculty Governance)		

COMMITTEE ON TEACHING AND LEARNING

<u>TONY BECKER</u>	CLA	2021
(Nominated by Committee on Faculty Governance)		

“Carry-in”

COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING

<u>MATT MALCOLM</u>	HHS	2021
(Nominated by Committee on Faculty Governance)		

Gallagher asked for any additional nominations from the floor. There were none.

All FC Standing Committee nominees were unanimously approved.

2. University Grievance Panel Elections – Committee on Faculty Governance

Gallagher also had a carry-in ballot that was shown on the overhead.

Sue Doe moved, on behalf of the Committee on Faculty Governance, that the following faculty be elected:

BALLOT

UNIVERSITY GRIEVANCE PANEL

Academic Faculty Positions on University Grievance Panel

October 2, 2018

Nominee		Term ending
<u>DEREK JOHNSTON</u>	CoB	2019
(Nominated – Committee on Faculty Governance)		
<u>CHARLES BUTLER</u>	CoB	2019
(Nominated – Committee on Faculty Governance)		

<u>GINA MOHR</u>	CoB	2020
(Nominated – Committee on Faculty Governance)		

<u>ELIZABETH PILON-SMITS</u>	CNS	2020
(Nominated – Committee on Faculty Governance)		

“Carry-in”

<u>ROSS McCONNELL</u>	CNS	2019
(Nominated – Committee on Faculty Governance)		

Gallagher asked for any additional nominations from the floor. There were none.

All University Grievance Panel nominees were unanimously approved.

3. Faculty Council Standing Committee Elections – Graduate Student Representatives – CoFG

Sue Doe moved, on behalf of the Committee on Faculty Governance, for the following graduate student representatives to be elected:

BALLOT

October 2, 2018

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

		Term Expires
<u>Committee on Intercollegiate Athletics</u>		
Savannah Hobbs	Graduate student	2019
<u>Committee on Libraries</u>		
Eric Knutson	Graduate student	2019
<u>Committee on Scholarship, Research, and Graduate Education</u>		
Reza Ameri	Graduate student	2019
<u>Committee on Strategic and Financial Planning</u>		
Arnold Paecklar	Graduate student	2019
<u>Committee on Teaching and Learning</u>		
Brian Mitchell	Graduate student	2019

Committee on University Programs

Ryan Czarny	Graduate student	2019
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University Curriculum Committee

Kevin Jablonski	Graduate student	2019
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Faculty Council unanimously approved the graduate student nominees.

4. Faculty Council Standing Committee Elections – Undergraduate Student Representatives – CoFG

Sue Doe moved, on behalf of the CoFG, to approve the following undergraduate student representatives:

BALLOT

October 2, 2018

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

Term Expires

Committee on Intercollegiate Athletics

Kanayo Okolo	Undergraduate	2019
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Committee on Strategic and Financial Planning

Nick Bohn	Undergraduate	2019
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Committee on Teaching and Learning

Zachary Vaishampayan	Undergraduate	2019
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Faculty Council unanimously approved the undergraduate student nominees.

REPORTS TO BE RECEIVED

1. President – Tony Frank

Frank reported on the following:

Welcome! Frank had a report he was going to give, but will just touch on key points since he assumes there would be questions about the upcoming presidential search.

Record enrollment numbers. 375 million in research expenditures. Should have some very good news about the campaign. There are a lot of things that are happening in this institution due to you and your colleagues.

We don't have much to state about the budget, but the Governor will submit his budget in November. The incoming Governor will likely rewrite the process. Candidates' focus has so far been K-12 but conventional wisdom is that the next budget will be in line with recent ones.

The Board will determine the presidential search processes but Frank states a few basics. Miranda and Frank will take comments forward and Lenk will as well as the BOG faculty representative.

This will be a national search with a nationally known search firm conducting it. They are looking at pre-qualifying firms and the Board will look these over. The timeline is not carved in stone. It will be adjusted by the search committee and search firm dates they'd like to see-- advertisement before the holidays, electronic form first cut in January, airport interviews in February, then either an open search contest or closed. Three to four finalists in an open search with interaction over a two to three day period. The Board would select and negotiate, and finalize in the March-April timeframe. Early to mid-April an announcement, followed by starting in the summer. Three to four semi-finalists, in a closed process, followed by the Board's decision for the finalist, and then an open comment period prior to making the final decision in accord with Colorado statutes.

There are many sitting presidents who are unwilling to be open process candidates, due to the exposure they have in this context. People may enter a pool in an open search with the understanding that they might drop out further along if it's an open search. This has led to more closed search processes, which has the advantage of more candidates but the disadvantage of putting tremendous pressure on the search committee to be representative. Closed searches require much more involvement/participation by constituencies in the early stages of the search process to establish goals. There will likely be a lot of discussion about the two search processes. Frank encourages Faculty to weigh in. Frank invites questions.

Mary Meyer (CNS): If there is a closed search, how are faculty members on the search committee selected?

Frank: Typically the BOG invites faculty. Frank will recommend having one member of Faculty Council on the search committee, one NTTF, one research faculty member, and perhaps a UDP.

Antonio Pedros-Gascon (CLA At-Large): Asks about the 2016 Climate Assessment Report. Pedros-Gascon refers to page 3 of the Climate Assessment Report, which has to do with transparency and responsiveness of administration to the climate issues and negative behaviors. What has been done to address the deficiencies?

Frank: There is a lot in that question. In brief, I would say that we have tried in a variety of ways to improve the perceptions and transparency in response to negative behaviors, such as supervisor training, the bullying policy, and review of administrators with climate surveys. What I can do is respond to the perceptions to help more people feel comfortable with the direction we are going.

Miranda: Before reappointments of deans, there is a survey done to assess how things are going. There is also a faculty Ombuds.

Silvia Canetto (CNS): Is there any evidence to suggest improvement to the issues raised?

Miranda: At each individual training session, participants fill out an assessment of the training. This information is intended to create continuous improvement.

Silvia Canetto (CNS): That would be a satisfaction survey, not data about actual changes in climate.

Lisa Langstraat (CLA At-Large): The quality and effect of faculty training is important to document to obtain information that goes beyond privatized feedback.

Frank: I want to close with a thank you to all of you. In my earlier years, I worked primarily with CoSRGE and CUP as VPR and then Executive Committee as the Provost. I want to thank you all for the time you put in. This council has demonstrated your commitment to the institution as demonstrated through commitment to shared governance. I value your comments and they have come through loudly and clearly. I am asking for three things from faculty for the new President: 1) Grace to grow and work through challenging issues; 2) Your expectation for a healthy shared governance process; and, 3) Some level of impatience for improvement and change.

Frank's report was received.

2. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following

At the last meeting, Miranda was asked for bullying statistics. Addresses the bullying policy and data request. The Provost learned that HR keeps the information, and Diana Prieto shared the statistics that the Provost then discussed such as: There have been 12 complaints--8 by females and 4 by males. Further breakdown of gender components of the complaints were delineated by Miranda. This is what we learned from HR about the bullying activity.

Joseph DiVerdi (Chair, CoSFP): From what groups of the university did these groups come from?

Miranda: We were not given that information.

Joe Cannon (CoB): How do we define bullying?

Miranda: It is defined in the bullying policy. Let's discuss that definition at a later time after the definition has been reviewed.

Marius Lehene (Art): We would like to know more what's been provided thus far.

Miranda: I can look into additional demographic information, although we did not request that data.

Miranda: Enrollment is up. Census is completed. Expected increases of 300+ students are actual. The first few weeks were a bit wild given the sudden late increase but everyone has now been accommodated.

Regarding the budget: enrollment increases have a good effect. On Thursday and Friday of this week they will present a somewhat more precise budget to the Board of Governors. Tuition revenue drawn from enrollment this year is a key factor. Since we know enrollment has increased, there's an \$11 million revenue impact. Got a bit more detail on the expense side. Will present three scenarios to the Board of Governors. Undergraduate resident tuition will be reviewed at 1%, 3%, and 5% increases and will be addressed in light of various potential state appropriations. 3%, 4%, and 5% salary increases are also part of the scenario planning. The BOG does not expect a balanced budget in October because numbers change throughout the year, but they expect us

to convert it slowly to a balanced budget proposal for July 1. The BOG could request additional scenarios. Miranda will continue to refine the budget for the December and February meetings.

Questions:

Antonio Pedros-Gascon (CLA At-Large): How do we compare with the University of Colorado tuition? Are we on par, less, higher?

Miranda: Their tuition is higher. Miranda explains that, among other things, differential tuition is paid from the start by students in varying majors like engineering at CU.

Miranda moved on to information regarding INTO. Presented on overhead. Miranda requested that Fabiola Ehlers-Zavala (Director of INTO) provide a report, so Miranda will explain, but invites Fabiola's input. Miranda then discussed the report. INTO is not the only entity that supports international students--for instance, the Office of Admissions and Office of International Programs participate. INTO does recruiting and the Pathways Program. There are many activities of the INTO Program.

Thaddeus Sunseri (History): Is there a breakdown of where students come from?

Miranda: Almost 3000 students brought in INTO CSU and other entities have moved the international student numbers from just 4% of the student population to 7%. Students can be directly admitted or go through the Pathways Program. If you're successful in the Pathways Program, then you matriculate into admission to the University. 600+ students have thus far successfully matriculated, resulting in \$80-90 million in revenue.

The growth we have experienced from 2% to 4% to 7% but have been flat in the last few years. The challenge associated with a holding or eroding international student involves many factors. We have almost 2K international students now. Biggest are China, Saudi Arabia, Kuwait, etc.

Demographics in CSU INTO Center number about 250. Few over 25 years of age--60% male. Most are not sponsored by their government. Those who are have additional responsibilities associated. 77 are in graduate pathways looking to get a masters.

How are the students doing? The rule of thumb has been that the matriculation is pretty consistent with our general retention rate--mid 80s (80%). 86% INTO CSU students are retained and last year was even

better—into the 90's. Once they matriculate they don't have to stay at CSU. 272 have graduated. GPA is 3.0 and grad students 3.6. Miranda refers to other student success metrics.

We regularly survey students about their level of satisfaction and their satisfaction is pretty good with housing being the weakest indicator. We pair international students with a domestic student. We have won an award acknowledging this approach.

Miranda then refers to the revenues, including rent that INTO USA pays to CSU. We are owed some money due to some deferral of rent. As the JB makes profits, they will pay us back. We barely break even with the Pathways Program but we do very well with the students who matriculate. There are discussions of how to increase enrollments due to the financial performance of the JB portion but not the program as a whole.

Survey of faculty is next. Fabiola is putting it together this fall.

Margarita Lenk (Faculty representative to BOG): Asked Miranda about the graduation rate. Are there 6-year graduation goals for international students as there are for domestic students?

Miranda indicated that those students who are matriculating have not all graduated.

Marius Lehne (Art): It might be more efficient to have a direct presence in the countries such as China and Saudi Arabia since they represent such a large proportion of the international student body.

Miranda: We do have such a presence. The China program has a marque. They also oversee an office in Shanghai, then our own INTO office here.

Moti Gorin (Philosophy): About Semester at Sea. When will we know about extending the contract past the current one?

Miranda: We have completed two years of a five-year contract. The third, fourth, and fifth year voyages are coming. SAS is going very well for us. Providing a lot of interest for a lot of faculty to be on the ship. We are also seeing a big uptick in students that are taking advantage of the voyages. We think it is a very exciting education abroad opportunity for students and staff. We won't negotiate a renewal until at least the fourth year.

Miranda's report was received.

3. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

Gallagher: Campus Climate Survey opened today. When the survey was done two years ago, it had an 18.7% faculty participation, which was not good. I am encouraging faculty to stay after the end of the meeting, for those of you that have time, to complete the survey before you leave.

Gallagher noted that the Provost already addressed the bullying data so Gallagher won't discuss again.

Gallagher has been asked to urge someone from Faculty Council, or an academic faculty to be the chairperson for the student conduct process. Experience is needed for facilitating students and staff. Training is 3-5 hours. If you are interested, or know of someone, please let us know.

Information regarding questions brought up by Antonio Pedros-Gascon at last month's FC meeting re: recording FC meetings. Gallagher referred to prior Executive Committee meeting minutes. It was the consensus of EC that it is something that we don't want to do. Our parliamentarian was contacted and stated that Robert's Rules of Order states that you should not do this. This was persuasive to the Executive Committee.

There was unhappiness about the bullying policy and not making amendments to it. There was unhappiness when the bullying policy was presented to Faculty Council, and Faculty Council was asked whether to approve/not approve--not whether to make changes to it. The parliamentarian indicated that it is not germane to the motion and would be out of order. With that said, Gallagher indicated his support of what Antonio Pedros-Gascon wished to see. Gallagher read the CoRSAF motion and talked about how he had vocally addressed the initial bullying policy, which was seen to be deeply flawed. Administration said "we are going to do it so you can put it into the *Manual* or not." Putting it into the *Manual* is better than not because changes can be made to *Manual* language. If this had not gone into the *Manual*, there would be no mechanism for revising it.

Antonio Pedros-Gascon (CLA At-Large): I also requested evaluating the president alphanumerically, and the president said he would be okay with this.

Gallagher: I did bring this to EC and there was no specific action taken.

Gallagher's report was received.

4. Board of Governors Faculty Representative – Margarita Lenk

Lenk reported on the following:

This Thursday through Friday is the BOG meeting. We have requested a survey of faculty and one of the students of the INTO Program.

Kelly Long (Vice Provost for Undergraduate Affairs): Points out that students may not be aware of differences between an international student and an INTO student, so a survey of students would need to be mindful of this.

Lenk's report was received.

5. Faculty Council Standing Committee 2017-18 Annual Reports

a. Committee on Libraries

The written report was received and unanimously approved.

6. Neighbor to Neighbor

-Deborah Mayer, Housing Solutions Coordinator
-Emma Chavez, CARE Program Coordinator

Deborah Mayer is with "Neighbor to Neighbor" and is here to introduce herself and why it is on the CSU campus. They are located in the Off-Campus Life office in LSC. This program has collaborated with CSU for several years. Spectrum of services regarding housing. Many facets to the program. Brings expertise to campus with the goal of meeting questions posed by a housing task force. Affordable housing or lack thereof –finding housing for faculty and staff in Larimer County. Works directly with faculty and staff, one on one. She does not turn away students but sends them to resources that are more appropriate for them. The hour meetings are exclusively with faculty and staff. Housing stability and economic health are the objectives. Within the rental world, she looks at budgets, and they seek a target rent. Market rate or subsidized housing. Money that is available to staff and faculty within a small bucket of \$500. Lease review is required for participation in this. Landlord-tenant basics. Financial assistance is also available for those experiencing a particular difficulty. Does not provide legal advice but provides resources and contacts. Liaison also for home ownership education and

counseling realm. Where are people on the journey toward home ownership?

Home share is another service that she can discuss with people. She matches people, homeowners with others seeking affordable housing. This can sometimes be seniors or others. Housingmatch.com. She is the coordinator and drafts the living arrangements for people. She offered flyers for anyone who was interested (placed on table in back of classroom).

Linda Meyer (Libraries). The owners are 55+, do the renters need to be also?

Mayer: Home seekers can be any age

CONSENT AGENDA

1. UCC meeting minutes – August 24 and 31, 2018; September 7 and 14, 2018

Brad Goetz, Chair, UCC, moves for the approval of the consent agenda.

The Consent Agenda was unanimously approved.

ACTION ITEMS

1. Proposed revisions to Section C.2.1.9.3 – C.2.1.9.6 Membership and Organization of the *Academic Faculty and Administrative Professional Manual* - CoFG

Steve Reising, Vice Chair, CoFG spoke regarding the proposal.

Reising explains that with the approval of NTTF types that passed in April, there was a desire to include the correct appointment types and also there were inconsistencies in the ways the ex-officio members of committees were treated in the *Manual*. Finally, CoFG reordered where members of the committee were located in the language.

Jenny Morse (Chair, CoNTTF): Requests an amendment to this language. She explains that a category of “other” would be represented by the CoNTTF committee. Under 1 and 2--under contract, continuing, and adjunct, add a comma and “other non-tenure-track faculty.”

Steve Reising (CoFG Vice Chair): The Committee on Faculty Governance supports this amendment to the language under 1 and 2.

Brad Conner (CNS At-Large): Asks about inclusion of the category of adjunct in some locations but not others.

Morse explains that the adjunct category is left out in locations where there is an indication of participation in shared governance.

Gallagher asks for a vote. The amendment is now on the floor.

Karen Barrett (HHS): Why isn't there any indication of NTTF serving on anything else other than specialized committees?

Steve Reising (CoFG Vice Chair): We are not ruling out that possibility but taking changes incrementally. This is under discussion.

Jenny Morse (Chair, CoNTTF): We have some NTTF serving on various committees in ex-officio roles already.

Gallagher: All in favor of approving the amended motion?

Faculty Council unanimously approved the motion.

2. Proposed revisions to the Preface and Section H of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

Marie Legare, Chair of CoRSAF, spoke regarding the proposal. Requests changes to the Preface of the *Manual* to shift the language away from the language that gave Administrative Professionals the veto power.

Gallagher: This change was approved by the Administrative Professional Council before coming to the floor of Faculty Council. Section H lays out extensive discussion that will occur with the Admin Pro Council prior to votes. There have been a lot of negotiation between faculty and the Admin Pro Council. This motion from CoRSAF is here for your consideration. Amending the preface to undo the veto and substitute the wording in Section H. We will populate Section H with the new verbiage that affects both faculty and APs. That is why these two things have come together.

Antonio Pedros-Gascon (CLA At-Large): Regarding Section H.1 General Expectations--c and d. In these two sections (c and d) it says "generally" expected. Could c and d be amended to read: It is expected instead of it is ~~generally~~ expected. The word "generally" allows too much wiggle room. Pedros-Gascon moved to amend the motion by removing the word generally.

Silvia Canetto (CNS): Seconded the motion.

Gallagher: The motion to amend is on the floor for discussion.

Richard Eykholt (UGO): Faculty Council inadvertently passed a motion that gave APC veto power. The term “generally” was crucial for APC approval of this proposal. It was not a small thing for APC to give up their veto power so they probably won’t. The president will then have to go to the attorneys to resolve. I just want you to understand the consequence.

Shannon Wagner (APC Chair): The “generally expected” was what we read as well. I think if the amended motion goes through today, my guess is that it will and we could address this at our upcoming meeting on Monday.

Doug Cloud (English): Can we pass this unamended tonight and then amend in one month?

Gallagher: Yes, it is possible.

Joseph DiVerdi (Chair, CoSFP): Why is this the case?

Richard Eykholt (UGO): If we amend it in one month, it still has to go to the AP Council, which will then go forward to the Board. Section H lays out a process for getting APC agreement.

Gallagher: To clarify: If this body were to approve this motion without any amendment, it still has to go to the Board, but then we can make amendments.

Mary Meyer (CNS): I am having a hard time understanding the difference with “generally” expected and the absence of it.

Brad Conner (CNS At-Large): Asked for clarification about the process.

Doug Cloud (English): If we are eliminating the veto, why would it need to be re-visited?

Richard Eykholt (UGO): Section H new language is what we have always done. This new process returns us to those processes. The problem we are trying to fix is that an ill thought of change was made that required that we stop, send it to APC, await their approval, and then the Board meets in

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December. So, if we approve it today, we can't amend until they meet at the *next* Board meeting.

Antonio Pedros-Gascon (CLA At-Large): How often does Executive Committee deal with questions that are important to the APC?

Doug Cloud (English): Calls the question.

Gallagher: All in favor of stopping debate, please stand. It takes 2/3 vote to call the question.

The motion to call the question was approved.

Antonio Pedros-Gascon (CLA At-Large): Restated his amendment motion.

Pedros-Gascon's motion to amend the proposal did not pass.

The original motion without amendments was approved unanimously.

3. Proposed revisions to Section E.13 Advancement in Rank (Promotion) of the *Academic Faculty and Administrative Professional Manual* – CoRSAF

This item has been pulled. Had discussions in EC and the deans needed time to talk with department chairs. Will be on November agenda.

DISCUSSION

1. None

Gallagher adjourned the meeting at 5:57 p.m.

Tim Gallagher, Chair
Sue Doe, Vice Chair
Rita Knoll, Executive Assistant to Faculty Council

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2019
Jason Bruemmer	Animal Sciences	2021
<u>Cynthia (Cini) Brown</u>	Bioagricultural Sciences & Pest Management	2021
<u>Adam Heuberger</u>	Horticulture & Landscape Architecture	2019
Thomas Borch	Soil and Crop Sciences	2020
<u>Jane Choi</u>	College-at-Large	2019
Ruth Hufbauer	College-at-Large	2020
Bradley Goetz	College-at-Large	2019
Health and Human Sciences		
Nancy Miller	Design and Merchandising	2021
Brian Tracy	Health and Exercise Science	2021
(Raoul Reiser starts term January 2019)		
David Sampson	Food Science and Human Nutrition	2019
Karen Barrett	Human Development and Family Studies	2020
Bolivar Senior	Construction Management	2020
Anita Bundy	Occupational Therapy	2020
(substituting for Matt Malcolm)		
<u>Thomas Chermack</u>	School of Education	2021
<u>Anne Williford</u>	School of Social Work	2019
Business		
Bill Rankin	Accounting	2019
Stephen Hayne	Computer Information Systems	2021
John Elder	Finance and Real Estate	2019
(substituting for Tianyang Wang – Fall '18 sabbatical)		
Dawn DeTienne	Management	2021
Kathleen Kelly	Marketing	2021
Joe Cannon	College-at-Large	2019
John Hoxmeier	College-at-Large	2019
Engineering		
Kristen Rasmussen	Atmospheric Science	2021
<u>Travis Bailey</u>	Chemical and Biological Engineering	2019
Peter Nelson	Civil and Environmental Engineering	2021
Ali Pezeshki (substituting for Siddharth Suryanarayanan Fall '18 sabbatical)	Electrical and Computer Engineering	2019
Shantanu Jathar	Mechanical Engineering	2020
J. Rockey Luo	College-at-Large	2019
Steven Reising	College-at-Large	2019
Jason Quinn	College-at-Large	2021

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Liberal Arts

Michael Pante	Anthropology	2020
Marius Lehene	Art	2019
Julia Khrebtan-Horhager	Communication Studies	2019
<u>Ramaa Vasudevan</u>	Economics	2020
Doug Cloud	English	2020
Albert Bimper	Ethnic Studies	2019
Jonathan Carlyon	Languages, Literatures and Cultures	2019
Thaddeus Sunseri	History	2020
<u>Gayathri (Gaya) Sivakumar</u>	Journalism and Technical Communication	2020
<u>Wesley Ferreira</u>	Music, Theater, and Dance	2019
Moti Gorin	Philosophy	2019
Peter Harris	Political Science	2021
Ken Berry	Sociology	2019
(substituting for Tara Opsal – Fall '18 sabbatical)		
Antonio Pedros-Gascon	College-at-Large	2019
Steve Shulman	College-at-Large	2020
Allison Prasch	College-at-Large	2020
Lisa Langstraat	College-at-Large	2020
<u>Marcela Velasco</u>	College-at-Large	2021
<u>Del Harrow</u>	College-at-Large	2021
Maura Velazquez-Castillo	College-at-Large	2021

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability	2020
David Koons	Fish, Wildlife, & Conservation Biology	2021
Chad Hoffman	Forest and Rangeland Stewardship	2020
Bill Sanford	Geosciences	2020
Tara Teel	HDNR in Warner College	2020

Natural Sciences

Jennifer Nyborg	Biochemistry and Molecular Biology	2019
Melinda Smith	Biology	2021
<u>George Barisas</u>	Chemistry	2020
Ross McConnell	Computer Science	2019
Yongcheng Zhou	Mathematics	2020
Dylan Yost	Physics	2021
Silvia Canetto	Psychology	2019
Mary Meyer	Statistics	2019
<u>Chuck Anderson</u>	College-at-Large	2020
<u>Anton Betten</u>	College-at-Large	2019
TBD	College-at-Large	2018
Brad Conner	College-at-Large	2021
Alan Van Orden	College-at-Large	2020

Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2019
Dean Hendrickson	Clinical Sciences	2019

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Elizabeth Ryan	Environmental & Radiological Health Sciences	2020
Tony Schountz	Microbiology, Immunology and Pathology	2021
Noreen Reist	College-at-Large	2020
<u>Jennifer Peel</u>	College-at-Large	2020
<u>William Black</u>	College-at-Large	2020
Marie Legare	College-at-Large	2019
Anne Avery	College-at-Large	2019
<u>Tod Clapp</u>	College-at-Large	2019
Dawn Duval	College-at-Large	2019
TBD	College-at-Large	2018
<u>Gerrit (Jerry) Bouma</u>	College-at-Large	2021
TBD	College-at-Large	2018
University Libraries		
Linda Meyer	Libraries	2019
<i>Ex Officio Voting Members</i>		
Timothy Gallagher	Chair, Faculty Council/Executive Committee	2018
Sue Doe	Vice Chair, Faculty Council	2018
Margarita Lenk	BOG Faculty Representative	2018
Don Estep, Chair	Committee on Faculty Governance	2019
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2017
Nancy Hunter, Chair	Committee on Libraries	2019
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2020
Marie Legare, Chair	Committee on Responsibilities & Standing of Academic Faculty	2018
Donald Samelson, Chair	Committee on Scholarship Research and Graduate Education	2019
Karen Barrett, Chair	Committee on Scholastic Standards	2019
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2019
Matt Hickey, Chair	Committee on Teaching and Learning	2019
Mo Salman, Chair	Committee on University Programs	2018
Bradley Goetz, Chair	University Curriculum Committee	2018
Susan (Suellen) Melzer	Committee on Non-Tenure Track Faculty	2021
Denise Apodaca	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2019
Patty Stutz-Tanenbaum	Committee on Non-Tenure Track Faculty	2019
Pinar Omur-Ozbek (substituting for Daniel Baker)	Committee on Non-Tenure Track Faculty	2020
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2019
Mary Van Buren	Committee on Non-Tenure Track Faculty	2020
Steve Benoit	Committee on Non-Tenure Track Faculty	2019
Natalie Ooi	Committee on Non-Tenure Track Faculty	2019

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Ex-Officio Non-Voting Members

Anthony Frank	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Special Advisor to the President
Kim Tobin	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Louis Swanson	Vice Provost for Engagement/Director of Extension
Leslie Taylor	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Patrick Burns	Vice President for Information Technology/Dean Libraries
Jim Cooney	Vice Provost for International Affairs
Tom Milligan	Vice President for Public Affairs
Alan Rudolph	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Lynn Johnson	Vice President for University Operations
Ajay Menon	Dean, College of Agricultural Sciences
Jeff McCubbin	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Jodie Hanzlik	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Shannon Wagner	Chair, Administrative Professional Council

BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
November 6, 2018

COMMITTEE ON NON-TENURE TRACK FACULTY

Term Expires

NATALIE OOI

WCNR

2021

(Nominated by Committee on Faculty Governance)

COMMITTEE ON UNIVERSITY PROGRAMS

STUART COTTRELL

WCNR

2021

(Nominated by Committee on Faculty Governance)

BALLOT
UNIVERSITY GRIEVANCE PANEL
Academic Faculty Positions on University Grievance Panel
November 6, 2018

Nominee	College	Term ending
<u>LISA LANGSTRAAT</u> (Nominated – Committee on Faculty Governance)	CLA	2019
<u>DEBBIE YALEN</u> (Nominated – Committee on Faculty Governance)	CLA	2019
<u>MICHAEL STEGER</u> (Nominated – Committee on Faculty Governance)	CNS	2019
<u>STEVE SHULMAN</u> (Nominated – Committee on Faculty Governance)	CLA	2019
<u>MARCIELA DEMIRIJYN</u> (Nominated – Committee on Faculty Governance)	CLA	2020
<u>ELIZABETH HOBBS</u> (Nominated – Committee on Faculty Governance)	Agricultural Sciences	2020
<u>JOSHUA BERNING</u> (Nominated – Committee on Faculty Governance)	Agricultural Sciences	2020
<u>JERRY JOHNSON</u> (Nominated – Committee on Faculty Governance)	Agricultural Sciences	2020
<u>NOA ROMAN-MUNIZ</u> (Nominated – Committee on Faculty Governance)	Agricultural Sciences	2020
<u>ROSA MARTEY</u> (Nominated – Committee on Faculty Governance)	CLA	2021
<u>REBECCA PHILLIPS</u> (Nominated – Committee on Faculty Governance)	CLA	2021
<u>ELLIE MOSEMAN</u> (Nominated – Committee on Faculty Governance)	CLA	2021

BALLOT
November 6, 2018
Undergraduate Student Positions on Faculty Council Standing Committees
(One-Year Term)

		Term Expires
<u>University Curriculum Committee</u>		
Hank Stowers	Undergraduate	2019

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **September 21, 2018** at 2:00 p.m.
The meeting adjourned at 3:30 p.m.

Minutes

The minutes of September 14, 2018 were electronically approved on 9/17/18.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is approved to the “Curriculum Liaison Specialist - hold for FC approval” queue in the CIM workflow, the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

Miscellaneous Memo Requests	
Request	Notes
Revisions to the All University Core Curriculum (AUCC)	UCC approved several additional revisions to the AUCC Guidelines (first approved 9/14/18). A Special Action memo has been submitted to Executive Council; anticipated to be included on the 11/6/18 Faculty Council agenda. <i>See CIM memo and attachments for details.</i>

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
BUS 660	Ethical, Legal, and Regulatory Issues	Addition of Distance/Online offering; edit to prerequisites.	Spring 2019
HORT 579	Spectrometry Omics-Methods Metabolomics Methods and Analysis	Change from 6 weeks to full semester; credit increase from 2 to 3; removal of lab component and addition of lecture content; edits to course title, description, prerequisites, addition of ‘Senior standing’ restriction.	Spring 2019
LSPA 348 468	Spanish Professional Terminology in Context Vocabulary and Word Formation	Edits to course number, title, description, offering term and prerequisites; change in credit distribution from 3-0-0 to 1-0-2; change of instructional format from Face-to-Face to Distance/Online and Mixed Face-to-Face. Listed as an elective in: <ul style="list-style-type: none"> • LLAC-LSPZ-BA • LSPQ Listed in a Senior Year 'Select from' group in: <ul style="list-style-type: none"> • CIM-LLCM-TE 	Spring 2019
RRM 487	Internship in Hospitality Management Internship: Hospitality Management	Credit increase from 3 to 5; edits to course title, description, and prerequisites; addition of ‘written consent of instructor’ registration restriction.	Spring 2019

Guaranteed Transfer (GT) Pathways Course Resubmissions: (<i>GT-CO3</i>)			
Course #	Course Title	GTP Category/Notes	Effective Term
BUS 300	Business Writing and Communication	Advanced Writing (GT-CO3); Existing AUCC Cat 2B	Spring 2019

New Degree		
Program Title	Notes	Effective Term
Master of Agribusiness Innovation Management, Plan C	Remote Campus Face-to-Face and Online/DCE. <i>A Special Action memo will be sent from UCC to Faculty Council after notification from Council of Deans and Provost that they have approved the Comprehensive Program Proposal (CPP).</i>	Fall 2019

New Graduate Certificate		
Program Title	Notes	Effective Term
Graduate Certificate in Water Resources	Online/DCE only.	Fall 2019

New Concentration		
Program Title	Notes	Effective Term
Major in Art (BFA), Art Education Concentration	In accordance with the National Association of Schools of Art and Design (NASAD), we are resubmitting the BA in Art Education as a BFA in Art with an Art Education Concentration. The current program meets the NASAD standards for a BFA.	Spring 2019

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
Graduate Certificate in Business Intelligence	Presently, students take CIS 570, CIS 575, and either CIS 576 or CIS 655. Requested change will allow students to choose any 3 of the 4 courses. All 4 courses have equal substance and value for the certificate and industry.	Fall 2019

Program Deactivations			
Program Title	Notes	Last Term Students Can Be Admitted	Last Term Students Can Complete
BUSA-CISZ-MS: Master of Science in Business Administration, Plan A, Computer Information Systems Specialization	These programs have not been offered for about 8 years.	Fall 2018	Spring 2020
BUSA-CISZ-MS: Master of Science in Business Administration, Plan B, Computer Information Systems Specialization		Fall 2018	Spring 2020
BUSA-FNRZ-MS: Master of Science in Business Administration, Financial Risk Management Specialization	Replaced by the Master of Finance, Plan C	Fall 2017	Summer 2018
ENGL-CNFZ-MA: Master of Arts in English, Creative Nonfiction Specialization	Replaced by addition of a nonfiction track to the Master of Fine Arts in Creative Writing	Fall 2018	Summer 2023
ARTI-AREZ-BA: Major in Art (BA), Art Education Concentration	Replaced by the proposed Major in Art (BFA), Art Education Concentration	Spring 2019	Spring 2019

CONSENT AGENDA

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
GEOL 372	Structural Geology	Edit to prerequisites: <u>GEOL 154</u> , (GEOL 154 and PH 141, may be taken <u>concurrently</u> ; (PH 121, may be taken <u>concurrently</u> concurrently) and (MATH 125 or PH 141, may <u>be taken concurrently)</u> and (MATH 125 MATH 155 or <u>MATH 155</u> 160 or MATH 160 or MATH 161 or MATH <u>255</u>), or MATH 255)	Spring 2019
GEOL 446	Environmental Geology	Edit to prerequisites: <u>CHEM 111 and</u> (GEOL 120 <u>120</u> , may <u>be taken concurrently</u> or GEOL 122 or GEOL 124 or GEOL <u>150) and and</u> (PH 121 or PH 141), 141 and CHEM 111)	Spring 2019

Course Deactivations			
Course #	Course Title	Notes	Effective Term
BZ 402	Molecular Cytogenetics	Listed as an elective or in a 'Select from' list (and will be administratively removed from): <ul style="list-style-type: none"> • BCHM-GBCZ-BS • SOCR-APMZ-BS • SOCR-PBGZ-BS • IMBQ 	Spring 2019
BZ 403	Comparative Endocrinology	Listed as an elective or in a 'Select from' list (and will be administratively removed from): <ul style="list-style-type: none"> • BCHM-GBCZ-BS • IMBQ 	Spring 2019

Minutes approved by the University Curriculum Committee on 9/28/18.

Brad Goetz, Chair
 Shelly Ellerby and Susan Horan, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **September 28, 2018** at 2:00 p.m.

The meeting adjourned at 3:40 p.m.

Minutes

The minutes of September 21, 2018 were approved.

Other Business: This meeting was reserved for the UCC to discuss several topics and policies related to curriculum; no policies were voted on. Discussion topics included: Study Abroad policies, definitions of undergraduate minors and interdisciplinary minors, definitions/guidelines on BA vs BS degrees, prerequisite sequencing policy/procedure for upper-division courses. Sub-committees will be formed to discuss these issues further and bring forward specific action items for UCC to vote on.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is approved to the “Curriculum Liaison Specialist - hold for FC approval” queue in the CIM workflow, the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes	Effective Term
AA 380A1	Astrophysics	No permanent course proposal found in CIM.	Spring 2019
CS 481A3	Blockchain Principles and Applications	No permanent course proposal found in CIM.	Spring 2019
ECE 580B9	Manycore System Design Using Machine Learning	No permanent course proposal found in CIM.	Spring 2019
HIST 481A6	History of Outdoor Recreation	No permanent course proposal found in CIM.	Spring 2019

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
ECE 513	Digital Image Process	Edit to offering term: Spring Spring, Summer	Spring 2019
ERHS 632	Techniques in Radiation Dosimetry	Edit to offering term: Spring Fall	Spring 2019
IDEA 310A	Design Thinking Toolbox: Paper Products	Edit to prerequisites: IDEA 210 <u>or concurrent registration.</u>	Spring 2019
IDEA 310B	Design Thinking Toolbox: 3D Modeling	Edit to prerequisites: IDEA 210 <u>or concurrent registration.</u>	Spring 2019
IDEA 310D	Design Thinking Toolbox: Digital Imaging	Edit to prerequisites: IDEA 210 <u>or concurrent registration.</u>	Spring 2019
IDEA 310E	Design Thinking Toolbox: Wood	Edit to prerequisites: IDEA 210 <u>or concurrent registration.</u>	Spring 2019
IDEA 310F	Design Thinking Toolbox: Textiles	Edit to prerequisites: IDEA 210 <u>or concurrent registration.</u>	Spring 2019
IDEA 310G	Design Thinking Toolbox: Infographics	Edit to prerequisites: IDEA 210 <u>or concurrent registration.</u>	Spring 2019

Minutes approved by the University Curriculum Committee on 10/5/18.

Brad Goetz, Chair
Shelly Ellerby and Susan Horan, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 5, 2018** at 2:00 p.m.

The meeting adjourned at 4:00 p.m.

Minutes

The minutes of September 28, 2018 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is approved to the “Curriculum Liaison Specialist - hold for FC approval” queue in the CIM workflow, the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

Miscellaneous Memo Requests	
Request	Notes
New Pre-Dance Program Code Request	The Major in Dance audition process was approved when the degree was approved, effective Spring 2013 (see 'Phase II' new degree paperwork attached in CIM). A pre-code is needed to facilitate the audition process. By declaring a pre-dance major, students may declare their intent to audition, allowing the dance program to identify and contact both incoming and current students. The creation of a pre-dance major will also ensure students move through the proper channels (audition and interview) before being accepted as a dance major. The pre-dance major is consistent with existing procedures in the School of Music, Theatre, and Dance; Music already has a pre-music major.

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
BZ 474/ESS 474	Limnology	Addition of dual-listing with ESS; edits to offering year and term. <i>ESS 474 will be administratively added as dual-listed course to all POS that currently list BZ 474.</i>	Spring 2019
IE 387	Intercultural Internship	Edits to Course Assessment Components and Percentage of Grade. Updated language under ‘AUCC 3E Waiver’ section in the ‘Intercultural Internship Handbook’ attached in CIM.	Summer 2019
LIFE 210	Introductory Eukaryotic Cell Biology	Addition of Distance/Online offering; edits to course description and offering term.	Spring 2019
LITA 101	First-Year Italian II	Addition of Mixed Face-to-Face offering; edit to offering term.	Spring 2019

New Courses			
Course #	Course Title	Notes	Effective Term
ANTH 358	Archaeologies of Graffiti	Distance/Online and Face-to-Face. Proposed as an elective in (program changes have not been started in CIM yet): <ul style="list-style-type: none"> • ANTH-BA • ANTH-ARCZ-BA • ANTQ 	Spring 2019

ANTH 617	Place, Space & Adaptation	Proposed as a required course in the department's new Ph.D. in Place, Space & Adaptation (program proposal has not been started in CIM yet).	Spring 2019
E 610	Literature Program Colloquium	S/U only. Proposed as a required colloquium in the MA in English, Literature Specialization (Plan B proposal is saved but not submitted in CIM).	Spring 2019
ETST 441	Indigenous Knowledges		Spring 2019
LB 235/ ECON 235	Working With Data	Distance/Online and Face-to-face. Previously offered as experimental course ECON 280A1 (Fall 2017: 39 students; Fall 2018: 66 students).	Spring 2019
LITA 348	Italian for the Creative Professions	Proposed as an elective in the Interdisciplinary Minor in Italian Studies (program change not started in CIM yet).	Spring 2019
CHEM 231	Foundations of Analytical Chemistry	Chemistry majors only. Proposed as required in (program changes have not been started in CIM yet): <ul style="list-style-type: none"> • CHEM-ACSZ-BS • CHEM-NACZ-BS 	Spring 2019
CHEM 232	Foundations of Analytical Chemistry Lab		
CHEM 264	Foundations of Inorganic Chemistry Laboratory		
ATS 632	Interpreting Satellite Observations	Previously offered as experimental course ATS 681A1 (Spring 2010: 7 students; Spring 2017: 7 students).	Spring 2019
ATS 651	Data Assimilation in Numerical Models		Spring 2019
MECH 631/ MSE 631	Defects in Crystals	Distance/Online and Face-to-face. Previously offered as experimental course MECH 681A2 (Spring 2017: 6 students)	Spring 2019
ESS 555/ ENGR 555	Lifecycle Assessment for Sustainability	Distance/Online and Face-to-Face. Previously offered as experimental course ESS 581A1/ENGR 581A1 (Fall 2015: 9 students; Fall 2016: 9 students; Spring 2018: 6 students). Proposed as an elective in the new Graduate Certificate in Carbon Management (program proposal pending with CoSRGE)	Spring 2019
F 571	Applied Forest Ecology	Distance/Online only. Proposed as required courses in the new Online/DCE Graduate Certificate in Advanced Silviculture for the Practicing Forester (program proposal pending with CoSRGE)	Fall 2019
F 572	Advanced Silviculture Practices		
F 574	Climate Adaptive Forest Management		
F 575	Monitoring for Advanced Silviculture		
F 576	Advanced Silviculture Capstone		
F 592	Advanced Silviculture Seminar		

CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes	Effective Term
ART 381A3	Craft History, Theory, and Method	No permanent course proposal found in CIM.	Spring 2019
POLS 381A2	Colorado Legislature	No permanent course proposal found in CIM.	Spring 2019

Experimental Courses – 2nd Offering (*for informational purposes only*)

Course #	Course Title	Notes	Effective Term
CIVE 680B1	Stochastic Simulation in Engr Applications	No permanent course proposal found in CIM (1 st offering: Spring 2018: 4 students).	Spring 2019
MECH 681A3	Techno-Economic and Life Cycle Modeling	No permanent course proposal found in CIM (1 st offering: Spring 2017: 10 students).	Spring 2019

Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
LITA 100	First-Year Italian I	Edit to offering term: Fall, Spring Every	Spring 2019
MU 545	Composition for Music Therapy Practitioners	Addition of 'graduate only' restriction and edit to offering term: Spring Spring, Summer	Spring 2019
SOCR 200	Seed Anatomy and Identification	Edit to prerequisites: None BZ-104 or BZ-110 or BZ-120 or HORT-100 or LIFE-102 or SOCR-100	Spring 2019
SOCR 201	Seed Development and Metabolism	Edit to prerequisites: None BZ-104 or BZ-110 or BZ-120 or HORT-100 or LIFE-102 or SOCR-100	Spring 2019
SOCR 300	Seed Purity Analysis	Edit to prerequisites: none SOCR-200	Spring 2019
SOCR 301	Seed Germination and Viability	Edit to prerequisites: none SOCR-201	Spring 2019

Minutes approved by the University Curriculum Committee on 10/12/18.

Brad Goetz, Chair
 Shelly Ellerby and Susan Horan, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 12, 2018** at 2:00 p.m.
The meeting adjourned at 4:00 p.m.

Minutes

The minutes of October 5, 2018 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is approved to the “Curriculum Liaison Specialist - hold for FC approval” queue in the CIM workflow, the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

Miscellaneous Memo Requests	
Request	Notes
Revisions to the All University Core Curriculum (AUCC)	UCC approved several additional revisions to the AUCC Guidelines (first approved 9/14/18). A Special Action memo has been submitted to Executive Council; anticipated to be included on the 11/6/18 Faculty Council agenda. <i>See CIM memo and attachments for details.</i>

New Courses			
Course #	Course Title	Notes	Effective Term
ATS 740	Atmospheric Electricity	Written consent of instructor needed. Previously offered as experimental course ATS 780A3 (Spring 2014: 6 students; Spring 2017: 5 students).	Spring 2019
BZ 568/ FW 568	Sustaining River Ecosystems in Changing World	Previously offered as experimental course BZ 680A2/FW 680A2 (Fall 2013: 13 students, Fall 2015: 17 students).	Spring 2019
CHEM 263	Foundations of Inorganic Chemistry Laboratory	Chemistry majors only. Proposed as required in (program changes have not been started in CIM yet): <ul style="list-style-type: none"> CHEM-ACSZ-BS CHEM-NACZ-BS 	Spring 2019
CIVE 513	Morphodynamic Modeling	Previously offered as experimental course CIVE 581A9 (Spring 2015: 9 students; Spring 2017: 13 students). Proposed as an elective in: <ul style="list-style-type: none"> CIVE-MS CIVE-PHD ENGR-CIVZ-ME 	Spring 2019
GR 548	Biogeography	Proposed as an elective in: <ul style="list-style-type: none"> PhD in Anthropology ANTH-MA ANTH-HEVZ-MA 	Spring 2019
HORT 453	Principles of Fruit Crop Management	Distance/Online and Face-to-Face. Will replace HORT 450A and HORT 450B. Proposed as both a required course and an elective in various programs (program proposals are saved but not submitted in CIM).	Spring 2019
LSPA 251	Spanish Language for Education Abroad	Distance/Online only; permanent partial semester.	Fall 2019
NR 426	Programming for GIS I	Permanent partial semester.	Spring 2019

NR 427	Programming for GIS II	Permanent partial semester.	Spring 2019
VM 777	Feline Medicine	1 cr.; DVM students only.	Spring 2019
VS 665E	Advanced Topics in Veterinary Cardiology: Cardiovascular Imaging	2 cr.; DVM or equivalent professional medicine degree required, or by instructor permission.	Spring 2019
WR 671	Advanced Topics in Watershed Science	1-6 var. cr.; may be repeated for a maximum of 9 credits.	Spring 2019

CLA Semester Study Abroad Program at Todos Santos – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
ART 382C	Study Abroad: Art Meets Environment in Baja California Sur	1st offering; 3 credits. Travel dates: 12/9/19-12/21/19 (13 days) Written consent of instructor required. Mixed Face-to-Face (1 credit taught Distance/Online from 8/26/19-10/18/19; 2 credits taught in Baja).	Fall 2019
E 382C	Study Abroad: Writing Stories of Community in Todos Santos	1st offering; 3 credits. Travel dates: 11/25/19-12/7/19 (13 days) Mixed Face-to-Face (1 credit taught Distance/Online from 8/26/19-10/18/19; 2 credits taught in Todos Santos).	Fall 2019
ETST 382B	Study Abroad: Latinx Creative Expression in Mexico	1st offering; 3 credits. Travel dates: 10/28/19-11/9/19 (13 days) Mixed Face-to-Face (1 credit taught Distance/Online from 8/26/19-10/18/19; 2 credits taught in Mexico).	Fall 2019
HIST 382D	Study Abroad: History, Community, and Environment in Mexico	1st offering; 3 credits. Travel dates: 11/11/19-11/23/19 (13 days) Mixed Face-to-Face (1 credit taught Distance/Online from 8/26/19-10/18/19; 2 credits taught in Mexico).	Fall 2019

Study Abroad Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
E 382B	Study Abroad: Shakespeare in Oxford	1st offering; 3 credits. Travel dates: 5/21/19-6/25/19 (36 days) Applicant must be either be a student in the Honors Program or an English major/minor with a minimum 3.2 GPA.	Summer 2019
E 482A/ LB 482A	Study Abroad: Energy Transitions in Europe	1st offering; 3 credits. Travel dates: 5/19/19-5/31/19 (13 days)	Summer 2019
EDAE 682A	Study Abroad: Applications of Lifelong Learning–Thailand	1st offering; 3 credits. Travel dates: 5/26/19-6/8/19 (14 days) Offered as Mixed Face-to-Face.	Summer 2019
ESS 382A	Study Abroad: Socio-Ecological Landscapes of Mongolia	1st offering; 6 credits. Travel dates: 7/15/19-8/17/19 (34 days) Written consent of instructor required.	Summer 2019
SPCM 482B	Study Abroad: Social Support & Communication in Spain	1st offering; 3 credits. Travel dates: 5/23/19-6/15/19 (24 days)	Summer 2019

Study Abroad Course – 2nd Offering

Course #	Course Title	Notes/Changes	Effective Term
BIOM 382A	Study Abroad: Prosthetics in Ecuador	2nd offering, 1-2 credits. 1st offering: Summer 2018 (24 students) Travel dates: 5/24/19-6/2/19 (10 days)	Summer 2019

CON 382A	Study Abroad: European Perspectives	2nd offering, 3 credits. 1st offering: Summer 2018 (13 students) Travel dates: 7/20/19-8/18/19 (30 days)	Summer 2019
ESS 482A/ ANTH 482A	Study Abroad: Communities and Conservation in South Africa	2nd offering, 6 credits. 1st offering: Summer 2018 (17 students) Travel dates: 6/10/19-7/2/19 (23 days) Written consent of instructor required.	Summer 2019
WS 382A	Study Abroad: LGBTQ Advocacy and Policy in Spain	2nd offering, 3 credits. 1st offering: Summer 2018 (7 students) Travel dates: 5/25/19-6/2/19 (9 days)	Summer 2019

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
LFRE 108	Intensive French I	Addition of Distance/Online offering; removal of prerequisites; edits to course description and offering term.	Spring 2019
LGER 108	Intensive German I		Spring 2019
LSPA 108	Intensive Spanish I		Spring 2019
MIP 432/ ESS 432	Microbial Ecology	Addition of dual-listing with ESS and concurrent registration restriction with MIP 433/ESS 433. <i>ESS 432 will be administratively added as dual-listed course to all POS that currently list MIP 432. MIP 632 prerequisite will be administratively updated to 'MIP 432 or ESS 432.'</i>	Spring 2019
MIP 433 ESS 433	Microbial Ecology Laboratory	Addition of dual-listing with ESS and concurrent registration restriction with MIP 432/ESS 432. <i>ESS 433 will be administratively added as dual-listed course to all POS that currently list MIP 433.</i>	Spring 2019
VM 637	Veterinary Bacteriology and Mycology	Decrease in credits from 3 to 2 (in line with other infectious disease discipline courses offered in same semester).	Spring 2019

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
ELEG-MS: Master of Science in Electrical Engineering, Plan B	Updating curriculum to reflect two plans available for students.	Spring 2019

Program Deactivations			
Program Title	Notes	Last Term Students Can Be Admitted	Last Term Students Can Complete
HAES-MS: Master of Science in Health and Exercise Science, Plan B	No students are currently in the Plan B program. We will continue to offer the Plan A research track program.	Fall 2018	Fall 2018

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes	Effective Term
CIVE 580B4	Pollution, Exposure, and the Environment Quantitative Exposure Science	1 st offering approved for Fall 2018, but not populated. Edit to course title. No permanent course proposal found in CIM.	Spring 2019
ECE 580C1	Interconnection Networks	Distance/Online and Face-to-face. No permanent course proposal found in CIM.	Spring 2019
SPCM 380A3	Screenwriting as Communication	No permanent course proposal found in CIM.	Spring 2019
SPCM 480A1	Listening Across Difference	No permanent course proposal found in CIM.	Spring 2019
WS 280A1	Whiteness, Gender, and Sexuality	No permanent course proposal found in CIM.	Spring 2019

Experimental Courses – 2 nd Offering (<i>for informational purposes only</i>)			
Course #	Course Title	Notes	Effective Term
HORT 580A4	Light and Controlled Environment Agriculture	1 st offering: Fall 2017 (10 students). No permanent course proposal found in CIM.	Spring 2019

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
BZ 565/ MIP 565	Next Generation Sequencing Platform/Libraries	Edit to prerequisites: None CM 505 .	Fall 2019
HORT 454	Horticulture Crop Production and Management	Edit to offering term: Fall , Spring Edit to prerequisites: HORT 310 or HORT 451 or HORT 453 . 100	Spring 2019
HDFS 375	Lifespan Intervention and Prevention Science	Edit to prerequisites: HDFS 310 , HDFS 311 . 101	Fall 2019
VS 628	Physiology and Pathophysiology	Edits to offering year: Even Every Edits to offering term: Spring Fall	Spring 2020

Course Deactivations			
Course #	Course Title	Notes	Effective Term
HORT 450C	Horticulture Food Crops: Small Fruit Production	New course HORT 453 will replace HORT 450C and HORT 450D.	Summer 2019
HORT 450D	Horticulture Food Crops: Tree Fruit Production		Summer 2019

Minutes electronically approved by the University Curriculum Committee on 10/15/18.

Brad Goetz, Chair
 Shelly Ellerby and Susan Horan, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 19, 2018** at 2:00 p.m.
The meeting adjourned at 2:45 p.m.

Minutes

The minutes of October 12, 2018 were electronically approved on October 15, 2018.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is approved to the “Curriculum Liaison Specialist - hold for FC approval” queue in the CIM workflow, the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

Miscellaneous Memo Requests	
Request	Notes
Revisions to the All University Core Curriculum (AUCC)	<p>UCC approved an amended Special Action memo to Executive Council; anticipated to be included on the 11/6/18 Faculty Council agenda.</p> <p>UCC also approved removing gtPathways History (GT-HI1) courses from their previous proposed alignment into AUCC Category 3E (Diversity and Global Awareness) per guidance from CDHE.</p> <p><i>See CIM memo and attachments for details.</i></p>

Study Abroad Courses – 3 rd Offering ‘Permanent’ Course			
Course #	Course Title	Notes/Changes	Effective Term
ENGR 370	Study Abroad: Grand Challenges in Engineering–China	<p>3rd offering; 3 credits.</p> <p>Previously offered as Study Abroad course ENGR 382 (Summer 2014: 11 students; and ENGR 382A (Summer 2016: 9 students)</p> <p>Travel dates: 5/27/19-6/10/19 (15 days)</p>	Summer 2019

New Courses			
Course #	Course Title	Notes	Effective Term
SOWK 370	Addictions–A Social Work Perspective	Will replace SOWK 371D . Proposed as required in the proposed new Major in Social Work, Addictions Counseling Concentration ; elective in the Major in Social Work.	Spring 2019

New Graduate Certificate		
Program Title	Notes	Effective Term
Graduate Certificate in Business Management	Online/DCE only.	Fall 2019

Major Changes to Existing Programs		
Program Title	Notes	Effective Term
CTMG-MS : Master of Science in Construction Management, Plan A	Reducing the total number of credits required from 33 to 30 to better accommodate and streamline the Sequential Degree Program(s) (or Integrated Degree Program(s)) that will be developed and offered.	Fall 2019
CTMG-MS : Master of Science in Construction Management, Plan B	Reducing the total number of credits required from 36 to 30 to better accommodate and streamline the Sequential Degree Program(s) (or Integrated Degree Program(s)) that will be developed and offered.	Fall 2019
FWCB-MFVC: Master of Fish, Wildlife, and Conservation Biology, Plan C (M.F.W.C.B.)	Removal of FW 692 and FW 696 and addition of FW 567 to the 'Select at least 9 additional credits' list.	Fall 2019
ILES-BA: Dual Degree in Interdisciplinary Liberal Arts, B.A. and Engineering Science, B.S.	Replacing LB 200 with LB 392; reducing the existing 6 credit upper-division Arts and Humanities/Social Science electives at the junior level to 3 credits (since LB 392 will involve special topics unique to the Arts, Humanities and Social Science disciplines); addition of LB 490 at the senior level.	Fall 2019

Major Changes to Existing Programs: 'Grandfather' Program		
Program Title	Notes	Effective Term
Master of Science in Geosciences, Plan A	'Grandfathered' existing program. Increasing credits of 500 level and higher regular course work from 12 to 15. This change will strengthen the interdisciplinary approach to education and will better prepare M.S. students for professional licensing and employment, or for pursuit of a PhD. It also brings the program into better alignment with professionally-oriented Geoscience M.S. programs nationally.	Fall 2019

CONSENT AGENDA

Experimental Courses – 2 nd Offering (<i>for informational purposes only</i>)			
Course #	Course Title	Notes	Effective Term
RS 480A1	Structure & Function of Rangeland Ecosystems	Approved effective Summer 2017, but no enrollment SU17 or SU18. If there is enrollment SU19, it would be considered the '1 st offering.' No permanent course proposal found in CIM.	Summer 2019
VM 781A3	Integrative Veterinary Pain Management	1 st offering: Spring 2018 (25 students). No permanent course proposal found in CIM.	Spring 2019

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
MU 155	Guitar Class I	Edit to offering term: Fall Every	Spring 2019
TH 250	Voice and Movement for the Stage	Edit to prerequisites: TH 150 TH 251, may be taken concurrently	Spring 2019

Course Deactivations			
Course #	Course Title	Notes	Effective Term
SOWK 371D	Social Work with Selected Populations: Substance Abusers	Will be replaced by new course SOWK 370 . This course is listed in elective or 'select from' lists in HDFS-HDEZ-BS, HDFS-PISZ-BS, and IGRQ. SOWK 371D will be replaced with SOWK 370 administratively on each of these programs effective Spring 2019.	Spring 2019

Minutes electronically approved by the University Curriculum Committee on 10/22/18.

Brad Goetz, Chair (*Carole Makela, Substitute Chair on 10/19/18*)
 Shelly Ellerby and Susan Horan, Curriculum & Catalog

MEMORANDUM

DATE: October 30, 2018
TO: Tim Gallagher, Chair Faculty Council
FROM: Rick Miranda, Provost and Executive Vice President
SUBJECT: Approval of Fall Degree Candidates – December 2018 Commencement

Rick Miranda, Provost and Executive Vice President, MOVES THAT FACULTY COUNCIL APPROVE THE CANDIDATES WHO MEET THE DEGREE REQUIREMENTS FOR GRADUATION AT THE CLOSE OF THE 2018 FALL SEMESTER.

Date: September 21, 2018

To: Tim Gallagher
Chair, Faculty Council

From: Marie Legare DVM PhD
Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: Faculty Manual E.13 Advancement in Rank (Promotion)

The Committee on Responsibilities and Standing of Academic Faculty submits the following:

MOVED, THAT SECTIONS E.13 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

E.13 Advancement in Rank (Promotion) (*last revised ~~June 21, 2011~~xxx*)

For the purposes of discussing promotion in this section, the six (6) available ranks for faculty are grouped into four (4) levels as follows:

- i. Instructors
- ii. Senior Instructors and Assistant Professors
- iii. Master Instructors and Associate Professors
- iv. Professors

A promotion is an advancement in rank from one level to a higher level. A change in rank within a level is not a promotion. Department and College codes should specify the expectations for each of these ranks within their unit. Department and College codes should define all titles used for faculty within their unit and the expectations for each of the six (6) ranks, utilizing guidelines from the Provost.

Except in unusual circumstances noted in the statement of reasons given for the promotion recommendation, when tenure is granted to a tenure track assistant professor, the individual shall be promoted concurrently to associate professor as part of the tenure process.

Normally, after five (5) years in rank ~~as an associate professor, faculty are eligible to be considered for promotion from associate professor to professor.~~ If the promotion is approved, it shall become effective the following July 1. ~~Advancement from associate professor to professor~~Promotion may be considered prior to five (5) years in rank in those cases in which the faculty member's performance clearly exceeds the standards for promotion ~~to professor~~ established pursuant to the performance expectations stipulated in Section E.12.

Service at other academic institutions may or may not count toward time in rank. The appointment letter shall state unambiguously whether or not service at other institutions will

count towards time in rank at Colorado State University and state specifically the exact number of years of prior service credit being granted. The department head and dean are responsible for apprising the candidate of this possibility.

E.13.1 Origin and Processing of Recommendations *(last revised June 21, 2011~~xxx~~)*

The ~~head of the department~~ faculty member shall initiate the process leading to a recommendation for the granting or denial of promotion by submitting a formal request for promotion in rank to the department head. The ~~department head~~ faculty member should consult with the ~~promotion committee~~ department head before initiating this process. The ~~department head~~ faculty member should also consult the website of the Office of the Provost for information and forms regarding applications for promotion.

Because this recommendation is primarily a faculty responsibility, the department head shall ask the promotion committee to vote by ballot for or against promotion of the faculty member being considered. A promotion recommendation shall be by a majority vote of the promotion committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President.

E.13.2 Promotion Committee

This section describes the membership of the promotion committee and which members of the committee are voting members. Department codes may specify additional requirements beyond those specified in this section.

The ~~promotion committee must have at least three (3) voting members and shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof.~~ The department head, college dean, Provost, and President are not eligible to serve on the promotion committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.11.2) of more than half time (0.5) is not eligible to serve on the promotion committee unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the promotion committee, it is expected that ~~he or she~~ they will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse ~~himself or herself~~ oneself. The eligible department faculty members are all other ~~tenured~~ department faculty members of higher ~~rank level~~ than the faculty member under consideration who meet any additional eligibility requirements specified in the department code.

For promotion of a tenured or tenure-track faculty member, only tenured committee members are voting members. For promotion of a non-tenure track faculty member, this restriction does not apply. A department may specify in its code additional requirements for voting members.

The promotion committee shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof, unless this leads to a committee with fewer than three (3) voting members. If a the-committee of at least has fewer than three (3) tenuredeligible voting faculty members of higher rank within the department cannot be constituted, then additional tenuredeligible voting faculty members of higher rank shall be selected from other departments within the University so as to produce a committee ofwith three (3) voting members. A department may specify in its code a procedure for narrowing the pool of eligible additional eligible voting members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all tenuredeligible voting faculty members of higher rank on the promotion committees from all departments within the college. The department head shall draw the additional members of the promotion committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the promotion committee.

Rationale:

- (1) This incorporates into the promotion process the new ranks that were created in Section E.1.
- (2) This allows the faculty member to initiate the promotion process.
- (3) By using “level” as a guideline for promotion, it greatly simplifies the complex issue of promotion within and between the two paths of advancement. Moreover, in changing from one path of advancement to the other, the use of “levels” as a descriptor for both paths simplifies the description of the promotional process.
- (4) Adding verbiage about revision of department codes conforms to the Provost directive stating that codes need to specify criteria for each rank and title of faculty within their departments.

October 9, 2018

TO: Timothy Gallagher, Chair
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair
University Curriculum Committee

SUBJECT: New Degree: Master of Agribusiness Innovation Management, Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Agribusiness Innovation Management, Plan C, be established effective Fall 2019 in the Department of Agricultural and Resource Economics Resources, College of Agricultural Sciences.

According to the request submitted:

Description:

The master's degree program will be offered as part of the Agribusiness Entrepreneurship activities at the National Western Center in Denver. It will be a classroom-based professional program offered through Distance and Continuing Education, so will not rely on campus-based funding to be launched or sustained. The program will primarily target students from around the US (and beyond) who have an undergraduate degree in a traditional agriculture field (such as Animal Science, Crop Science, Horticulture, Agricultural Education and so forth), some work experience beyond college, and a desire to become an entrepreneur in the agriculture value-chain.

The Master of Agribusiness Innovation Management will follow a cohort model, with students largely restricted to a set curriculum. Each core course is two credit hours, allowing for more topics to be covered in the curriculum and providing flexibility, when necessary, for Fort-Collins-based faculty to travel to Denver just one day a week to teach a course. Thirteen of the 15 courses in the program are new and are in the review process.

The overall structure of the program begins with intensive coursework designed to give the students a thorough yet flexible overview of the agribusiness and food system, to begin shaping their professional identities as entrepreneurs, and to impart a skill-set and mind-set based upon strategy and design-thinking, essential to approaching old problems in new ways.

The students that choose to pursue the degree will experience what really sets this program apart: its unique engagement with inventors and companies in the region through the venture practicum projects, which the students pursue for 12-18 months after completing the first semester of coursework. The degree program will be tightly linked

with an agribusiness incubator that is also managed by the Ag Innovation Center. The business development staff members at the incubator will solicit commercially promising technical or business ideas from the agricultural scientists at CSU as well as from companies across Colorado. At the end of the first semester, the program's faculty and the incubator staff will undertake a screening process, assembling student teams from the new cohort, and guiding them through a selection process to match each team with a recently solicited idea. The student teams then take up the challenge of becoming "surrogate entrepreneurs" exploring the market potential of the idea for which they have taken responsibility, reaching out to build a network of partners, customers, and funders, and developing a business plan. Most students will ultimately learn the common lesson of entrepreneurship - that few entrepreneurial ideas ultimately are commercially viable. The coursework and experience applying it will still be immensely useful should the student want to start his/her own business, or join the team of a new business startup. A few students will find that their idea does have commercial viability, in which case they can be part of the team that launches a new startup.

Program Catalog Copy:

The professional Master of Agribusiness Innovation Management (Plan C) is a program of study consisting of 35 credit hours of coursework, including 9 credit hours of practicum, that prepares students to start their own businesses in the agribusiness food system or to join the team of an existing startup in the agricultural value chain. Completion of the degree program implies mastery of what it means to be an entrepreneur, ability to describe the agriculture value chain and potential business opportunities, practical understanding of the role that economics plays in successful business startups, financial and marketing skills needed to put together a business plan, ability to evaluate the viability of a new product or service, ability to work together in a team to put together a business plan, communication skills to sell that plan to others (particularly potential investors), and working knowledge of intellectual property and how to protect it from unauthorized exploitation. The practicum provides experience in the development of a business plan for an actual business.

Rationale:

This program will become an integral part of the proposed Agribusiness Entrepreneurship program at the National Western Center in Denver. The program will be an important component of CSU's \$200+ million investment at the National Western Center. Leaders in Denver envision the National Western Center becoming a hub of agricultural research and development to rival anything in existence in California, New York, or the Midwest. Our program will be at the heart of this R&D development. This degree program will attract entrepreneurial students to become part of this multi-billion industry in Colorado.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 9/6/18 and by the University Curriculum Committee on 9/21/18.

Attachment

October 9, 2018

TO: Timothy Gallagher, Chair
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair
University Curriculum Committee

SUBJECT: New Degree: Master of Conservation Leadership, Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Conservation Leadership, Plan C, be established effective Spring 2019 in the Department of Human Dimensions of Natural Resources, Warner College of Natural Resources.

According to the request submitted:

Description:

The Master of Conservation Leadership, Plan C, is a graduate degree which prepares leaders to address complex conservation issues at local, regional, and global scales. The program is built around principles of experiential learning, inter-disciplinary instruction, and applied approaches. Working closely with a network of practitioners and organizations, the Master of Conservation Leadership, Plan C is the option for individuals seeking to make a difference in the lives and ecosystems of our planet.

Program Catalog Copy:

The Master of Conservation Leadership at Colorado State University is a graduate degree which prepares leaders to address complex conservation issues at local, regional, and global scales. The program is built around principles of experiential learning, inter-disciplinary instruction, and applied approaches.

Rationale:

Conservation issues at all scales require individuals who can analyze and problem-solve with an interdisciplinary mindset, and an ability to work successfully with a variety of value systems, world views and beliefs. The Master of Conservation Leadership, Plan C, will prepare students for higher level skills to succeed in the conservation workplace, such as systems thinking, collaboration skills with diverse groups, and skills in basic research techniques. In addition, the Plan C option gives students opportunities to gain important practical experiences to build their skill sets and be competitive for jobs in the conservation workplace.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 9/6/18 and by the University Curriculum Committee on 9/14/18.

Attachment

October 9, 2018

TO: Timothy Gallagher, Chair
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair
University Curriculum Committee

SUBJECT: New Professional Doctorate: Doctor of Systems Engineering

The University Curriculum Committee moves Faculty Council adopt the following:

A new Doctor of Systems Engineering be established effective Spring 2019 in the Walter Scott, Jr. College of Engineering.

According to the request submitted:

Program Description:

This proposal for a Doctor of Systems Engineering furthers CSU's degree offerings in this discipline. The professional doctorate target student population is the working technical professional of government, industry, or other organizations whose career goals are to attain a high placement in their technical organization using Systems engineering. Systems engineering is applied to large complex systems in numerous fields. These fields include but are not limited to: space, energy, environment, sustainability, agriculture, and biomedical. The typical student will be a working professional with employer support, will have the experience and breadth of knowledge in technical areas of interest, and will desire to attain the highest level of technical advancement in their careers.

Program Catalog Copy:

The Doctor of Systems Engineering degree will include core studies in systems engineering and its applications to complex systems in a working environment. Curriculum includes professional and applied/translational courses, a systems engineering practicum, and a dissertation to assist working professionals attain a higher level of value to their organizations.

Rationale:

In response to the needs of government and industry organizations and students, CSU's COE proposes a new professional doctorate degree program at Colorado State University (CSU). A professional doctorate in Systems Engineering will emphasize practical system-level problem solving skills and advanced knowledge in related theory and methodologies. It is intended to prepare students for career advancements in technical domains creating the next generation leaders in the demanding field of systems engineering. The degree will require rigorous expertise and depth of systems engineering knowledge, applied to all technical domains. This degree will prepare individuals to work at the highest levels of the technical profession. The program emphasizes problem

solving, leadership, and addressing the enterprise-level challenges that arise during technical development, as well as the ability to balance diverse technologies and competing stakeholder priorities with a system. Technological advancement in business, government agencies, and industry require direction by persons possessing both high technical competence and experience, and understanding of the social, political and institutional factors involved.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 3/1/18 and by the University Curriculum Committee on 3/23/18.

Attachment

October 26, 2018

TO: Timothy Gallagher, Chair
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair
University Curriculum Committee

SUBJECT: Revisions to the 'Colorado State University Academic Core Curriculum (AUCC) – Report on Objectives and Criteria' (As adopted by Faculty Council 12/1/98 and revised by Faculty Council 10/5/04 and 10/2/07)

The University Curriculum Committee moves that Faculty Council acknowledge and approve the following revisions to the All University Core Curriculum (AUCC, formerly the Academic Core Curriculum).

1. Incorporation, into the CSU Catalog (link - <http://catalog.colostate.edu/general-catalog/all-university-core-curriculum/aucc/>) immediately preceding the heading titled “Note Regarding Guaranteed Transfer (GT) Pathways Courses,” the proposed AUCC Preface as indicated on pages 1-4.
2. Adoption of the revisions to the categories of the AUCC as indicated on pages 5-24 of the attached document.

RATIONALE:

A. Given that the Colorado Commission on Higher Education (CCHE) has mandated the use of common Student Learning Outcomes (SLOs) and Content Criteria as part of the effort to support students in transfer; and given that the Provost must sign a verification document attesting that the syllabi for each Guaranteed Transfer Pathways course in the All-University Core Curriculum (AUCC) aligns with these; we seek to inform the Faculty of these changes and the rationale behind them.

B. Given that having common SLOs and Content Criteria will enhance our ability to reinforce rigor of these core courses, prepare new and rotating faculty as they prepare course syllabi, and provide a common platform from which students develop their potential to articulate in-development University SLOs, we seek Faculty Council endorsement of the following recommendations as a way to augment our current AUCC:

1. All courses in the AUCC will articulate toward these commonly shared SLOs and Content Criteria, whether or not a unit decides to submit a particular course to the state level GT Pathways slate of transferable courses;
2. Include additional Diversity and Writing outcomes as relevant to their disciplines (subject code of course) as well as college and university strategic plans in categories 3B, 3C, 3D, and 3E; and
3. As the description of the AUCC has not been significantly updated in the catalog for more than ten years and does not reflect 21st century understandings of learning, we ask Faculty Council to endorse the language of the Preface and the moderate changes in category titles throughout.

The proposed changes were reviewed and approved by the University Curriculum Committee on October 19, 2018.

~~AS ADOPTED BY FACULTY COUNCIL—DECEMBER 1, 1998
(Rev. at Faculty Council, 10/5/04; 10/2/07)~~

~~COLORADO STATE UNIVERSITY ACADEMIC CORE CURRICULUM
REPORT ON OBJECTIVES AND CRITERIA~~

~~The~~ **COLORADO STATE UNIVERSITY**
ALL-UNIVERSITY CORE rests upon **CURRICULUM**

PREFACE

The All-University Core Curriculum (AUCC) at Colorado State University helps students refine their academic skills and introduces them to areas of knowledge, methodologies, and ways of knowing in various fields of study. The AUCC is integral to the entire undergraduate educational experience.

The AUCC promotes the acquisition and effective practice of ~~fundamental~~essential competencies within areas of learning stipulated by the state of Colorado. These include math, writing, arts and humanities, social sciences, and history. Courses approved for inclusion in the AUCC at Colorado State University collectively satisfy all of the requirements of the state with regard to subject area and general transfer agreement (GT Pathways)¹ content, competencies, and student learning outcomes. Essential competencies include the ability to write clearly, speak effectively, recognize diverse perspectives, understand and apply quantitative reasoning, make sense of abstract ideas, reason analytically, and read critically ~~with comprehension~~. Acquisition of these competencies is the primary objective of courses in this part of the Core. Therefore, the instruction focus of these courses (and those in Core

FUNDAMENTAL COMPETENCIES is on the development and practice of these competencies, and to anticipate or reaffirm their linkages to

1A: Intermediate Writing

1B: Quantitative Reasoning

2: Advanced Writing

FOUNDATIONS AND PERSPECTIVES courses as well as to students' major fields of study.

3A: Biological and Physical Sciences

3B: Arts and Humanities

3C: Social and Behavioral Sciences

3D: Historical Perspectives

3E: Diversity and Global Awareness

¹ Courses that the CCHE has approved for inclusion in the Guaranteed Transfer (GT) Pathways program are guaranteed to transfer among all public higher education institutions in Colorado. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

DEPTH, APPLICATION, AND INTEGRATION

4A: Applying Fundamental Competencies

4B: Integrating Foundations and Perspectives

4C: Capstone Experience

Fundamental Competencies in the AUCC (1A, 1B, and 2) are central to success in all courses. These include written and oral communication and quantitative reasoning. Therefore, the learning outcomes and instructional aims of these courses seek to develop and reinforce such competencies.

Foundations and Perspectives in the AUCC (3A, 3B, 3C, 3D, and 3E) emphasize subject area methodologies, diverse perspectives and ways of knowing, modes of expression and creativity, concepts, and knowledge. Courses in this category help students apply effective use of fundamental competencies to bring diverse viewpoints, knowledge, applications and skills to life. Such courses emphasize distinctive characteristics as well as critical linkages among fields of study, promoting synthesis of learning.

Depth, Application, and Integration in the AUCC (4A, 4B, and 4C) engage students in depth and integration of content knowledge (factual, procedural, and metacognitive). These courses help students incorporate and apply learning set forth in Fundamental Competencies and Foundations and Perspectives courses. These courses will provide a capstone experience that helps students integrate, apply, and reflect on the cumulative learning from all courses in their academic experience and major.

THE AUCC EXPERIENCE

~~Each course approved to satisfy requirements in any of the Basic or Core Competency categories must be organized in ways that allow the of the AUCC calls upon the instructor to offer students personal attention. Personal attention from the instruction should include: 1) assessment of individual areas of strength and weakness in the competency; 2) consultation outside of class; 3) introduce and reinforce academic success skills, provide students with ample and prompt evaluation of individual work; 4) communication of clear and specific suggestions for improvement; and 5) encouragement of peer feedback on written and oral communication to encourage their academic progress and development, encourage reflection and development of metacognition, and foster an academic mindset².~~

² **Academic Mindset**

From the instructor position, academic mindset means encouraging students in proactive steps that lead toward success and self-efficacy. These can include:

- Intentionally encouraging students' belief in their potential to succeed in a course and in their academic goals
- Pointing out and reinforcing effective study habits
- Noting the importance of attendance and participation as part of belonging, contributing, and questioning that are essential to building a positive mindset

AUCC courses should provide high impact practices such as writing, collaborative learning, community/civic engagement, or research as relevant to the field. Students learn and retain knowledge when they write, reflect upon what they are learning, and engage in revision processes that utilize feedback. Courses in categories 3B, 3C, 3D, and 3E must base at least 25% of the final grade on writing, a portion of which must be written outside of class. Writing activities may range from brief in-class reflective writing to multi-draft revised papers.

Teaching that encourages this mindset involves setting high and realistic goals for students; making clear the course objectives and academic competencies they help to develop; and demonstrating connections among content, competencies, and life applications. It encourages ongoing effort and offers frequent constructive feedback. Such teaching makes explicit that productive studying, active engagement in learning experiences, practicing, questioning, participating, reflecting, and learning from mistakes contribute to student success.

Students in AUCC Courses may anticipate:

- 1) Graded feedback early in a course.
- 2) Early and consistent access to information about their progress in a course.
- 3) Prompt evaluation of their work, as well as frequent and ongoing feedback that assesses strengths and weaknesses and encourages continuing effort.
- 4) When relevant, referral to campus resources to support their success.
- 4)5) When appropriate, collaboration, peer interaction, and peer feedback.
- 6) Consultation outside of class.

Research at CSU has shown that there is a relationship between student engagement and academic success.

Engagement includes, but is not limited to, the following:

- 1) Regularly attending class and coming prepared to learn.
- 2) Practicing effective study habits.
- 3) Completing required assignments.
- 4) Asking questions and seeking help when needed.
- 4)5) Learning about campus resources that support students.
- 6) Embracing intellectual challenges, opportunities for growth, and breadth of perspectives and opinions.

-
- Helping students recognize the power of seeking out support resources beyond the classroom as needed to address challenges

From the student position, continuing to develop an academic mindset means taking proactive steps that lead toward success and self-efficacy. Steps to developing such a mindset include intentionally reinforcing your own belief in your potential to succeed in a course and in your academic goals by:

- Learning about and practicing effective study habits
- Attending and participating in classes and associated activities, as these help to create a sense of belonging, ability to contribute and question that are essential to building a positive mindset
- Recognizing and acting by seeking out support resources beyond the classroom as needed to address challenges

CONTENT CRITERIA

Content Competencies pertain to the knowledge, methods, concepts, and content-related learning that students should garner from participation in a course. Students should be able to demonstrate acquisition of such content-focused learning resulting from engagement in courses in this category.

CORE STUDENT LEARNING OUTCOMES

Core Student Learning Outcomes are transferable skills that students garner in a variety of educational settings and that have wide applicability across fields and in life.

DRAFT

I.—BASIC COMPETENCIES—6 credits**FUNDAMENTAL COMPETENCIES – 9 CREDITS**

Fundamental Competencies courses emphasize the acquisition of capabilities involving writing, communicating, and quantitative reasoning as primary objectives (1A, 1B, and 2). Therefore, the learning outcomes and instructional aims for this category are to develop and practice these competencies, as they are integral to Foundations and Perspectives courses (3A, 3B, 3C, 3D, and 3E), as well as to students' major fields of study.

1A. Intermediate Writing – 3 credits

The ability to ~~write correctly and effectively is necessary for~~ communicate in written form is an essential component of success in any academic program and enhances the possibility of one's success in personal and professional life. ~~The objective of courses~~ Courses in this category ~~is to~~ provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing ~~aimed to~~ guide them in improving their skills. ~~Courses designed to achieve this objective should develop students':~~

~~1.—awareness of and ability to implement basic strategies for effective writing;
command of Standard English syntax~~

CONTENT CRITERIA

Students should be able to:

1) Deepen Rhetorical Knowledge

a) Focus on rhetorical situation, audience, and purpose.

2.—Use voice, tone, format, and usage;

b) —structure appropriately, deepening understanding of how modes and styles relationships between form and content in writing.

c) Write and read texts written in several genres, for specified discourse communities. These communities may be professional or disciplinary.

d) Practice reflective strategies.

2) Deepen Experience in Writing

a) Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.

b) Critique one's own and other's work.

3) Deepen Critical and Creative Thinking

a) Evaluate the relevance of context.

b) Synthesize other points of view within one's own position.

c) Reflect on the implications and consequences of language are the stated conclusion.

4) Use Sources and Evidence

a) Select and evaluate appropriate to specific kinds of written sources and evidence.

b) Evaluate the relevance of sources to the research question.

5) Deepen Application of Composing Conventions

- a) Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
- b) Use specialized vocabulary, format, and documentation appropriately.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:

1) Employ Rhetorical Knowledge

- a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2) Develop Content

- a) Create and develop ideas within the context of the situation and the assigned task(s).

3) Apply Genre and Disciplinary Conventions

- a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4) Use Sources and Evidence

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- b) Follow an appropriate documentation system.

5) Control Syntax and Mechanics

- a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

B. Mathematics

3 credits

The objective of the Mathematics requirement is to ensure that students develop mathematical skill and understanding essential for describing events, experiences, and the knowledge base of other disciplines. Mathematics encourages a mode of thought that encompasses abstraction and generalization and permits careful analysis as well as explicit calculation. Courses designed to achieve this objective should develop students':

- 1. ability to analyze and interpret quantitative information presented numerically, graphically, and/or algebraically;
- 2. ability to present and explain quantitative results numerically, graphically, and algebraically;
- 3. ability to generalize from specific patterns of events and phenomena to abstract principles, and to proceed from abstract principles to specific applications;
- 4. ability to express relationships among quantities using mathematical language and symbols, and to exploit mathematical language and symbols to drive relationships among quantities;
- 5. understanding of linkages to appropriate courses and disciplines.

1B. Quantitative Reasoning – 3 credits

Quantitative reasoning and problem solving are essential skills for success in academics and in life. Quantitative reasoning, which includes Mathematics and Statistics, develops ways of knowing that involve abstraction, generalization, and analysis. Such thinking involves problem solving, interpretation, representation, application, and communication and audiences; awareness of the ways in which strategies and modes of

CONTENT CRITERIA

Students should be able to:

- a) Demonstrate good problem-solving habits, including:
 - Estimating solutions and recognizing unreasonable results.
 - Considering a variety of approaches to a given problem, and selecting one that is appropriate.
 - Interpreting solutions correctly.
- b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.
- c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.
- d) Apply mathematical concepts, procedures, and techniques appropriate to the course.
- e) Recognize and apply patterns or mathematical structure.
- f) Utilize and integrate appropriate technology.

CORE STUDENT LEARNING OUTCOMES

Quantitative Literacy – Students should be able to:

1) Interpret Information

- a) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

2) Represent Information

- a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

3) Perform Calculations

- a) Solve problems or equations at the appropriate course level.
- b) Use appropriate mathematical notation.
- c) Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

4) Apply and Analyze Information

- a) Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.
- b) Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
- c) Make judgments based on mathematical analysis appropriate to the course level.

5) Communicate Using Mathematical Forms

- a) Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication ~~may be adapted to specific subjects and audiences;~~).

6) Address Assumptions

- a) Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

Problem Solving – Students should be able to:

7) Define a problem

- a) Construct a detailed and comprehensive problem statement or goal.
- b) Identify relevant contextual factors.

8) Propose Exact and Approximate Strategies for Solution of a Problem

- a) Identify reasonable approaches to solving the problem within the given context.

9) Evaluate Potential Strategies

- a) Provide an evaluation of the potential strategy(ies) which may include:
 - i. the history of the problem,
 - ii. the logic behind the potential strategy(ies),
 - iii. the limitations of potential strategy(ies),
 - iv. the feasibility of the proposed strategy(ies),
 - v. the potential impacts of the proposed strategy(ies).
- b) Choose a feasible strategy.

10) Apply a Strategy

- a) Implement chosen approach(es).
- b) Quantify uncertainty and error in results.
- c) Gauge success of the chosen strategy(ies) and revise as needed.

11) Evaluate Results

- a) Discuss and review results relative to the context of the problem.
- b) Make recommendations for further work (where applicable).

2. Advanced Writing – 3 credits

Building on and adapting skills specific to and strategies developed in courses in Intermediate Writing, the objective of Advanced Writing is the further development of competence in written communication. These must include the ability to:

- a. identify a thesis;
- b. locate and acquire information;
- c. critically

CONTENT CRITERIA

Students should be able to:

1) Extend Rhetorical Knowledge

- a) Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
- b) Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
- c) Learn more sophisticated ways to communicate knowledge to appropriate audiences.
- d) Apply reflective strategies to the synthesis, communication, and creation of knowledge.

2) Extend Experience in Writing

- a) Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.

- b) Critique one's own and other's work, including the work of professional writers and/or scholars.

3) Extend Critical and Creative Thinking

- a) Reflect on the implications and consequences of context.
- b) Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
- c) Extend and complicate the consequences of the stated conclusion.

4) Use Sources and Evidence

- a) Select, evaluate, and synthesize appropriate sources; and evidence.
- b) d. interpret and criticallyUse discipline-appropriate criteria to evaluate written texts; sources and evidence.

e. synthesize information;

5) f. defineExtend Application of Composing Conventions

- a) Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
- b) Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing project.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:

1) Employ Rhetorical Knowledge

- a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2) Develop Content

- a) Create and develop a main argument; ideas within the context of the situation and the assigned task(s).

g. structure and organize supportive arguments;

h. develop an outline to structure the main argument and its supporting arguments;

i. identify and analyze audience and adapt the message to them;

j. phrase information in an intelligible and rhetorically effective manner;

3) k. useApply Genre and Disciplinary Conventions

- a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4) Use Sources and Evidence

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

a)b) Follow an appropriate formats of documentation and citation system.

5) Control Syntax and Mechanics

- a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

II. ADVANCED WRITING

3 credits

Building on and adapting basic skills and strategies already developed in the course in Intermediate Writing, the objective of the requirement in Additional Communication is structured as follows:

Advanced Writing (must be chosen by all students who are newly enrolled, first time college students after July 1, 2008) Foundations and Perspectives courses emphasize subject area methodologies, perspectives, modes of expression and creativity, concepts, and knowledge. Courses in this category help students effectively use fundamental

~~The~~ objective of this option is enhancement of skills in written communication. This option further develops the writing competencies of the I.A. requirement to bring diverse viewpoints, knowledge, application, creativity, and skills to life. Courses designed to achieve the objective should develop students':

- a. awareness of and ability to implement basic strategies of written communication for specialized purposes, contexts, and media;
- b. command of Standard English syntax and specialized usage;
- c. awareness of which modes and styles of language are appropriate to specialized kinds of communication and audience;
- d. understanding of how specific objectives and audiences determine the choice of strategy, mode, and medium of written communication;
- e. skills specific to the desired effects, presentation strategies, modes, and media of advanced or specialized forms of written communication. These include the ability to:
 - (1) identify a thesis;
 - (2) locate and acquire information;
 - (3) critically evaluate sources;
 - (4) interpret and critically evaluate written texts;
 - (5) synthesize information;
 - (6) define and develop a main argument;
 - (7) structure and organize supportive arguments;
 - (8) develop an outline to structure the main argument and its supporting arguments;
 - (9) identify and analyze audience and adapt the message to them;
 - (10) phrase information in an intelligible and rhetorically effective manner;
 - (11) use appropriate formats of documentation and citation;
 - (12) choose an appropriate style and format of presentation;
 - (13) understand and use appropriate technologies and formats of delivery.
- f. understand linkages to Foundations and Perspectives courses.

III. FOUNDATIONS AND PERSPECTIVES—22 credits

The Core rests on acquiring foundations of knowledge and understanding intellectual perspectives. Courses in this category of the Core are designed to bring the skills developed in Basic Competencies and Additional Communication to life and given them direction and purpose. Elements of foundation offer exemplary introduction to fields and areas of study that explore their distinctive characteristics as well as critical links within and among them. Elements of perspective promote coherence and integration of knowledge within and among fields and areas of study, often through the exploration of significant thematic issues. Foundation elements frequently will be introduced in disciplinary contexts. Perspective elements typically will be structured comparatively and enlivened through interdisciplinary contexts linkages among fields of study, promoting synthesis of learning.

FOUNDATIONS AND PERSPECTIVES – 22 CREDITS

A3A. Biological/ and Physical Sciences – 7 credits, credits

~~The objective of the Biological/ and Physical Sciences requirement is to instill a clear understanding of the basic Science courses examine scientific viewpoint, to master perspectives, build familiarity with scientific knowledge at a level that facilitates communication in an increasingly technological society, to employ and build on the core competency in mathematics, to enable students to learn and use and the scientific method, and to develop competencies in reasoning, inquiry, and analysis and evaluate the impacts of science and technology on society. Courses designed to achieve this objective can be presented as lecture, discussion, and laboratory or can be constructed to integrate these components. The courses should develop students' to facilitate communication in an increasingly complex and technological world. At least one course used to satisfy this requirement must have a laboratory component.~~

CONTENT CRITERIA

The lecture content of a GT Pathways science course:

Students should be able to:

- a. Develop foundational knowledge ~~of the in specific~~ field(s) of ~~study; science.~~
- b. Develop an understanding of the nature and process of science.
- ~~b.c. Demonstrate the~~ ability to use ~~the scientific method; methodologies.~~
- ~~e.d. use of~~ Examine quantitative approaches to ~~the study of~~ natural phenomena;
 1. ~~understanding of the interactions between science and society;~~
 2. ~~ability to identify and highlight interconnections between the specific course being taught and larger areas of scientific endeavor;~~
 3. ~~ability to distinguish among scientific, nonscientific, and pseudoscientific presentations, arguments, and conclusions;~~
 4. ~~in those courses designed as laboratory courses, knowledge of a particular field of study through components that:~~
- ~~d.e. develop~~ Develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific knowledge;.
- f. Demonstrate the ability to recognize connections between the specific subject matter

being taught and other areas of scientific endeavor or human activity.

The ~~are predominantly~~ laboratory (either a combined lecture and laboratory, or a separate laboratory course tied to a science lecture course) content of a GT Pathways science course:

Students should be able to:

- a. Perform hands-on ~~and inquiry-based~~ activities with demonstration and simulation components playing a secondary role;
 - a. ~~emphasize student formulation and testing of hypotheses with scientific rigor;~~
- b. stress student generation and analysis of actual data, the Engage in inquiry-based activities.
- c. Demonstrate the ability to use ~~of abstract reasoning to the scientific method.~~
- ~~b.d.~~ Obtain and interpret these data, and ~~communication of~~ communicate the results of experimentation; inquiry.
 - b. ~~develop modern laboratory skills, especially in courses foundational for science and technology majors;~~
 - e. ~~emphasize procedures for laboratory safety.~~
- e. effective use of appropriate basic Demonstrate proper technique and safe practices.

CORE STUDENT LEARNING OUTCOMES

Inquiry & Analysis – Students should be able to:

1) Select or Develop a Design Process

- a) Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.

2) Analyze and ~~core competencies~~ Interpret Evidence

- a) Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
- b) Utilize multiple representations to interpret the data.

3) Draw Conclusions

- a) State a conclusion based on findings.

Quantitative Literacy – Students should be able to:

4) Interpret Information

- a) Explain information presented in the ~~study~~ mathematical forms (e.g., equations, graphs, diagrams, tables, words).

5) Represent Information

- a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

NOTE: Courses in categories 3B, 3C, 3D, and 3E must base at least **25% of the biological/physical sciences final grade on writing**, a portion of which must be written outside of class. Writing activities may range from brief in-class reflective writing to multi-draft revised papers.

~~1. At least one of the two courses used to satisfy this requirement must have a laboratory component.~~

B 3B. Arts/ and Humanities – 6 credits~~2credits~~

The ~~arts~~Arts and ~~humanities~~Humanities explore ~~expressions that are~~ uniquely human expressions. The ~~objective of the Arts/ and Humanities requirement is to~~ investigate the cultural character and literatures of human experiences, fundamental questions of ~~value~~values and meaning, and, both in word and beyond words, the symbols and creative expressions of human life. ~~Courses must include at least 25% of final grade based on written work (some of which must be in the form of out-of-class papers). Courses designed to achieve this objective should develop students':~~

~~1. foundational knowledge in at least one form of the arts and humanities;~~
~~understanding of how the form studied reflects the more comprehensive patterns~~Courses in Arts and Humanities may be in Arts and Expression; Literature and Humanities; Ways of Thinking; or World Languages. No more than three credits of intermediate world language (L*** 200, L*** 201) may be used toward this category.

CONTENT CRITERIA

Arts and Expression (GT-AH1):

Students should be able to:

Respond analytically and critically to works of human~~an~~artistic expression~~;~~, by addressing all of the following:

- a. ~~expressive ability through a medium~~Describe the basic elements and their effects on meaning in a work of art.
- b. Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts.
- c. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
- d. Interpret themes or major concepts.
- ~~2. Effectively use appropriate to the course content;~~
- ~~3. understanding and appreciation of the expressions of others;~~
- a. ~~effective use of appropriate basic and core foundational~~ competencies in the study of the arts and humanities~~;~~, including competencies related to the creative process.
- e. Expressive ability through a medium appropriate to the course content.

Literature and Humanities (GT-AH2):

Students should be able to:

Respond analytically and critically to literary or media works, by addressing all of the following:

- a. Specific era(s)
- b. Specific culture(s)
- c. Themes or major concepts
- d. Attitudes and values

Ways of Thinking (GT-AH3):

Students should be able to:

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

- a. Logic
- b. Ethics
- c. The different questions dealt with by leading philosophers and/or theologians and their positions on those questions.

World Languages (GT-AH4):

Students should be able to:

Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to:

- a. Acquire intermediate skills in speaking, aural comprehension, reading, and writing in a language other than English, or
- b. Acquire intermediate skills in American Sign Language.

CORE STUDENT LEARNING OUTCOMES

Arts & Expression (GT-AH1):

Creative Thinking – Students should be able to:

1) Embrace Contradictions:

- a) Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

Critical Thinking – Students should be able to:

2) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

3) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion

Diversity & Global Learning – Students should be able to:

4) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives:

- a) Examine diverse perspectives when investigating social/ and behavioral sciencetopics within natural or human systems.

Written/Oral Communication – Students should be able to:

6) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

7) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

8) Use language appropriate to the audience.

Literature & Humanities (GT-AH2):

Critical Thinking – Students should be able to:

1) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

2) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion

Diversity & Global Learning – Students should be able to:

3) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

4) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

5) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

6) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

7) Use language appropriate to the audience.

Ways of Thinking (GT-AH3):

Critical Thinking – Students should be able to:

1) Explain an Issue:

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

2) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

3) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

4) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

6) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

7) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

8) Use language appropriate to the audience.

World Languages (GT-AH4):

Diversity & Global Learning – Students should be able to:

1) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

2) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

3) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

4) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

5) Use language appropriate to the audience.

6) Execute Delivery:

- a) Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

C. Social/Behavioral Sciences

3 credits

3C. Social and Behavioral Sciences – 3 credits

The Social and Behavioral Sciences are designed to help students acquire broad foundations of social science knowledge and the ability to apply this understanding to contemporary problems and issues. The Social and Behavioral Sciences use similar methods of description and analysis the field to study the complex behaviors of individuals and their relationships with others in families, public associations institutions, and cultures. The objective of the Social/ and Behavioral Sciences requirement is to requirements help students explore the forms and implications of individual and collective behaviors, and their ties to formal institutions, and the methods by which they are studies. Courses must include at least 25% of final grade based on written

~~work (some of which must be in the form of out of class papers) Courses designed to achieve this objective should develop students':.~~

~~foundational~~ Social and Behavioral Sciences courses may be in Economic or Political Systems; Geography; or Human Behavior, Culture, or Social Frameworks.

CONTENT CRITERIA

Economic or Political Systems (GT-SS1):

Students should be able to:

- Demonstrate knowledge of economic or political systems.
 1. Use the content and methods of at least one social/behavioral science;
 2. understanding of how the social/behavioral science studied links to the ways of knowing throughout the social/behavioral sciences;
- ability to use the methods of social/behavioral sciences to analyze and interpret relevant issues;
- understanding Explain diverse perspectives and groups.

Geography (GT-SS2):

Students should be able to:

- Demonstrate knowledge of how multiple factors and processes contribute to the ~~role~~ nature of landscapes, identities, and regions.
- Apply social science tools and perspectives to analyze and interpret issues.

Human Behavior, Culture or Social Frameworks (GT-SS3):

Students should be able to:

- Develop knowledge of human behavior, including learning, cognition, and human development ~~or~~ cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- Understand diverse perspectives and groups ~~in~~.
- Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

CORE STUDENT LEARNING OUTCOMES

Economic or Political Systems (GT-SS1):

Civic Engagement – Students should be able to:

1) Civic Knowledge:

- a) Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

Critical Thinking – Students should be able to:

2) Explain an Issue:

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

3) Utilize Context:

- a) Evaluate the relevance of context of the social/when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

4) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

5) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

6) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral science studies; topics within natural or human systems.

effective use of

Written/Oral Communication – Students should be able to:

7) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

8) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

9) Use language appropriate basic and core competencies into the study audience.

Geography (GT-SS2):

Critical Thinking – Students should be able to:

1) Explain an Issue:

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

2) Utilize Context:

- a) Evaluate the relevance of the context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

3) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

4) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives:

- a) Examine diverse perspectives when investigating social/ and behavioral sciences topics within natural or human systems.

~~2) No more than three credits of intermediate foreign language may be used toward this category.~~

6) ~~D~~Address Diversity:

- a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication – Students should be able to:

7) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

8) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

9) Use language appropriate to the audience.

Human Behavior, Culture or Social Frameworks (GT-SS3):

Critical Thinking – Students should be able to:

1) Explain an Issue:

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

2) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
b) Identify assumptions.
c) Analyze one's own and others' assumptions.

3) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

4) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

6) Address Diversity:

- a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication – Students should be able to:

7) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

8) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

9) Use language appropriate to the audience.

3D. Historical Perspectives Perspectives – 3 credits

The objective goal of the Historical Perspectives requirement is to engage students in an analytical, chronological or thematic study of significant, ~~multidimensional human experiences, events, to investigate different perspectives and interpretations of them, and to understand historical methods, sources, and concepts as they relate to multi-dimensional human experiences.~~ It should ~~also~~ provide students with a foundation for relating beliefs about perspectives of the past to aspirations for the future. ~~Courses must include at least 25% of final grade based on written work (some of which must be in the form of out-of-class papers) Courses designed to achieve this objective should develop students':~~

1. ~~knowledge of a chronologically structured analysis of significant, multidimensional human experiences;~~

CONTENT CRITERIA

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

CORE STUDENT LEARNING OUTCOMES

Critical Thinking – Students should be able to:

1) Formulate an Argument:

- a) Ask a question relevant to the discipline.
- b) Synthesize perspectives that answer it.
- c) Take a specific position.

2) Incorporate Evidence:

- a) Interpret/evaluate sources to develop an analysis or synthesis.

3) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

4) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Information Literacy – Students should be able to:

6) Evaluate Information Critically:

- a) Utilize a variety of information sources appropriate to the scope and discipline of the research question.
- b) Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.

7) Use Information Effectively to Accomplish a Specific Purpose:

- a) Synthesize information from sources to fully achieve a specific purpose.

8) Use Information Ethically and Legally:

- 2. Demonstrate a full understanding of the interpretive and analytical methods that are necessary to build chronological accounts of the past;
- 3. understanding that alternative analytical perspectives can create different “stories” of the past;
- 4. recognition of the significant relationships between people’s images and understanding of the past, their sense of the present, and their aspirations for the future;
- a) effective ethical and legal restrictions on the use of appropriate basic and core competencies in the study of human experience from an historical perspective. information from a variety of sources through correct citation practices.

Written/Oral Communication – Students should be able to:

9) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

10) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

11) Use language appropriate to the audience.**E. 3E. Diversity and Global and Cultural Awareness⁴ — Awareness – 3 credits**

~~The objective of the Courses that address Diversity and Global and Cultural Awareness requirement is to~~ engage students in the study of ~~particular~~ cultural identities, explore the interactions among these ~~cultural~~ identities, and ~~consider the ways in which these~~ reflect upon patterns of interaction ~~are~~ related to the larger ~~global context~~ contexts in which they take place. ~~Courses must include at least 25% of final grade based on written work (some of which must be in the form of out-of-class papers) Courses designed to achieve this objective should develop students’~~ These courses provide opportunities to expand self-awareness, examine perspectives, and engage in dialogue in order to analyze personal and social responsibility, domestic or global systems, and contemporary contexts.

~~knowledge~~ AUCC Category 3E is aligned with the following GT Pathways Categories:

- Arts & Expression (GT-AH1)

- Literature & Humanities (GT-AH2)
- Ways of characteristics that differentiate particular Thinking (GT-AH3)
- Economic or Political Systems (GT-SS1)
- Geography (GT-SS2)
- Human Behavior, Culture, or Social Frameworks (GT-SS3)

Each AUCC 3E course must address the Content Criteria and Core Student Learning Outcomes for one of the GT Pathways categories above, in addition to those listed below.

CONTENT CRITERIA

Diversity and Global Awareness:

- Explore diverse perspectives.
 1. Recognize and explore various cultural identities;
- understanding of, heritages, and important similarities and differences in the ways people in those cultures identify themselves and their cultural heritage; as depicted in the arts, or reflected in geography, or in economic or political systems.
 2. knowledge of the characteristics and dynamics of cultural interactions;
 3. recognition of how specific cultural perspectives, and the Explore interactions among them, affect and are affected by the larger global or international context;
- recognition of how cultural and theoretical perspectives, including students' own perspectives, affect understanding of cultural groups and identities and interactions. as relevant to the discipline.
 4. effective use of appropriate basic and core competencies in the study of cultural identities in global contexts.

³History courses are treated as social and behavioral sciences in the gtPathways transfer program.

⁴Courses in this category must be submitted for gtPathways review as arts and humanities or social and behavioral sciences. History courses are treated as social and behavioral sciences in the gtPathways transfer program.

CORE STUDENT LEARNING OUTCOMES

Diversity & Global Learning – Students should be able to:

1) Address Diversity:

- a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

IV. DEPTH AND INTEGRATION

The Core Curriculum at Colorado State University helps students refine their academic skills and introduces them to areas of knowledge and ways of knowing. The Core Curriculum is also integral to the entire undergraduate educational experience. The objective of the Depth

DEPTH, APPLICATION, AND INTEGRATION – 5 CREDITS MINIMUM

The objective of the Depth, Application, and Integration requirement is to ensure that all students who graduate from Colorado State University continue to develop their academic competencies and build upon the intellectual foundations and perspectives. Where appropriate, historical, technological, and global and cultural perspectives will be infused within courses and requirements for each major. Fundamental Competencies and Foundations and Perspectives courses in manners consistent with learning objectives of their major's program of study. These courses provide integrative and/or applied learning through which students demonstrate the ability to integrate multiple threads from prior learning, to complex, novel, or re-contextualized problems.

Additionally, courses in this category strive to prepare students to demonstrate University learning outcomes, which include creativity, communication, reasoning, stewardship, and collaboration. These foster dispositions toward lifelong learning and the ethical and responsible use of knowledge and information.

To achieve these ends, each ~~baccalaureate undergraduate program of study~~ (major) is required to specify how the following criteria as indicated in ~~A, B4A, 4B, and C4C~~ below are satisfied **in at least two courses in their curriculum. upper-division courses that total a minimum of five credits.** Departments housing the program of study must offer the courses that satisfy these requirements solely or in collaboration with other units. Courses used to meet requirements under AUCC Categories 2 and 3 may not be used to meet this requirement.

A. Using 4A. Applying Fundamental Competencies

~~Each major must designate~~ Designated ~~courses that build upon the Basic~~ must apply and ~~Core~~ integrate knowledge from courses in the Fundamental Competencies of writing, speaking ~~AUCC Categories 1A, 1B, and problem solving in an integrative and complementary way. Individual courses do not have to address all three competencies~~ 2. At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving. Students must receive Early ~~guidance and feedback to strengthen their writing, speaking will support students' growth as writers, speakers, and problem-solving competencies. These courses may be in the department that offers the major or in other departments, as specified by the major solvers.~~

B. Building upon 4B. Integrating Foundations and Perspectives

~~Each major must designate~~ Designated ~~courses that must~~ build upon the foundations of knowledge ~~Foundations and intellectual perspectives of Core Category III~~ Perspectives of AUCC Categories 3A, 3B, 3C, 3D, and 3E in an integrative and complementary way. Those courses may be in the department that offers the major or in other departments, as specified by the major. Each

course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives ~~category(ies) in ways that: categories to:~~

1. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspectives categories in the content of the designated course;
2. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and ~~Perspective~~Perspectives categories are placed in a different context in the designated course;
3. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and ~~Perspective~~Perspectives categories are further developed and transformed in the content of the designated course.

~~5. This category is met by a minimum of two upper division courses that total at least five credits. Courses used to meet requirements under Core Categories II and III may not be used to meet this requirement.~~

4C. Capstone Course Experience

Every major must require a capstone experience ~~at the senior level that consists of a designated course or sequence of courses that offer~~that offers the opportunity for integration and reflection on students' nearly completed ~~baccalaureate~~undergraduate education. Capstone ~~courses~~experiences should enable students to:

1. synthesize the academic and/or artistic experience of the major;
2. analyze disciplinary knowledge with relation to broader areas of intellectual endeavor;
3. evaluate the interaction between their discipline and society;
4. apply appropriate ~~core~~Foundations and Perspectives competencies, ~~foundations and perspectives,~~ and knowledge gained from courses in the major;
5. participate, ~~where appropriate,~~ in collaborative and in interdisciplinary activities relevant to the program of study;
6. make the transition into career or further academic degree programs;
7. identify their roles and potential in the larger professional and/or scholarly community and in society.

Adopted by Faculty Council 12/1/98; revisions approved by Faculty Council 10/5/04 and 10/2/07. Current revisions pending Faculty Council review Fall 2018.

COLORADO STATE UNIVERSITY

ALL-UNIVERSITY CORE CURRICULUM

PREFACE

The All-University Core Curriculum (AUCC) at Colorado State University helps students refine their academic skills and introduces them to areas of knowledge, methodologies, and ways of knowing in various fields of study. The AUCC is integral to the entire undergraduate educational experience.

The AUCC promotes the acquisition and effective practice of essential competencies within areas of learning stipulated by the state of Colorado. These include math, writing, arts and humanities, social sciences, and history. Courses approved for inclusion in the AUCC at Colorado State University collectively satisfy all of the requirements of the state with regard to subject area and [general transfer agreement \(GT Pathways\)](#)¹ content, competencies, and student learning outcomes. Essential competencies include the ability to write clearly, speak effectively, recognize diverse perspectives, understand and apply quantitative reasoning, make sense of abstract ideas, reason analytically, and read critically.

FUNDAMENTAL COMPETENCIES

- 1A: Intermediate Writing
- 1B: Quantitative Reasoning
- 2: Advanced Writing

FOUNDATIONS AND PERSPECTIVES

- 3A: Biological and Physical Sciences
- 3B: Arts and Humanities
- 3C: Social and Behavioral Sciences
- 3D: Historical Perspectives
- 3E: Diversity and Global Awareness

DEPTH, APPLICATION, AND INTEGRATION

- 4A: Applying Fundamental Competencies
- 4B: Integrating Foundations and Perspectives
- 4C: Capstone Experience

Fundamental Competencies in the AUCC (1A, 1B, and 2) are central to success in all courses. These include written and oral communication and quantitative reasoning. Therefore, the learning outcomes and instructional aims of these courses seek to develop and reinforce such competencies.

¹ Courses that the CCHE has approved for inclusion in the Guaranteed Transfer (GT) Pathways program are guaranteed to transfer among all public higher education institutions in Colorado. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Foundations and Perspectives in the AUCC (3A, 3B, 3C, 3D, and 3E) emphasize subject area methodologies, diverse perspectives and ways of knowing, modes of expression and creativity, concepts, and knowledge. Courses in this category help students apply effective use of fundamental competencies to bring diverse viewpoints, knowledge, applications and skills to life. Such courses emphasize distinctive characteristics as well as critical linkages among fields of study, promoting synthesis of learning.

Depth, Application, and Integration in the AUCC (4A, 4B, and 4C) engage students in depth and integration of content knowledge (factual, procedural, and metacognitive). These courses help students incorporate and apply learning set forth in Fundamental Competencies and Foundations and Perspectives courses. These courses will provide a capstone experience that helps students integrate, apply, and reflect on the cumulative learning from all courses in their academic experience and major.

THE AUCC EXPERIENCE

Each course approved to satisfy requirements of the AUCC calls upon the instructor to introduce and reinforce academic success skills, provide students with ample and prompt feedback to encourage their academic progress and development, encourage reflection and development of metacognition, and foster an academic mindset².

AUCC courses should provide high impact practices such as writing, collaborative learning, community/civic engagement, or research as relevant to the field. Students learn and retain knowledge when they write, reflect upon what they are learning, and engage in revision processes that utilize feedback. Courses in categories 3B, 3C, 3D, and 3E must base at least 25% of the final grade on writing, a portion of which must be written outside of class. Writing activities may range from brief in-class reflective writing to multi-draft revised papers.

² **Academic Mindset**

From the instructor position, academic mindset means encouraging students in proactive steps that lead toward success and self-efficacy. These can include:

- Intentionally encouraging students' belief in their potential to succeed in a course and in their academic goals
- Pointing out and reinforcing effective study habits
- Noting the importance of attendance and participation as part of belonging, contributing, and questioning that are essential to building a positive mindset
- Helping students recognize the power of seeking out support resources beyond the classroom as needed to address challenges

From the student position, continuing to develop an academic mindset means taking proactive steps that lead toward success and self-efficacy. Steps to developing such a mindset include intentionally reinforcing your own belief in your potential to succeed in a course and in your academic goals by:

- Learning about and practicing effective study habits
- Attending and participating in classes and associated activities, as these help to create a sense of belonging, ability to contribute and question that are essential to building a positive mindset
- Recognizing and acting by seeking out support resources beyond the classroom as needed to address challenges

Teaching that encourages this mindset involves setting high and realistic goals for students; making clear the course objectives and academic competencies they help to develop; and demonstrating connections among content, competencies, and life applications. It encourages ongoing effort and offers frequent constructive feedback. Such teaching makes explicit that productive studying, active engagement in learning experiences, practicing, questioning, participating, reflecting, and learning from mistakes contribute to student success.

Students in AUCC Courses may anticipate:

- 1) Graded feedback early in a course.
- 2) Early and consistent access to information about their progress in a course.
- 3) Prompt evaluation of their work, as well as frequent and ongoing feedback that assesses strengths and weaknesses and encourages continuing effort.
- 4) When relevant, referral to campus resources to support their success.
- 5) When appropriate, collaboration, peer interaction, and peer feedback.
- 6) Consultation outside of class.

Research at CSU has shown that there is a relationship between student engagement and academic success.

Engagement includes, but is not limited to, the following:

- 1) Regularly attending class and coming prepared to learn.
- 2) Practicing effective study habits.
- 3) Completing required assignments.
- 4) Asking questions and seeking help when needed.
- 5) Learning about campus resources that support students.
- 6) Embracing intellectual challenges, opportunities for growth, and breadth of perspectives and opinions.

CONTENT CRITERIA

Content Competencies pertain to the knowledge, methods, concepts, and content-related learning that students should garner from participation in a course. Students should be able to demonstrate acquisition of such content-focused learning resulting from engagement in courses in this category.

CORE STUDENT LEARNING OUTCOMES

Core Student Learning Outcomes are transferable skills that students garner in a variety of educational settings and that have wide applicability across fields and in life.

FUNDAMENTAL COMPETENCIES – 9 CREDITS

Fundamental Competencies courses emphasize the acquisition of capabilities involving writing, communicating, and quantitative reasoning as primary objectives (1A, 1B, and 2). Therefore, the learning outcomes and instructional aims for this category are to develop and practice these competencies, as they are integral to Foundations and Perspectives courses (3A, 3B, 3C, 3D, and 3E), as well as to students' major fields of study.

1A. Intermediate Writing – 3 credits

The ability to communicate in written form is an essential component of success in any academic program and enhances the possibility of one's success in personal and professional life. Courses in this category provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing to guide them in improving their skills.

CONTENT CRITERIA

Students should be able to:

- 1) **Deepen Rhetorical Knowledge**
 - a) Focus on rhetorical situation, audience, and purpose.
 - b) Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
 - c) Write and read texts written in several genres, for specified discourse communities. These communities may be professional or disciplinary.
 - d) Practice reflective strategies.
- 2) **Deepen Experience in Writing**
 - a) Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
 - b) Critique one's own and other's work.
- 3) **Deepen Critical and Creative Thinking**
 - a) Evaluate the relevance of context.
 - b) Synthesize other points of view within one's own position.
 - c) Reflect on the implications and consequences of the stated conclusion.
- 4) **Use Sources and Evidence**
 - a) Select and evaluate appropriate sources and evidence.
 - b) Evaluate the relevance of sources to the research question.
- 5) **Deepen Application of Composing Conventions**
 - a) Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
 - b) Use specialized vocabulary, format, and documentation appropriately.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:

- 1) **Employ Rhetorical Knowledge**
 - a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- 2) **Develop Content**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 3) **Apply Genre and Disciplinary Conventions**
 - a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- 4) **Use Sources and Evidence**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b) Follow an appropriate documentation system.
- 5) **Control Syntax and Mechanics**
 - a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

1B. Quantitative Reasoning – 3 credits

Quantitative reasoning and problem solving are essential skills for success in academics and in life. Quantitative reasoning, which includes Mathematics and Statistics, develops ways of knowing that involve abstraction, generalization, and analysis. Such thinking involves problem solving, interpretation, representation, application, and communication.

CONTENT CRITERIA

Students should be able to:

- a) Demonstrate good problem-solving habits, including:
 - Estimating solutions and recognizing unreasonable results.
 - Considering a variety of approaches to a given problem, and selecting one that is appropriate.
 - Interpreting solutions correctly.
- b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.
- c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.
- d) Apply mathematical concepts, procedures, and techniques appropriate to the course.
- e) Recognize and apply patterns or mathematical structure.
- f) Utilize and integrate appropriate technology.

CORE STUDENT LEARNING OUTCOMES***Quantitative Literacy – Students should be able to:***

- 1) **Interpret Information**
 - a) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- 2) **Represent Information**
 - a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- 3) **Perform Calculations**
 - a) Solve problems or equations at the appropriate course level.
 - b) Use appropriate mathematical notation.
 - c) Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.
- 4) **Apply and Analyze Information**
 - a) Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.
 - b) Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
 - c) Make judgments based on mathematical analysis appropriate to the course level.
- 5) **Communicate Using Mathematical Forms**
 - a) Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).
- 6) **Address Assumptions**
 - a) Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

Problem Solving – Students should be able to:

- 7) **Define a problem**
 - a) Construct a detailed and comprehensive problem statement or goal.
 - b) Identify relevant contextual factors.
- 8) **Propose Exact and Approximate Strategies for Solution of a Problem**
 - a) Identify reasonable approaches to solving the problem within the given context.
- 9) **Evaluate Potential Strategies**
 - a) Provide an evaluation of the potential strategy(ies) which may include:
 - i. the history of the problem,
 - ii. the logic behind the potential strategy(ies),
 - iii. the limitations of potential strategy(ies),
 - iv. the feasibility of the proposed strategy(ies),
 - v. the potential impacts of the proposed strategy(ies).
 - b) Choose a feasible strategy.
- 10) **Apply a Strategy**
 - a) Implement chosen approach(es).
 - b) Quantify uncertainty and error in results.
 - c) Gauge success of the chosen strategy(ies) and revise as needed.

11) Evaluate Results

- a) Discuss and review results relative to the context of the problem.
- b) Make recommendations for further work (where applicable).

2. Advanced Writing – 3 credits

Building on and adapting skills and strategies developed in courses in Intermediate Writing, the objective of Advanced Writing is the further development of competence in written communication.

CONTENT CRITERIA

Students should be able to:

- 1) **Extend Rhetorical Knowledge**
 - a) Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
 - b) Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
 - c) Learn more sophisticated ways to communicate knowledge to appropriate audiences.
 - d) Apply reflective strategies to the synthesis, communication, and creation of knowledge.
- 2) **Extend Experience in Writing**
 - a) Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
 - b) Critique one's own and other's work, including the work of professional writers and/or scholars.
- 3) **Extend Critical and Creative Thinking**
 - a) Reflect on the implications and consequences of context.
 - b) Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
 - c) Extend and complicate the consequences of the stated conclusion.
- 4) **Use Sources and Evidence**
 - a) Select, evaluate, and synthesize appropriate sources and evidence.
 - b) Use discipline-appropriate criteria to evaluate sources and evidence.
- 5) **Extend Application of Composing Conventions**
 - a) Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
 - b) Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing project.

CORE STUDENT LEARNING OUTCOMES

Written Communication – Students should be able to:

- 1) **Employ Rhetorical Knowledge**
 - a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- 2) **Develop Content**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 3) **Apply Genre and Disciplinary Conventions**
 - a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- 4) **Use Sources and Evidence**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b) Follow an appropriate documentation system.
- 5) **Control Syntax and Mechanics**
 - a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

FOUNDATIONS AND PERSPECTIVES – 22 CREDITS

Foundations and Perspectives courses emphasize subject area methodologies, perspectives, modes of expression and creativity, concepts, and knowledge. Courses in this category help students effectively use fundamental competencies to bring diverse viewpoints, knowledge, application, creativity, and skills to life. Courses explore distinctive characteristics as well as critical linkages among fields of study, promoting synthesis of learning.

3A. Biological and Physical Sciences – 7 credits

Biological and Physical Science courses examine scientific perspectives, build familiarity with scientific knowledge and the scientific method, develop competencies in reasoning, inquiry, and analysis and evaluate the impacts of science and technology on society to facilitate communication in an increasingly complex and technological world. At least one course used to satisfy this requirement must have a laboratory component.

CONTENT CRITERIA

The **lecture** content of a GT Pathways science course:

Students should be able to:

- a. Develop foundational knowledge in specific field(s) of science.
- b. Develop an understanding of the nature and process of science.
- c. Demonstrate the ability to use scientific methodologies.
- d. Examine quantitative approaches to study natural phenomena.
- e. Develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific knowledge.
- f. Demonstrate the ability to recognize connections between the specific subject matter being taught and other areas of scientific endeavor or human activity.

The **laboratory** (either a combined lecture and laboratory, or a separate laboratory course tied to a science lecture course) content of a GT Pathways science course:

Students should be able to:

- a. Perform hands-on activities with demonstration and simulation components playing a secondary role.
- b. Engage in inquiry-based activities.
- c. Demonstrate the ability to use the scientific method.
- d. Obtain and interpret data, and communicate the results of inquiry.
- e. Demonstrate proper technique and safe practices.

CORE STUDENT LEARNING OUTCOMES

Inquiry & Analysis – Students should be able to:

- 1) **Select or Develop a Design Process**
 - a) Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.
- 2) **Analyze and Interpret Evidence**
 - a) Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
 - b) Utilize multiple representations to interpret the data.
- 3) **Draw Conclusions**
 - a) State a conclusion based on findings.

Quantitative Literacy – Students should be able to:

- 4) **Interpret Information**
 - a) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- 5) **Represent Information**
 - a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

NOTE: Courses in categories 3B, 3C, 3D, and 3E must base at least **25% of the final grade on writing**, a portion of which must be written outside of class. Writing activities may range from brief in-class reflective writing to multi-draft revised papers.

3B. Arts and Humanities – 6 credits

The Arts and Humanities explore uniquely human expressions. The Arts and Humanities investigate the cultural character and literatures of human experiences, fundamental questions of values and meaning, and, both in word and beyond words, the symbols and creative expressions of human life.

Courses in Arts and Humanities may be in Arts and Expression; Literature and Humanities; Ways of Thinking; or World Languages. No more than three credits of intermediate world language (L*** 200, L*** 201) may be used toward this category.

CONTENT CRITERIA**Arts and Expression (GT-AH1):**

Students should be able to:

Respond analytically and critically to works of artistic expression, by addressing all of the following:

- a. Describe the basic elements and their effects on meaning in a work of art.
- b. Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts.
- c. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
- d. Interpret themes or major concepts.
- e. Effectively use appropriate foundational competencies in the study of the arts and humanities, including competencies related to the creative process.
- f. Expressive ability through a medium appropriate to the course content.

Literature and Humanities (GT-AH2):

Students should be able to:

Respond analytically and critically to literary or media works, by addressing all of the following:

- a. Specific era(s)
- b. Specific culture(s)
- c. Themes or major concepts
- d. Attitudes and values

Ways of Thinking (GT-AH3):

Students should be able to:

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

- a. Logic
- b. Ethics
- c. The different questions dealt with by leading philosophers and/or theologians and their positions on those questions.

World Languages (GT-AH4):

Students should be able to:

Develop an ability to communicate in, and understand, a language other than spoken and written English. Students should be able to:

- a. Acquire intermediate skills in speaking, aural comprehension, reading, and writing in a language other than English, or
- b. Acquire intermediate skills in American Sign Language.

CORE STUDENT LEARNING OUTCOMES

Arts & Expression (GT-AH1):

Creative Thinking – Students should be able to:

1) Embrace Contradictions:

- a) Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

Critical Thinking – Students should be able to:

2) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

3) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion

Diversity & Global Learning – Students should be able to:

4) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

6) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

7) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

8) Use language appropriate to the audience.

Literature & Humanities (GT-AH2):

Critical Thinking – Students should be able to:

1) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

2) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion

Diversity & Global Learning – Students should be able to:

3) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

4) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

5) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

6) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

7) Use language appropriate to the audience.

Ways of Thinking (GT-AH3):

Critical Thinking – Students should be able to:

1) Explain an Issue:

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

2) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

3) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

4) Build Self-Awareness:

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

5) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

6) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

7) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

8) Use language appropriate to the audience.

World Languages (GT-AH4):*Diversity & Global Learning – Students should be able to:*

- 1) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 2) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

- 3) **Develop Content and Message:**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 4) **Use Sources and Evidence:**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 5) **Use language appropriate to the audience.**
- 6) **Execute Delivery:**
 - a) Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

3C. Social and Behavioral Sciences – 3 credits

The Social and Behavioral Sciences are designed to help students acquire broad foundations of social science knowledge and the ability to apply this understanding to contemporary problems and issues. The Social and Behavioral Sciences use methods of the field to study the complex behaviors of individuals and their relationships with others in families, public institutions, and cultures. The Social and Behavioral Sciences requirements help students explore the forms and implications of individual and collective behaviors, and their ties to formal institutions.

Social and Behavioral Sciences courses may be in Economic or Political Systems; Geography; or Human Behavior, Culture, or Social Frameworks.

CONTENT CRITERIA**Economic or Political Systems (GT-SS1):***Students should be able to:*

- Demonstrate knowledge of economic or political systems.
- Use the social sciences to analyze and interpret issues.
- Explain diverse perspectives and groups.

Geography (GT-SS2):*Students should be able to:*

- Demonstrate knowledge of how multiple factors and processes contribute to the nature of landscapes, identities, and regions.
- Apply social science tools and perspectives to analyze and interpret issues.

Human Behavior, Culture or Social Frameworks (GT-SS3):*Students should be able to:*

- Develop knowledge of human behavior, including learning, cognition, and human development **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- Understand diverse perspectives and groups.
- Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

CORE STUDENT LEARNING OUTCOMES**Economic or Political Systems (GT-SS1):***Civic Engagement – Students should be able to:***1) Civic Knowledge:**

- a) Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

*Critical Thinking – Students should be able to:***2) Explain an Issue:**

- a) Use information to describe a problem or issue and/or articulate a question related to the topic.

3) Utilize Context:

- a) Evaluate the relevance of context when presenting a position.
- b) Identify assumptions.
- c) Analyze one's own and others' assumptions.

4) Understand Implications and Make Conclusions:

- a) Establish a conclusion that is tied to the range of information presented.
- b) Reflect on implications and consequences of stated conclusion.

*Diversity & Global Learning – Students should be able to:***5) Build Self-Awareness:**

- a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

6) Examine Perspectives:

- a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Written/Oral Communication – Students should be able to:

- 7) **Develop Content and Message:**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 8) **Use Sources and Evidence:**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 9) **Use language appropriate to the audience.**

Geography (GT-SS2):

Critical Thinking – Students should be able to:

- 1) **Explain an Issue:**
 - a) Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2) **Utilize Context:**
 - a) Evaluate the relevance of context when presenting a position.
 - b) Identify assumptions.
 - c) Analyze one's own and others' assumptions.
- 3) **Understand Implications and Make Conclusions:**
 - a) Establish a conclusion that is tied to the range of information presented.
 - b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

- 4) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 5) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- 6) **Address Diversity:**
 - a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication – Students should be able to:

- 7) **Develop Content and Message:**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 8) **Use Sources and Evidence:**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 9) **Use language appropriate to the audience.**

Human Behavior, Culture or Social Frameworks (GT-SS3):

Critical Thinking – Students should be able to:

- 1) **Explain an Issue:**
 - a) Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2) **Utilize Context:**
 - a) Evaluate the relevance of context when presenting a position.
 - b) Identify assumptions.
 - c) Analyze one's own and others' assumptions.
- 3) **Understand Implications and Make Conclusions:**
 - a) Establish a conclusion that is tied to the range of information presented.
 - b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

- 4) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 5) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- 6) **Address Diversity:**
 - a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication – Students should be able to:

- 7) **Develop Content and Message:**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 8) **Use Sources and Evidence:**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 9) **Use language appropriate to the audience.**

3D. Historical Perspectives – 3 credits

The goal of the Historical Perspectives requirement is to engage students in an analytical, chronological or thematic study of significant events, to investigate different perspectives and interpretations of them, and to understand historical methods, sources, and concepts as they relate to multi-dimensional human experiences. It should provide students with a foundation for relating perspectives of the past to aspirations for the future.

CONTENT CRITERIA

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

CORE STUDENT LEARNING OUTCOMES

Critical Thinking – Students should be able to:

- 1) **Formulate an Argument:**
 - a) Ask a question relevant to the discipline.
 - b) Synthesize perspectives that answer it.
 - c) Take a specific position.
- 2) **Incorporate Evidence:**
 - a) Interpret/evaluate sources to develop an analysis or synthesis.
- 3) **Understand Implications and Make Conclusions:**
 - a) Establish a conclusion that is tied to the range of information presented.
 - b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning – Students should be able to:

- 4) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 5) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

Information Literacy – Students should be able to:

- 6) **Evaluate Information Critically:**
 - a) Utilize a variety of information sources appropriate to the scope and discipline of the research question.
 - b) Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
- 7) **Use Information Effectively to Accomplish a Specific Purpose:**
 - a) Synthesize information from sources to fully achieve a specific purpose.
- 8) **Use Information Ethically and Legally:**
 - a) Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

Written/Oral Communication – Students should be able to:

9) Develop Content and Message:

- a) Create and develop ideas within the context of the situation and the assigned task(s).

10) Use Sources and Evidence:

- a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

11) Use language appropriate to the audience.

3E. Diversity and Global Awareness – 3 credits

Courses that address Diversity and Global Awareness engage students in the study of cultural identities, explore the interactions among these identities, and reflect upon patterns of interaction related to the larger contexts in which they take place. These courses provide opportunities to expand self-awareness, examine perspectives, and engage in dialogue in order to analyze personal and social responsibility, domestic or global systems, and contemporary contexts.

AUCC Category 3E is aligned with the following GT Pathways Categories:

- Arts & Expression (GT-AH1)
- Literature & Humanities (GT-AH2)
- Ways of Thinking (GT-AH3)
- Economic or Political Systems (GT-SS1)
- Geography (GT-SS2)
- Human Behavior, Culture, or Social Frameworks (GT-SS3)

Each AUCC 3E course must address the Content Criteria and Core Student Learning Outcomes for one of the GT Pathways categories above, in addition to those listed below.

CONTENT CRITERIA

Diversity and Global Awareness:

- Explore diverse perspectives.
- Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
- Explore interactions among groups and identities as relevant to the discipline.

CORE STUDENT LEARNING OUTCOMES

Diversity & Global Learning – Students should be able to:

1) Address Diversity:

- a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

DEPTH, APPLICATION, AND INTEGRATION – 5 CREDITS MINIMUM

The objective of the Depth, Application, and Integration requirement is to ensure that all students continue to develop their academic competencies and build upon the Fundamental Competencies and Foundations and Perspectives courses in manners consistent with learning objectives of their major's program of study. These courses provide integrative and/or applied learning through which students demonstrate the ability to integrate multiple threads from prior learning, to complex, novel, or re-contextualized problems.

Additionally, courses in this category strive to prepare students to demonstrate University learning outcomes, which include creativity, communication, reasoning, stewardship, and collaboration. These foster dispositions toward lifelong learning and the ethical and responsible use of knowledge and information.

To achieve these ends, each undergraduate program of study (major) is required to specify how the following criteria as indicated in 4A, 4B, and 4C below are satisfied **in at least two upper-division courses that total a minimum of five credits**. Departments housing the program of study must offer the courses that satisfy these requirements solely or in collaboration with other units. Courses used to meet requirements under AUCC Categories 2 and 3 may not be used to meet this requirement.

4A. Applying Fundamental Competencies

Designated courses must apply and integrate knowledge from courses in the Fundamental Competencies of AUCC Categories 1A, 1B, and 2. **At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving.** Early guidance and feedback will support students' growth as writers, speakers, and problem solvers.

4B. Integrating Foundations and Perspectives

Designated courses must build upon the Foundations and Perspectives of AUCC Categories 3A, 3B, 3C, 3D, and 3E in an integrative and complementary way. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives categories to:

1. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspectives categories in the content of the designated course;
2. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are placed in a different context in the designated course;
3. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspectives categories are further developed and transformed in the content of the designated course.

4C. Capstone Experience

Every major must require a capstone experience that offers the opportunity for integration and reflection on students' nearly completed undergraduate education. Capstone experiences should enable students to:

1. synthesize the academic and/or artistic experience of the major;
2. analyze disciplinary knowledge with relation to broader areas of intellectual endeavor;
3. evaluate the interaction between their discipline and society;
4. apply appropriate Foundations and Perspectives competencies and knowledge gained from courses in the major;
5. participate in collaborative and in interdisciplinary activities relevant to the program of study;
6. make the transition into career or further academic degree programs;
7. identify their roles and potential in the larger professional and/or scholarly community and in society.

Adopted by Faculty Council 12/1/98; revisions approved by Faculty Council 10/5/04 and 10/2/07. Current revisions pending Faculty Council review Fall 2018.