

*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, February 3, 2015– 4:00 p.m. – A203 Clark Building**

**I. Proposed Faculty Council Agenda – February 3, 2015 – A203 Clark Building – 4:00 p.m.**

**A. ANNOUNCEMENTS**

1. Next Faculty Council Meeting – March 3, 2015 – *A203 Clark Building* – 4 p.m. - *Please note new classroom for spring semester.*
2. Executive Committee Meeting Minutes located on FC website – November 11, November 18, 2014; December 9 and 16, 2014 (<http://facultycouncil.colostate.edu/files/ecminutes>)
3. Elections for Faculty Council Chair, Vice-Chair and BOG Faculty Representative – CoFG – March 3, 2015 (*Nominations close February 13, 2015*)

**B. MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – December 2, 2014 (pp.1-14)

**C. UNFINISHED BUSINESS**

1. Elections – Faculty Council Standing Committees – Committee on Faculty Governance (p. 15)

**D. REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda
2. Faculty Council Chair – Mary Stromberger (pp. 16-18)
3. Board of Governors Faculty Representative – Alexandra Bernasek (pp.19-21)
4. University Grievance Officer – Kirk Hallahan (pp. 22-23)

## **E. CONSENT AGENDA**

1. UCC Minutes (11/14/14; 11/21/14; 12/5/14; 12/12/14 and 1/16/15) (pp. 24-73)
2. Approval of Degree Candidates – Spring and Summer Semesters 2015 (p. 74)

## **F. ACTION ITEMS**

1. Revisions to the *Graduate and Professional Bulletin* – E. – Graduate Study; E.4 *Collaborative Degree Program* – CoSRGE (pp.75-76)
2. New Interdisciplinary in Sports Management be established in the Provost office (effective Fall semester 2015) – UCC (pp. 77-93)

## **G. DISCUSSION**

1. Public-Private Partnerships  
-Amy Parsons

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

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

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

**MINUTES  
FACULTY COUNCIL  
December 2, 2014**

**CALL TO ORDER**

The Faculty Council meeting was called to order at 4:02 p.m. by Paul Doherty, Vice Chair.

**ANNOUNCEMENTS**

- A. Next Faculty Council Meeting – February 3, 2015 – *A203 Clark Building* – 4 p.m. *Please note new classroom for spring semester.*

Doherty announced that the next Faculty Council meeting would be held on February 3, 2015, 2014 at 4:00 p.m. in Room A203 Clark Building, and noted the new classroom.

- B. Executive Committee Meeting Minutes located on FC website – October 21, 2014

Doherty noted that the October 21, 2014 Executive Committee meeting minutes can be found at the following website:  
(<http://facultycouncil.colostate.edu/files/ecminutes>)

**MINUTES TO BE APPROVED**

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

By unanimous consent, the November 4, 2014 Faculty Council meeting minutes were approved.

**UNFINISHED BUSINESS**

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

Diane Lunde, Committee on Faculty Governance, presented on behalf of the Committee on Faculty Governance:

**BALLOT**  
**Academic Faculty Nominations to Faculty Council Standing Committees**  
**December 2, 2014**

**Committee on Faculty Governance**

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

**Committee on Scholastic Standards**

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

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

Level and Frasier were unanimously elected to three-year terms for each respective committee, effective immediately.

**REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda

Miranda attended the Annual Meeting of the Association of Public and Land Grant Universities (APLU) last month. We are very active in that group, and he is on the council of that group which is why he missed the last faculty council meeting.

University Facility Fee Board – call for proposals went out and will be due shortly. Encourage colleagues to make proposals. They have modest amount of money to spend. Keep it in mind annually. Facility improvements that would help students.

Projections for next year's budget has not changed much, but governor's budget put out in first part of November had more money than we had been planning for which is good news. Maybe we will get a bit more. However, governor may insist that we ask for lower tuition increases. More news to come.

Degree proposals looked at by Council of Deans. New PhD program in Communications Phase 0 and also Phase 0 PhD in Environmental History and Phase 0 in Prevention Management in Health and Human Sciences. Journalism and Media Communications MA went through Phase 1. Water Center proposing an interdisciplinary minor, but administered by SOGES.

Miranda's report was received.

2. Faculty Council Vice Chair – Paul Doherty

No report was received.

3. Board of Governors Faculty Representative – Alexandra Bernasek

Bernasek's report was delayed until President Frank arrived.

Bernasek will speak to the BOG on Dec 5 about an on-campus stadium. There will be time for public comment as well. Chair of BOG asked that each member present a statement regarding whether or not they support the recommendation.

Bernasek's position is that she does not support the proposal. She has issues with the assumptions underlying the recommendation. She will have questions to ask when the presentation is being made. Her overarching concern is that we started with proposal for raising half the money from donations and no general fund contribution. Now general fund monies will be used. Risk is also significant.

She knows the president has done a thorough job of assessing risk. Please direct questions to her or the president with regard to the stadium or recommendation.

Ray Hogler (Management) - Thanks Alex for sharing her opinion, but he has not seen any discussion of changing nature of football itself. For example, Northwestern University players may be considered employees. If this stands then players will unionize, and then players will be paid salaries. This issue has never been addressed. Another component is that high school students do not have adequate funds for protective gear and become injured or die. Football will continue, but not in the same way that it has occurred in the past.

Frank asked if Hogler would like him to respond, and about the best process for responding to comments.

Hogler is willing to let Frank respond to the BOG and Hogler sent an email to BOG already.

Ross McConnell (Computer Science) - I am still in the dark about how much money was raised. I would like to see it broken it down by how much money is in the bank, how much is pledged, and what is the payout schedule of this money.

Frank replied that pledge documents are confidential.

McConnell – doesn't want to know who donors are. Wants to know how much money exists.

Frank replied that committed pledges are a bit in excess of \$30 million. More people say they are supportive but they don't want to make a pledge until the stadium decision has been made. Probably this represents about \$5-10 million. There is a debate about how one should include the "buy a brick" stage of fundraising. Comparable retail campaigns around \$2-3 million. So probably around \$40-45 million total.

McConnell – so what was the benchmark to proceed with the structure and where are we?

Frank – Donors having provided cash is just over \$2 million. The rest of the money raised to date is in pledges. There are other donors willing to pledge if we go forward, but not willing to commit until we do. The first proposal in October 2012 was to raise 50% of a \$250 million project. The lowest paid revenue bond scenario was \$125 million, then if we raised the rest philanthropically we faced very low risk. We didn't raise that, so after looking at the costs of Hughes, we now look at amount we could support through revenue bonds under various scenarios and our analysis suggests little chance of an impact on general funds. If we take the low case scenario, then we would expect to run a deficit at or under \$2 million per year over the years 3-17. Under this scenario we project a cumulative \$37 million dollar deficit that then declines and become positive by the end of the project. The short-term deficit is buffered by estate payments, the value of Hughes Stadium and land, and final phase philanthropy. If we exceed that buffer, we would be able to make bridge loans against the future revenues. Only if we do not make the low case scenario or if we exceed all of our revenue buffers too, we begin to impact the general fund.

I walked into this discussion somewhat naively, e.g., if we don't get the money then we'll just go back to Hughes. But after looking into it there are \$30 million of general fund dollars needed to fix Hughes and keep it maintained as it is. This assumes no additional problems, and we have had zero donor interest, and there are no revenues associated with it. If we bond that amount, the total cost is \$60M and this will all fall to the general fund.

To clarify one thing Bernasek said, I don't believe there will be general fund impacts going forward with a new stadium.

McConnell – I just wanted to find out how much has actually been pledged and when we'll receive it.

Frank – The longest pledge is five years. (Frank presented a brief recap of the philanthropy and the discussion was moved to the next question).

Roger Culver (College of Natural Science) - What will happen to the land out by Hughes stadium?

Frank – It's up to the BOG. In terms of our master plan, we are land rich compared to most universities. There is more land on our campus, in foothills campus. We could more than double the physical size of our campus without the land around Hughes. In Frank's opinion, we already have enough disconnects among different parts of campus. So in master plan there is nothing identified to put on the land around Hughes. We could theoretically donate it to the Poudre School District (but that has major problems for them), we could use it as open space, hold on to it, or sell it which is one of the buffers he mentioned.

Francesca Cotrufo (Soil and Crop Sciences) - Is this something that will help CSU? I like CSU because it is green, etc, and football has a lot of issues. Cotrufo wanted to understand better if there were different ways to engage a broader and more international student population because football is so American and the head injuries may cause it to lose popularity.

Katharine Leigh (Chair, Committee on Strategic and Financial Planning) – Our committee was adamant about having a sports place, not a football stadium in order to maintain gender equity. There are other things that could be done in that space. Wants to note that that is in their report.

Frank – These are very long complex topics that defy 5 minute answers. One argument is that a new football stadium is essential to the economic health of the university and this argument has been attributed to him. There is no doubt that young people look at intercollegiate athletics. Frank hopes nobody chooses a university on that basis, but it creates visibility. So, it matters. But, you cannot quantitatively say that a certain number of people will be attracted as a result. The issue about what will happen to football re:

injuries, etc is an open question. We will discover more about concussive injuries over time. Women are actually much more vulnerable to concussion and woman's soccer has a higher rate of concussions than football. We will figure out ways to make these sports safer. Frank doesn't think that it is likely that over the next 50 years football will not be played.

Bob Keller (Economics) - His department is opposed. We are at a particularly risky time. There is no crystal ball. We can't predict and believes this is a hell of a roll of the dice.

Mary Van Buren (Anthropology) – Commenting on the process rather than economic issues, she stated that her department is opposed as well. Although some faculty on campus may not be opposed, she hasn't met any. I don't think faculty has been asked. It is relatively clear that the faculty voice does not matter. It does, in fact, have impacts that have ramifications throughout the entire university. My sense is that the faculty is massively opposed to the stadium.

Frank – There was a discussion about polls and surveys and President Frank replied that there was a poll that was sent out through the Center for Public Deliberation but that he was not in a position to address or defend the science of the poll.

Katharine Leigh was on the The Committee on Leadership and the committee went through a lot of information. Their analysis suggested the placement of stadium that did not involve a floodplain, underground excavation, or impact on general fund was limited. Some of the responses from people were very emotional, and some based on data and statistics. Hughes is basically a money pit. Money that we would have to spend was a great consideration in their recommendation.

Bernasek – Did you consider impact on Athletics department budget?

Leigh - Yes

Susan LaRue (Committee on Intercollegiate Athletics ) - We have no data to suggest that more students will come, but we have a lot of research that first year students are most vulnerable to not attending, and they don't have cars. Two factors that impact student attrition are engaging students academically and socially.

Mark Zabel (Committee on Scholarship Research and Graduate Education) – A new on-campus stadium is not going to be new forever. Have maintenance costs been included in the budgeting?



Frank – We examined growth curves of revenues and expenses and at about years 15-17 all models become positive. Beyond 15 years you have to start making revenue and can cover the maintenance costs.

Bernasek's report was received.

### CONSENT AGENDA

1. UCC Minutes (10/24/14; 10/31/14 and 11/7/14)

Carole Makela, Chair, University Curriculum Committee, moved that Faculty Council approve the UCC Minutes from October 24 and 31, and November 7, 2014.

By unanimous consent, Faculty Council approved the 10/24; 10/31 and 11/7/14 UCC minutes.

### ACTION ITEMS

1. Proposed revisions to the *Graduate and Professional Bulletin – D. – Admissions Requirements and Procedures - CoSRGE*

Mark Zabel, moved that Faculty Council approve the proposed revisions to the *Graduate and Professional Bulletin – D. – Admissions Requirements and Procedures – CoSRGE*. Mark spoke to proposal. This was approved by Executive Committee in the summer; but then received some additional feedback from the Graduate School. Changing name again to Integrated Degree Program because the Graduate School had another program that they want to call the Collaborative Degree Program. Also separated IDP into IDP+ plus and IDP. We have also added a Sequential Degree Program on request of the Graduate School. Those are the major changes. No further discussion and the motion passed with unanimous consent.

2. Revisions to the *Graduate and Professional Bulletin – E. – Graduate Study; E.2 Master's Degrees; E2.1 Credit Requirements, and Table 1 – CoSRGE*

Mark Zabel, moved that Faculty Council approve the proposed revisions to the *Graduate and Professional Bulletin – E. – Graduate Study; E.2 Master's Degrees; E2.1 Credit Requirements, and Table 1 – CoSRGE*

Zabel spoke to the motion. Creation of a new Professional Science Master's degree that is marketed by a professional organization. These are degrees designed for professionals seeking to enhance careers with a master's degree or students who want more experiential education (e.g. requires an internship). Requirements are dictated by PSM

organization. Curriculum must be approved by national organization. The motion passed unanimously.

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

Mark Zabel, moved that Faculty Council approve the proposed revisions to the *Graduate and Professional Bulletin – E.1.4. Graduate School Appeals Procedure – “GRADUATE STUDY” – CoSRGE*

Mark spoke to the motion. He indicated that the motion was to streamline and clarify the process for appealing dismissal of students from graduate programs. There was some confusion about timeline for making appeal, and the major change is that while the appeal is being processed the decision by the mentor or committee remains in effect (rather than being on hold). The motion passed unanimously.

### ***DISCUSSION***

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

Bush – I have spent time working with NTTF on campus. We have over 6000 people employed on campus. An important contributor is NTTF. There has not been respect or recognition in the past, but over the last several years that has been a thrust in this direction. We have tried to improve salaries, and bring them into salary exercises. The reason I am here is to point out how important NTTF is to the institution and the administration wants them to be fully integrated into fabric of institution.

**[Aberle presented a slideshow on NTTF, which can be found on the Faculty Council website]**

Mike McCullough (Philosophy) - We don't have a NTTF member on our faculty committee, and I will make sure that we do.

Sue Doe (English) and part of Center for Study of Academic Labor – 36% of NTTF say that they don't know who their Faculty Council representative is. Let them know who we are. 29% disagreed that NTTF are represented in any meaningful way in departments. These are things that we can do immediately to educate and include.

Ray Hogler (Management) - AAUP and State Representative Fisher managed to get the legislature to pass law re: contracts. AAUP brought forward a scheme so that NTTF can be provided an explanation if they are not renewed. Administrators can just “non-renew” NTTF without an explanation. Another problem is that senior faculty teaching is still

defined as at will. That should be changed in faculty manual. The bottom line is protections against arbitrary non-renewal are needed. In three other universities NTTF have voted to unionize.

Aberle – last year we worked with provost, vice provost etc. to change the manual. Will continue to work on those issues.

Francesca Cotrufo (Soil and Crop Sciences) – Thanks for presentation. She never realized that NTTF numbers are so high. Recognition is important, but in your time line you indicated that economics have driven this. But, has there been any recognition of teaching service to our students and has effectiveness been investigated?

Sue Doe – Some research shows that NTTF are more effective teachers. Other studies show that there have been problems. Delphi Center for Changing Professoriate – shows that there are mixed results. Working conditions are key, e.g. not having an office, a computer, etc. can make instruction or perception of it suffer. Problems are not with instruction itself, but with perception of access to faculty.

Aberle – there are also a lot of folks doing research here.

A member from the Committee on Strategic and Financial Planning – we have met with Jen and felt badly that there is a divided faculty. We would like them to have a voting member on committee.

Bernasek - do you know what the budget is for NTTF as a whole? It is ironic that we are talking about a \$200 million dollar football stadium, Our football coach is paid over \$2m and the NTTF teach 60% of undergraduate student credit hours and cannot be paid a decent wage. What does this say about the values of the institution?

David Greene (CoNTTF) – There are many departmental level issues that are very different than the university ones. If you have learned anything today, take it back to your departments. Assess the state of affairs in your department and bring it back to Faculty Council.

Dan Bush – A lot of changes have occurred, but a university is like a very big ship, slow to turn.

Natalie Barnes (Art and Art History) – it's often hard for NTTF to sit on committees due to multiple jobs.

Dan Bush – They can always say no.

Mary Van Buren (Anthropology) - how about a more vigorous educational campaign oriented towards departments?

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Dan Bush – we talk to department heads all the time. It's up to departments to implement changes.

Rachel Erb (Libraries) – we have several full time “temporary faculty” and I think we can make ways to integrate them more fully into the departments. Please come and talk to us if you have additional recommendations.

The Faculty Council meeting adjourned at 5:54 p.m.

Paul Doherty, Vice Chair  
Alexandra Bernasek, BOG Faculty Representative  
Rita Knoll, Executive Assistant

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

**Agricultural Sciences**

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

**Health and Human Sciences**

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

**Business**

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

**Engineering**

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

**Liberal Arts**

<b>Mary Van Buren</b>	Anthropology	2017
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<u>Eleanor Moseman</u>	Art	2017
<b>Elizabeth Williams</b>	Communication Studies	2016
<b>Robert Keller</b>	Economics	2016
<b>Sue Doe</b>	English	2015
<b>Ernesto Sagas</b>	Ethnic Studies	2017
<b>Sophi Esch</b>	Foreign Languages and Literatures	2015
(Substituting for Antonio Pedros-Gascon)		
<u>Adrian Howkins</u>	History	2017
<b>Jangyul Kim</b>	Journalism and Technical Communication	2017
<b>Gary Moody</b>	Music, Theater, and Dance	2016
<b>Michael McCulloch</b>	Philosophy	2015
<b>Kyle Saunders</b>	Political Science	2015
<b>Ken Berry</b>	Sociology	2016
<b>Mohammed Hirchi</b>	College-at-Large	2017
TBD	College-at-Large	2016
<b>Eric Aoki</b>	College-at-Large	2016
<b>Natural Resources</b>		
<b>Monique Rocca</b>	Ecosystem Science and Sustainability	2017
<b>Will Clements</b> (replace Paul Doherty (through Spring 2015))	Fish, Wildlife, & Conservation Biology	2016
<b>Yu Wei</b>	Forest and Rangeland Stewardship	2015
<b>Sven Egenhoff</b> (Bill Sanford – Spring)	Geosciences	2015
<b>Stuart Cottrell</b>	HDNR in Warner College	2017
<b>Natural Sciences</b>		
<u>Tom Santangelo</u>	Biochemistry and Molecular Biology	2016
<b>David Steingraeber</b>	Biology	2015
<u>George Barisas</u>	Chemistry	2017
<b>Ross McConnell</b>	Computer Science	2016
<u>Iuliana Oprea</u>	Mathematics	2017
<u>Mingzhong Wu</u>	Physics	2015
<b>Zinta Byrne</b>	Psychology	2016
<u>Geof Givens</u>	Statistics	2016
<u>Ed DeLosh</u>	College-at-Large	2017
<b>Christos Papadopoulos</b>	College-at-Large	2016
<b>Roger Culver</b>	College-at-Large	2015
<b>Carl Patton</b>	College-at-Large	2015
<b>Veterinary Medicine &amp; Biomedical Sciences</b>		
<b>Elaine Carnevale</b>	Biomedical Sciences	2016
<u>Howard Seim</u>	Clinical Sciences	2016
<b>Lucas Argueso</b>	Environmental & Radiological Health Sciences	2017
<u>Gary Mason</u>	Microbiology, Immunology and Pathology	2015

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

#### University Libraries

<b>Louise Feldman</b>	Libraries	2017
	(Substituting for Nancy Hunter)	
<b>Rachel Erb</b>	At-Large	2016

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

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

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

Anthony Frank	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Lou Swanson	Vice Provost for Engagement/Director of Extension
Robin Brown	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
Kathleen Pickering	Vice Provost for Undergraduate Affairs
Amy Parsons	Vice President for University Operations
Craig Beyrouthy	Dean, College of Agricultural Sciences
Jeff McCubbin	Dean, College of Applied Human Sciences
Ajay Menon	Dean, College of Business
David McLean	Dean, College of Engineering
Jodie Hanzlik	Dean, Graduate School
Ann Gill	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
<b>Timothy Gallagher</b>	Immediate Past Chair, Faculty Council
Toni-Lee Viney	Chair, Administrative Professional Council



**BALLOT**  
**Academic Faculty Nominations to Faculty Council Standing Committees**  
**February 3, 2015**

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

**Patrick Martin**                      Agricultural Sciences  
**(Nominated by Committee on Faculty Governance)**

**2017**

**Faculty Council Retreat  
January 15, 2015**

**Guests:** Jennifer Schneider, Institutional Research; Mary Ontiveros, Office of Diversity

**Presentations:**

Jennifer Schneider, "2014 Campus Climate Survey Results"

Bill Timpson, "Building a Campus Culture that Values Teaching and its Connections to Research"

**Highlights of Campus Climate Survey results:**

- 22% of faculty respondents disagreed or strongly disagreed with the statement "I am satisfied with my supervisor"
- 63% of faculty agreed or strongly agreed that they would recommend CSU as a place of employment (compared to an average of 79% when AP's and CP's were included).
- Less than 50% of faculty felt that their department encourages discussions related to diversity.
- 25% of faculty did not identify which college they were in, indicating a mistrust of confidentiality and fear of retaliation

**Notes from Breakout Sessions:**

1. What department cultures promote a fulfilled work-life?

Department chairs are responsible for shaping department cultures and can do so by serving as role models and implementing best management practices. Faculty have fulfilled work-lives when department chairs:

- Are transparent in decision-making, including budgetary and evaluation decisions
- Interpret and implement policies consistently for all faculty
- Engage in participatory leadership and shared governance
- Promote a culture of respect, civility and inclusivity and do not tolerate bullying
- Build trust and develop an interconnected community through communications and departmental activities
- Enable faculty with a sense of autonomy and purpose
- Recognize and reward teaching and service contributions of faculty
- Recognize that faculty strengths are varied and equally valued, and manage faculty workload accordingly
- Are the role model of work-life balance
- Are the advocate for their faculty

Tension and conflict arise when the management style of the department chair is authoritative, and decision-making is one-sided. Department culture also erodes when faculty is siloed within divisions or cliques, there is a lack of collegiality and sense of community, and shared

governance is not respected. Department culture also suffers when there is an abuse of and over-reliance on non-tenure track faculty.

## 2. If you could change something, what would it be?

Many departments currently follow BMP's and Manual policies and have positive cultures that promote a fulfilled work-life. However, some departments do not. Best management practices should be made available and articulated to all chairs. All chairs should receive leadership training and mentoring so they are equipped to effectively manage their department. Chairs who have served in this capacity for many years may need encouragement to learn new and improved management skills. Young leaders should be identified and provided with leadership training as well, to groom them for department chair positions in the future.

Ultimately, it is the chair's responsibility for promoting a positive work environment, and Deans must hold the department chairs accountable for their department cultures. If a Dean is unable to do so, the Provost must hold the Dean accountable. Department Heads, Directors and Deans who have exhibited bad or dysfunctional behaviors and have been reprimanded in the past but who continue to offend, must be removed.

## 3. Actions and Recommendations for Faculty Council

The group recommended several actions items for the Faculty Council Executive Committee to consider. Recommendations selected for further action will be prioritized by Executive Committee and either delegated to appropriate standing committees, or placed on a Faculty Council meeting agenda for further discussion.

Below are the recommendations, organized into the broad themes of department chairs, annual evaluations, and teaching.

### Department Chairs

- A BMP handbook should be developed, and leadership training should be required of all department chairs. The BMP handbook should include case studies that demonstrate examples of effective and non-effective management choices. Leadership training and workshops have been proposed and are being implemented by Dan Bush, Vice Provost for Faculty Affairs, and Executive Committee should discuss how to support Bush in his efforts.
- Faculty Council should consider a resolution, to be distributed to all department chairs, Deans, the Provost, President, and Board of Governors, that calls for supervisors to be held accountable when they do not follow BMPs and/or do not make a serious effort to foster a positive department culture. This will be a message that faculty will no longer be demoralized and will no longer tolerate a broken system where dysfunctional supervisors are allowed to continue their negative management practices.

## Annual Evaluations

- The current annual evaluation system should be discussed with regards to functionality and consistency across units. Evaluations based on research, teaching and service do not capture all the activities and department contributions made by faculty. Executive Committee should discuss how faculty could be involved in the development of new guidelines that increase the functionality of evaluation forms, such as the addition of one or more categories (contributions to department culture/climate and department/college goals). The term “collegiality” is controversial and should be considered only with great caution, as it could be used to discriminate against faculty with unpopular views.
- Annual evaluations should include a more holistic assessment of teaching effectiveness, and department chairs should never rely on one or a few data points from the course surveys. Executive Committee should discuss the charge to Committee on Teaching and Learning to revise Manual Section E.12.1, Teaching and Advising, to include the abuses and appropriate uses of course evaluations.

## Teaching and Teaching Feedback

- Faculty Council should consider a resolution, to be distributed to all department chairs, Deans, the Provost, President, and Board of Governors, that calls for a cultural shift in how faculty work effort is rewarded. The resolution will be a message that faculty are to be valued for their efforts in undergraduate teaching and for participating in professional development activities. Faculty generally do not invest much time and effort into activities that are not rewarded, and a cultural shift will provide faculty with greater freedom to reinvent department curriculum (e.g., problem-based learning and better integration of research into teaching), conduct scholarly activities related to teaching and learning, and develop their leadership skills by greater participation in professional development workshops.
- Executive Committee should discuss how Faculty Council could support the hiring of an FTE within TILT to establish a peer feedback and coaching system. This person would conduct voluntary mid-semester feedback sessions for CSU faculty and instructors, and would train faculty on peer-coaching feedback techniques. Mid-semester feedback and peer coaching would provide faculty a non-evaluative assessment of their teaching effectiveness (which could be used for evaluating performance if the faculty desires). Mid-semester feedback would also provide a means to mediate conflict between students and faculty mid-semester, so that issues can be addressed before the end of the semester or at the annual evaluation. Faculty with expertise in teaching and learning will also be recruited to participate in this kind of University service.

Report by the Faculty Representative to the BOG  
Faculty Council Meeting February 3, 2015

1. BOG meeting December 4-5, 2014
  - a. Audit and Finance Committee meeting
    - i. CFO for the CSUS Rich Schweigert presented an update on HB 1319 and the performance funding model being developed by CCHE. Typically 20% of any new state money goes to the CSUS. He noted that under the old model we did very well and small institutions did not. Under the new model we will probably not do quite as well. The model remains a work in progress at this stage and basically a mess.
    - ii. Rich reported on CSU's cost/degree and how competitive CSU is in the state. Chancellor Martin commented on the contradictions for the institution of having 28% of undergraduate students graduate in 4 years – it is less costly for them but it means less money in tuition and fees for the university.
    - iii. In the CSU reserve report it was noted that Colleges are allowed to roll over on 1.5% of their budgets in any given year.
  - b. Academic and Student Affairs Committee meeting
    1. CSU reported on the following; sabbatical leaves approved, program review reports, faculty council changes to the Graduate and Professional Bulletin, a posthumous degree.
    2. CSU also reported on enrollment numbers for Fall 2014. We were down in Pell Grant recipients and first generation students. It was noted that the graduation rate among high school students is expected to turn up after reaching a low point this year. The increase is expected to be about 2.8% a year for the next 10 years.
    3. The Board members asked the committee to consider how they can be more proactive on issues related to faculty, students, programs and research and engagement. What kinds of questions should Governing Boards be asking about these things?
  - c. Presentation by Dr. Norm Augustine
 

Based upon his book *Rising Above the Gathering Storm: Revisited* Dr. Augustine gave a presentation on challenges for higher education in the US. He noted the following:

    - Employers report openings for 4m jobs but can't find qualified job candidates
    - There is perfect storm brewing in higher education with changes in the next two decades having dramatic effects.
    - Change and adaptability will be the keys to success (higher ed tends to be resistant to change).
    - Challenges include; preserving core values when everything around is changing; mismanaging education and research particularly in the STEM disciplines; US losing competitiveness in the global economy; importance of science and technology for economic growth and jobs, importance of liberal arts for what we should do and how we communicate; recognizing the importance of knowledge capital and the role of universities in producing that.

- The responsibilities of governing boards should at the least be to do no harm. The challenges they face include; states divesting in higher education and the cost of education shifting to students and parents (Boards should be asking how well institutions are being run); lack of interest in science and engineering; pedagogical changes such as on-line classes, MOUCs, flipped classrooms (Boards should be asking how well students are being educated); higher education is underserving a large percentage of the population especially minorities and people from lower income families (men's enrollment in higher education is at an all time low); underinvestment in research; competition from China and India; the role of high profile college athletics (2/3 of athletic programs are subsidized, athletes not getting an education, pay for athletes, universities serving as the minor leagues); too many K-12 graduates not prepared for college; first generation students' parents questioning the value of a college education.
  - Augustine mentioned the disturbing trends in higher ed; grade inflation, decline in the number of hours students study, increasing administrative costs, increasing use of adjunct faculty, sexual violence on college campuses (and he likened these to boiling a frog – will they lead to disaster because no one is paying attention to their effects).
  - Augustine also talked about the need for excellent K-12 teachers – particularly in math and the sciences. He mentioned the need to pay teachers better, give them more respect, and evaluate them more effectively.
- d. The Board approved revised board policies that were presented by Legal Council Mike Nosler. Those policies and procedures can be found on the Board's webpage.
- e. Reports were received by the Presidents and the Chancellor. There was an update on the Venture Capital Fund Enterprise Project by the VPUO at CSU Amy Parsons.
- f. Real Estate and Facilities Committee meeting.
1. VPUO Amy Parsons reported on CSU's Campus Master Plan. She told the Board she would be presenting the Parking Master Plan in February.
  2. VPUO Amy Parsons reported on the National Western Center Redevelopment Project. This is a long way off and will cost a lot of money but if the Mayor of Denver approves of the plan CSU will have a physical space and presence in the redevelopment.
- g. On Campus Stadium Proposal for CSU (this was televised).
- President Frank presented his proposal for an on-campus football stadium. The centerpiece was a one-page financial flowchart. Several people were asked to contribute to the presentation.
  - Following the presentation there was a 2 hour public comment session. The number of speakers was evenly split between those in favor of the stadium and those against.
  - Following the public comment session the non-voting members of the Board were asked for their opinions. The following is a summary of

my comments (I did not repeat a number of concerns that were raised in the public comment section such as concerns about the future of football):

1. Faculty members do tend to see a trade-off between athletics and academics – as Dr. Augustine mentioned very few athletic programs operate in the black and therefore compete for money with academics. We experience that at CSU with subsidies for the Athletic department from the General Fund.
  2. In a time when higher education is in crisis – declining public support, college becoming a “private” investment decision, rising burden of student loans to cover the costs of attending college, skepticism among parents about the benefits of a college education – how is spending \$200m on an on-campus football stadium going to improve the academic experience of students?
  3. Spending on the stadium seems like spending on a luxury when we haven’t spent on necessities (we can’t afford tenure track faculty so we continue to replace tt-faculty with non-tt faculty who are paid very little).
  4. The decision to build the stadium in the face of a failure to raise private money is a financially risky one for the institution and ultimately students.
  5. Ostensibly one of the goals of the stadium is to raise the profile of CSUs football team. Success in football is a double-edged sword – the “successful” schools compete in an arms race of spending (as evident from the salaries paid to Head Football Coaches).
  6. Athletics are part of what we do at CSU but our core mission is to educate people. The decision to build a \$200m on-campus stadium is perceived by many in the faculty as detracting from our core mission.
- The voting members of the Board then spoke and stated whether they supported the President’s proposal or not. Joe Zimlich was the only Board member who said he could not support the proposal because of the financial risk it held for students. Most of the Board members who supported the stadium said that they did so because they trusted President Frank’s judgment that this was the best thing for CSU.
  - The Board took an official vote on the proposal 8 for, 0 against, and 1 abstention -- the President’s proposal for an on-campus football stadium was approved.

Respectfully submitted by Dr. Alexandra Bernasek, Faculty Representative to the BOG.

**COLORADO STATE UNIVERSITY  
UNIVERSITY GRIEVANCE OFFICER  
ANNUAL REPORT: CALENDAR YEAR 2014**

This report is submitted in fulfillment of the Section K requirement for the University Grievance Officer to submit an annual report to Faculty Council and the Administrative Professional Council.

**Volume, Disposition and Nature of Cases**

During 2014, my fifth calendar year serving as UGO, I dealt with 21 substantive cases (compared with 18 in 2013, 19 in 2012, 11 in 2011, 11 in 2010, and 6 in Fall 2009). These involved 13 faculty members and 8 administrative-professionals. This count does not include simple queries about the process or misdirected calls that were referred to other dispute resolution units on campus (Ombuds, Employee Relations, Office of Equal Opportunity, or Conflict Resolution and Student Conduct Services).

<b>Historical Trends Since 2009</b> (Calendar-Year Reporting Began 2010)				
	Cases Total	Mediators Assigned (Grievances)	Hearing Panels (Grievances)	E.15 Proceedings
2014	21	2++	2	0
2013	18	5+	2	1+
2012	19	1	0	1
2011	11	0	0	0
2010	11	1	0	0
Fall Only 2009	6	0	0	0

+Indicates cases carried forward and concluded in following year. ++Still pending 12/19/14.

Historical data covering the period from 1996 to 2009, when Paul Bell served as UGO, continued to be reported in the UGO's annual reports through 2012 but have been discontinued because comparisons are not meaningful.

**Faculty Grievances.** Two formal grievance panel hearings were conducted. One case involved denial of tenure where the Hearing Panel voted 5-0 in favor of the grievant; the president did not accept the panel's recommendation and denied tenure. The second involved an unsatisfactory rating on an annual performance evaluation that was based on the faculty member's response to a student's action involving the entire class. The panel recommended the faculty member's performance be re-evaluated by an independent third-party; the provost and president rejected the panel's recommendation.

Two faculty cases employed university mediators. One was the annual evaluation case described above; mediation was suspended at the request of the department head. The second case (still spending 12/19/14) dealt with the withdrawal of a verbal offer by the supervisor for the faculty member to assume administrative responsibilities that would have provided a stipend and would have replaced another temporary assignment (and the salary increment the faculty member had received).

The UGO consulted with other faculty members on cases dealing with lower-than-expected performance reviews, discouragement of submitting a tenure package after receiving inconsistent or unclear directions, possibly inappropriate pressure from within the unit to write recommendation letters for students, inadequacy/relocation of lab facilities for a faculty member on transitional retirement (which had been negotiated in 2013), unfairness in assigning offices to a part-time tenured faculty member, dissatisfaction with treatment by the department based on perceived discrimination, and a threatened prohibition on future grant applications based on a complaint/misunderstanding about the handling of a current grant.

**Administrative-Professional Grievances.** The one case that involved a mediator was a carryover from 2013 and dealt with a change in the arrangements for travel reimbursements by a new supervisor (resolved following appointment of a permanent unit head). The UGO also consulted with APs in two cases involving demotions and/or reassignment to lower-level/lower-paying positions and two cases involving lower-than-expected or allegedly unfair performance evaluations. Other cases involved fear of termination of employment, unhappiness with a letter of expectations concerning the employee's behavior, and the non-renewal of a semester-to-semester contract based on the employee's possibly inappropriate interaction with students.

**E.15 Proceeding.** After consulting on the matter in 2013, the UGO completed processing of a disciplinary action taken against a tenured faculty member based on violation of academic integrity policies.



**Administrative Units Involved.** Cases represented colleges and units across campus: Agriculture (3), Engineering (1), Health and Human Sciences (3), Liberal Arts (3), Natural Sciences (3); Veterinary Medicine and Biological Sciences (2) and University Libraries (1). Also VP-Advancement (1), VP-Strategic Engagement (2), VP-Operations (1), VP-Student Affairs (1) and Colorado State Forest Service (1).

## Comments

**Trends.** The overall volume of cases referred to the UGO continues to be low compared to 15 years ago. However, the levels of campus awareness and referrals appear adequate.

**Section K Revisions.** A major reorganization of Faculty Manual Section K became effective in August 2012, and was followed by changes pertaining to administrative operations in August 2013. Based on recommendations proposed by the UGO in 2011, 2012 and 2013, Faculty Council adopted new language for Section K.1 (overview of program) and for Sections K.3 and K.4 (classes of grievances) in May 2014. The critical required fix was removal/clarification of Class C Grievances dealing with termination of "at will" personnel. (Manual language had been carried forward in the 2012 reorganization that was then known to be out-of-date and inconsistent with state labor law and university practices.) Because of problems in the change as proposed by CoRSAF and adopted by Faculty Council, the president opted to not forward the change to the Board of Governors for ratification. The UGO served on an informal task group in Summer 2014 to hone language that would be satisfactory to all parties. CoRSAF later adopted final recommended language, which is being resubmitted to Faculty Council for approval.

In addition, in 2013 the UGO had submitted a final set of proposed changes to Section K pertaining to mediation and grievance hearing procedures (Sections K.5 and K.8-K.10). No action was taken last year, and the UGO resubmitted the proposed changes in early Fall 2014 with an update on November 24. Codifying existing procedures is critical because the UGO has no other written procedures and the Manual provides the basis for explaining mediation and hearing procedures to the campus community.

**Issues Recommended for Consideration:** The following matters were raised in the UGO's 2013 annual report and continue to deserve attention:

- The UGO recommends maintaining at least 5 faculty UMs (versus the present 4) and 4 A-P UMs (versus the present 3). In the case of faculty, UM Antigone Kotsiopulos currently has only limited availability. Maintaining a balanced gender mix is important. This is an administrative decision; no Manual change is required. Also, department chairs could perform valuable service as mediators in certain instances, which would require a change in the prohibition found in Section K.13.1.1.
- Consideration should be given to returning to a practice where hearing committees can be composed of only 3 (versus 5) members to facilitate scheduling. This would require a change in Section K.11.4.
- Special rules need to be adopted for cases involving the denial of tenure and promotion. These are addressed in the UGO's recommendations for changes to Sections K.8 and K.9 (see above), and deserve priority consideration. CoRSAF might also wish to consider adopting reconciling or explanatory language in Section E.10.5 pertaining to procedures for tenure and promotion.
- The procedures for the annual review of the UGO should be reviewed, especially the requirement in Section K.12.4.I that calls for the distribution of "*questionnaires to parties inquiring about or involved in mediation or the grievance process.*" The UGO does not require inquirers to identify themselves, and thus all inquirers cannot be surveyed. Also, meaningful statistical analyses of survey results are limited by the small number of potential and actual respondents.

**Acknowledgment of University Grievance Panel Chairs.** In 2013, new provisions (Section K.11.1) were implemented involving the annual appointment by the FC and APC chairs of a chair for the University Grievance Panel. The UGO would like to acknowledge the valuable support provided in this role by Pony Davis (2013-14) and Suzanne Lowensohn (2014-15).

**Renewal of Contract:** My second 3-year appointment ends June 30, 2015. Contrary to my intention reported last year, I have opted to not seek another term. A search is now under way by the University Grievance Panel under the direction of the FC and APC chairs.

*Kirk Hallahan, University Grievance Officer*

cc: Rick Miranda, Provost  
Toni-Lee Viney, Administrative-Professional Council  
Suzanne Lowensohn, University Grievance Panel

December 22, 2014

A regular meeting of the University Curriculum Committee was held on November 14, 2014, at 2:00 p.m.

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

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

Guests: Fiona Bright, Kelley Brundage

## Minutes

The minutes of November 7, 2014, were approved.

## Experimental Course Report

There was no Experimental Course Report.

## Consent Agenda

The Consent Agenda was approved.

## CURRICULAR REQUESTS

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

The following curricular requests were approved.

### New Courses

### Effective Date

° **AREC 647 03(3-0-0). Land Use Economics and Spatial Modeling.** F. Fall Semester 2015  
Prerequisite: AREC 506/ECON 506; AREC 535/ECON 535.

Use of spatial data in economic analysis of land use focusing on development patterns, land conservation, spatial externalities and agricultural land.

**BC 353 04(4-0-0). Pre-Health Genetics.** F, S, SS. Prerequisite: BC 351. Summer Session 2015

Applies and extends the biochemical concepts learned in BC 351 to macromolecules and molecular processes based on nucleic acids.

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

° **HDFS 611 03(3-0-0). Early Child Development.** S. Prerequisite: Six credits of upper-division behavioral sciences; graduate standing. Fall Semester 2015

Advanced study of developmental changes from conception through age ten; research-based applications to practice.

**HIST 116 03(3-0-0). The Islamic World Since 1500.** F, S, SS. Prerequisite: None. Summer Semester 2015

Religion, society, and culture in the Islamic world since 1500.

[Approved as an All-University Core Curriculum category 3D, Historical Perspectives, course.]

**NB 487 Var[1-12]. Internship in Neuroscience.** F, S, SS. Prerequisite: CHEM Fall Semester 2015

344; LIFE 212; approval by undergraduate program director of preceptor and project. Maximum of 12 credits toward degree for any combination of NB 475, NB 487, NB 495, NB 496.

Work experience with an approved preceptor outside of CSU.

**Major Change to Courses**

**Effective Date**

HIST 115 03(3-0-0). Islamic World to 1800, **change to:**

Summer Semester 2015

**HIST 115 03(3-0-0). The Islamic World: Late Antiquity to 1500.** F, S, SS.  
 Prerequisite: None.

Religion, society, and culture in the Islamic world from late antiquity to the Ottoman conquest of Constantinople and the Reconquista in Spain.

[Approved as an All-University Core Curriculum category 3D, Historical Perspectives, course.]

**Major Changes to Curricula**

College of Liberal Arts  
 Department of Journalism and Technical Communication  
 Major in Journalism and Media Communication

Effective Spring 2015

All majors in the department must earn a minimum grade of C (a grade of C- is not acceptable) in each course that carries a JTC subject code.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
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**ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATION ACCREDITATION REQUIREMENTS**  
 Majors in Journalism and Media Communication must take a minimum of 40 credits of JTC courses and a minimum of 72 credits outside of JTC.

Of the 72 credits outside of JTC, 21 must meet **one** of the following Second Field criteria with approval of advisor: <sup>1</sup>

- 1) a Minor;
- 2) an Interdisciplinary Minor;
- 3) 21 credits in one subject code;
- 4) 9 credits from one subject code and 12 credits from a second subject code;
- 5) a selection of 21 credits comprising a Second Field developed by the student and the advisor.

Courses taken outside of the department may include AUCC courses, Minor or Second Field courses, or any other out-of-department (non-JTC) courses used to complete the major as approved by advisor.

The 40 JTC required credits include 21 credits specified in the curriculum below plus 19 credits of directed electives to create an individualized focus area from the following 4 categories (Writing, Production, Internship/Practicum, Additional credits).

**DIRECTED ELECTIVES for INDIVIDUALIZED FOCUS AREA**  
 Over the sophomore, junior, and senior years, students must complete a minimum of 19 credits in an individually designed focus area. Students must select those 19 credits from among the following categories and courses in consultation with advisor, as follows:

**Writing**

*Select at least six credits (two courses) from the following:*

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
JTC 310 <sup>P</sup>	Copy Editing	3	
JTC 320 <sup>P</sup>	Reporting	3	
JTC 328 <sup>P</sup>	Feature Writing	3	
JTC 341 <sup>P</sup>	Broadcast News	3	
JTC 342 <sup>P</sup>	Writing for Specialized Electronic Media	3	
JTC 351 <sup>P</sup>	Public Relations Practices	3	
JTC 355	Advertising	3	
JTC 356 <sup>P</sup>	Advertising Creativity and Copywriting	3	
JTC 361 <sup>P</sup>	Writing for Specialized Magazines	3	
JTC 365 <sup>P</sup>	Computer Mediated Communication Foundations	3	4A
JTC 420 <sup>P</sup>	Advanced Reporting	3	4A, 4C
JTC 461 <sup>P</sup>	Writing About Science, Health, and Environment	3	
JTC 464 <sup>P</sup>	Technical Communication	3	
JTC 465 <sup>P</sup>	Specialized and Technical Editing	3	4A, 4C
<b>Production</b>			
<i>Select at least six credits (two courses) from the following:</i>			
JTC 335 <sup>P</sup>	Digital Photography	3	
JTC 340 <sup>P</sup>	Digital Video Editing	3	
JTC 343 <sup>P</sup>	Advanced Television News Production	3	
JTC 345 <sup>P</sup>	Electronic Field Production	3	
JTC 353 <sup>P</sup>	Communications Campaigns	3	
JTC 358 <sup>P</sup>	Advertising Media Buying and Selling	3	
JTC 371 <sup>P</sup>	Publications Design and Production	3	
JTC 372 <sup>P</sup>	Web Design and Management	3	
JTC 373 <sup>P</sup>	Digital Promotion Management	3	
JTC 417	Information Graphics	3	
JTC 430	Advanced Digital Documentary Photography	3	
JTC 433 <sup>P</sup>	Advanced Video Editing	3	
JTC 435 <sup>P</sup>	Documentary Video Production	3	
JTC 440 <sup>P</sup>	Advanced Electronic Media Production	3	4A, 4C
JTC 450 <sup>P</sup>	Public Relations Cases	3	4A, 4C
JTC 468 <sup>P</sup>	Convergence and Hypermedia	3	4C
<b>Internship/Practicum<sup>2</sup></b>			
<i>Select a minimum of 1 credit (a maximum of 4 credits) from the following:</i>			
JTC 386	Practicum	1	
JTC 487 <sup>P</sup>	Internship	1	
LB 386A-E	Practicum	1	
<b>Additional Credits<sup>3</sup></b>			
<i>Select six additional credits from the courses listed above under Writing, Production, Internship/Practicum, and Concept Courses, and/or from JTC 350, JTC 355, JTC 484, JTC 490, JTC 495A-G, or JTC 496. Students may select no more than a total of 4 credits of Internship/Practicum, and no more than a total of 7 credits of reserved number (-80 to -99) courses to satisfy this requirement.</i>			
Additional Credits			6
<b>FRESHMAN</b>			
CO 150 <sup>P</sup>	College Composition	3	1A
JTC 100	Media in Society	3	3C
JTC 210 <sup>P</sup>	Newswriting	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Arts and Humanities <sup>4</sup>	6	3B
	Biological and Physical Sciences <sup>5</sup>	7	3A
	Global and Cultural Awareness <sup>6</sup>	3	3E
	Historical Perspectives <sup>6,7</sup>	3	3D
	Mathematics <sup>7,8</sup>	3	1B
	Electives	2	
	TOTAL	30	
<b>SOPHOMORE</b>			
JTC 210 <sup>P</sup>	Newswriting	3	
JTC 211 <sup>P</sup>	Computer Mediated Visual Communication	3	
STAT 201 <sup>P</sup>	General Statistics	3	
	<b>OR</b>		
	Statistics <sup>9</sup>	3	
	Individualized Focus Area and/or Second Field Courses <sup>8,10</sup>	15	
	Statistics <sup>9</sup>	3	
	Advanced Writing <sup>10+</sup>	3	2
	Global and Cultural Awareness <sup>11</sup>	3	3E
	Social and Behavioral Sciences <sup>12</sup>	3	3C
	TOTAL	30	
<b>JUNIOR</b>			
	<i>Select one course from the following to fulfill the Concept</i>		
	<i>Course requirement:</i>		
JTC 311	History of Media	3	
JTC 316/ ETST 316	Multiculturalism and the Media	3	
JTC 411	Media Ethics and Issues	3	4A, 4B
JTC 412	International Mass Communication	3	
JTC 413	New Communication Technologies and Society	3	4A, 4B
JTC 414	Media Effects	3	
JTC 415	Communications Law	3	4A, 4B
JTC 418	Journalism, Peace, and War	3	
JTC 419	Food and Natural Resources Communication	3	
JTC 456 <sup>P</sup> / LB 456 <sup>P</sup>	Documentary Film as a Liberal Art	3	
JTC 471 <sup>P</sup>	Communication Research Methods	3	
JTC 326 <sup>P</sup>	Online Writing and Information	3	
	Individualized Focus Area and/or Second Field courses <sup>10</sup>	15	
	Out-of-Department Courses <sup>13</sup>	9	
	TOTAL	30	
<b>SENIOR<sup>13</sup></b>			
JTC 411	Media Ethics and Issues <sup>14</sup>	3	4A, 4B
	<b>OR</b>		
JTC 415	Communications Law <sup>14</sup>	3	4A, 4B
JTC 460 <sup>P</sup>	Senior Capstone <sup>15</sup>	3	4C
	Individualized Focus Area and/or Second Field Courses <sup>10</sup>	10	
	Out-of-department Courses <sup>13</sup>	14	
	TOTAL	30	
<b>PROGRAM TOTAL = 120 credits</b>			

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

- <sup>1</sup> Of the 21 credits required for the Second Field, 12 must be upper division and none may be from JTC.
- <sup>2</sup> With approval of department and advisor, students may substitute a 400-level Journalism and Media Communication study abroad course for 1 credit of the Internship/Practicum requirement and up to 3 credits of the Additional Credits requirement, for a maximum total of 4 credits for study abroad.
- <sup>3</sup> High-achieving students, with approval of advisor, may select ~~JTC 353, Electronic Media Regulation and Policy,~~ or JTC 544, Corporate and Institutional Media Production, to satisfy 3 credits of the Additional Credit requirement.
- <sup>4</sup> Select two courses from the list of courses in category 3B of the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\*201) foreign language courses.
- <sup>5</sup> Select a total of seven credits from the list of courses in category 3A of the AUCC, including one laboratory course.
- <sup>6</sup> ~~Select three credits from the list of courses in category 3E of the AUCC.~~
- <sup>7-6</sup> Select three credits from the list of courses in category 3D of the AUCC.
- <sup>7-8</sup> Select three credits from the list of courses in category 1B in the AUCC.
- <sup>9</sup> ~~Select a three-credit statistics course offered by any department, with approval of advisor.~~
- <sup>8-10</sup> Select a minimum of 19 credits of Focus Area courses and 21 credits of Second Field courses over the sophomore, junior, and senior years, in consultation with advisor.
- <sup>9</sup> Select a three-credit statistics course offered by any department, with approval of advisor.
- <sup>10-11</sup> Select 3 credits other than JTC 300 from the list of courses in category 2 of the AUCC.
- <sup>11</sup> Select three credits from the list of courses in category 3E of the AUCC.
- <sup>12</sup> Select 3 credits other than JTC 100 from the list of courses in category 3C of the AUCC. Students in this major must take 3 credits of Social and Behavioral Sciences other than JTC 100, which is required in the freshman year.
- <sup>13</sup> Of the 23 credits required for out-of-department courses in the junior and senior years, a minimum of 5 credits must be upper division.
- <sup>14</sup> If either JTC 411 or JTC 415 was taken as a Concept Course in the junior year, ~~select the remaining course here~~ students may take any different concept course here. High-achieving students, with approval of advisor, may select JTC 535 as an alternative here, providing they have completed or will complete the AUCC category 4B requirement with another course.
- <sup>15</sup> Students enrolled in the ~~university major~~ prior to Fall 2011 may substitute JTC 420, JTC 440, JTC 450, JTC 465, or JTC 468 for their category 4C capstone course, in consultation with advisor.



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

**Effective Spring 2015**

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one set from the following:</i>			
LIFE 103 <sup>P</sup>	Biology of Organisms and Plants	4	3A
<b>OR</b>			
LIFE 210 <sup>P</sup>	Introductory Eukaryotic Cell Biology	3	
LIFE 212 <sup>P</sup>	Introductory Cell Biology Laboratory	2	
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
CO 150 <sup>P</sup>	College Composition	3	1A
ERHS 220 <sup>P</sup>	Environmental Health	3	
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
	Arts and Humanities <sup>1</sup>	3	3B
	Social and Behavioral Sciences <sup>2</sup>	3	3C
	Historical Perspectives <sup>3</sup>	3	3D
	TOTAL	<u>32-33</u>	
		<u>29-30</u>	
<b>SOPHOMORE</b>			
BMS 300 <sup>P</sup>	Principles of Human Physiology	4	
	<i>Select one set from the following:</i>		
CHEM 341 <sup>P</sup>	Modern Organic Chemistry I	3	
CHEM 343 <sup>P</sup>	Modern Organic Chemistry II	3	
CHEM 344 <sup>P</sup>	Modern Organic Chemistry Laboratory	2	
	<b>OR</b>		
CHEM 345 <sup>P</sup>	Organic Chemistry I	4	
CHEM 346 <sup>P</sup>	Organic Chemistry II	4	
ERHS 230 <sup>P</sup>	Environmental Health Field Methods	3	
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
STAT 307 <sup>P</sup>	Introduction to Biostatistics	3	
	Advanced Writing <sup>4</sup>	3	2
	Arts and Humanities <sup>1</sup>	3	3B
	Global and Cultural Awareness <sup>5</sup>	3	3E
	Social and Behavioral Sciences <sup>2</sup>	3	3C
	TOTAL	<u>29-31</u>	
<b>JUNIOR</b>			
BMS 300 <sup>P</sup>	Principles of Human Physiology	4	
	<i>Select one set from the following:</i>		
CHEM 341 <sup>P</sup>	Modern Organic Chemistry I	3	
CHEM 343 <sup>P</sup>	Modern Organic Chemistry II	3	
CHEM 344 <sup>P</sup>	Modern Organic Chemistry Laboratory	2	
	<b>OR</b>		
CHEM 345 <sup>P</sup>	Organic Chemistry I	4	
CHEM 346 <sup>P</sup>	Organic Chemistry II	4	
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
ERHS 300 <sup>P</sup>	Introduction to Radiation Biology	3	
ERHS 320 <sup>P</sup>	Environmental Health Water Quality	3	4A
ERHS 332 <sup>P</sup>	Principles of Epidemiology	3	
ERHS 350 <sup>P</sup>	Industrial Hygiene and Air	3	
ERHS 492	Environmental Health Seminar	1	
MIP 300 <sup>P</sup>	General Microbiology	3	
MIP 302 <sup>P</sup>	General Microbiology Laboratory	2	
	Advanced Writing <sup>3</sup>	3	2
	Arts and Humanities <sup>1</sup>	3	3B
	TOTAL	<u>30-28</u>	
<b>SENIOR</b>			
BC 351 <sup>P</sup>	Principles of Biochemistry	4	
ERHS 410 <sup>P</sup>	Environmental Health Waste Management	3	4B
ERHS 446 <sup>P</sup>	Environmental Toxicology	3	
ERHS 487	Internship-Environmental Health	7	4C
	Historical Perspectives <sup>4</sup>	3	3D

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Global and Cultural Awareness <sup>5</sup>	3	3E
	Program Electives <sup>6</sup>	12-13	
	TOTAL	28-29	
		31-32	

**PROGRAM TOTAL = 120 credits**

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

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

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

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

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

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

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

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



## All-University Core Curriculum (AUCC)

### Category 3D

A request by the Department of History to include HIST 115, The Islamic World: Late Antiquity to 1500, in category 3D, Historical Perspectives, of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Summer Semester 2015

A request by the Department of History to include HIST 116, The Islamic World Since 1500, in category 3D, Historical Perspectives, of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Summer Semester 2015.

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

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

<b>Major/concentration</b>	<b>Department or College</b>	<b>UCC Action</b>	<b>Effective Date</b>
Equine Science major	Animal Sciences Department	No change	Spring 2015
Economics major	Economics Department	No change	Spring 2015
Journalism and Media Communication major	Journalism and Technical Communication Department	Major change	Spring 2015



Geology major, Environmental Geology concentration	Geosciences Department	Minor change	Spring 2015
Geology major, Geophysics concentration	Geosciences Department	No change	Spring 2015
Geology major, Hydrogeology concentration	Geosciences Department	Minor change	Spring 2015
Geology major, Geology concentration	Geosciences Department	No change	Spring 2015
Environmental Health major	Environmental and Radiological Health Sciences Department	Major change	Spring 2015

The meeting adjourned at 4:50 p.m.

(FC) 11/21/14

Carole Makela, Chair  
Tom Hoehn, Secretary

A regular meeting of the University Curriculum Committee was held on November 21, 2014, at 2:00 p.m.

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

Absent: undergraduate representative.

Guests: Fiona Bright, Kelley Brundage, Linda Selkirk and Jamie Switzer.

### **Minutes**

The minutes of November 14, 2014, were approved.

### **Experimental Course Report**

There was no Experimental Course Report.

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

The Major Completion Maps—No Changes Report was received.

### **Consent Agenda**

The Consent Agenda was approved.

### **CURRICULAR REQUESTS**

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

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

+Course requires field trips.

The following curricular requests were approved.

#### **New Courses**

#### **Effective Date**

**FIN 606 01(1-0-0). Fundamentals of International Finance.** F, S, SS. Fall Semester 2015  
Prerequisite: BUS 601. This is a partial-semester course.

Fundamental principles of international finance and how they relate to business operations and strategies. (NT-O)

[Approved as a new traditional and new online course.]

**FIN 607 01(1-0-0). Fundamentals of Bond Markets.** F, S, SS. Prerequisite: Fall Semester 2015  
BUS 601. This is a partial-semester course.

Properties of bonds and bond markets, pricing bonds by arbitrage, risk characteristics of bonds. (NT-O)

[Approved as a new traditional and new online course.]

**FIN 609 01(1-0-0). Fundamentals of Personal Finance.** F, S, SS. Prerequisite: Fall Semester 2015  
BUS 601. This is a partial-semester course.

Personal financial planning, focusing on TVM, personal financial statements, retirement plans, government sponsored benefits and education planning. (NT-O)

[Approved as a new traditional and new online course.]

**JTC 382 03(3-0-0). Travel Journalism in Croatia.** SS. Prerequisite: CO150 or JTC 210. Summer Semester 2015

Study and practice of international travel journalism, including newspaper and magazine writing, photography, video, social media, and blogs.

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

**TH 153 02(0-0-2). Singing for Actors I.** F. Prerequisite: None. Fall Semester 2015

Fusion of acting technique and singing technique for credible performance in the musical genre.

**TH 240 03(3-0-0). Reading Shakespeare for the Theatre.** F. Prerequisite: TH 241 or concurrent registration. Fall Semester 2015

Reading, speaking Shakespeare texts: comedies, sonnets, romances, to develop various approaches to understand and perform his work to modern audiences.

**TH 253 02(0-0-2). Singing for Actors II.** S. Prerequisite: TH 153. Fall Semester 2015

Advanced singing techniques, sight singing, using more difficult and challenging music. Preparing for a performance in musical theatre.

**TH 292 01(0-0-1). Design and Technology Seminar.** F, S. Prerequisite: TH 141 or concurrent registration; TH 160 or concurrent registration. May be taken up to six times for a maximum of 6 credits. Fall Semester 2015

Weekly examination of the ongoing production processes and strategies for stage managers and designers assigned productions in the mainstage season.

**TH 384 Var[1-3]. Supervised College Teaching.** F, S. Prerequisite: Junior standing; written consent of instructor. A maximum of 10 combined credits for all 384 and 484 courses are counted toward graduation requirements. Fall Semester 2015

**TH 478 03(0-0-3). Theatre in London Seminar.** SS. Prerequisite: TH 141; concurrent enrollment in TH 479. Summer Semester 2015

Seminar to prepare for study in London for theatre research as an evolving art form rich in historical and artistic traditions.

**TH 479 03(0-0-3). Theatre in London: Travel Abroad.** SS. Prerequisite: TH 141. Summer Semester 2015

To foster theatre research as an evolving art form rich in historical and artistic traditions. Students will attend 13-15 live theatre productions.

[Approved as a permanent travel course.]

### Major Change to Courses

### Effective Date

AREC 340/ECON 340 03(3-0-0). Introduction: Economics of Natural Resources, change to: Spring Semester 2015

**AREC 340/ECON 340 03(3-0-0). Introduction: Economics of Natural Resources.** S. Prerequisite: AREC 202 or ECON 202. Credit not allowed for both AREC 340 and ECON 340.

Concepts, theories, institutions; analytical methods for economic evaluation of alternative resource use patterns and land use plans. (AREC 340 only—NT-O)

[Only AREC 340 will be offered as an online course.]

JTC 416 03(3-0-0). New Communication Technologies in the US, **change to:** Fall Semester 2015

**+JTC 416 03(3-0-0). Global Communication Technologies.** SS. Prerequisite: JTC 210. Required field trips.

Broad-based survey of evolving and emergent global communication technologies.

TH 151 03(2-2-0). Beginning Acting, **change to:** Fall Semester 2015

**TH 151 03(2-2-0). Acting I.** F, S. Prerequisite: TH 150.

Imagination as an actor's resource. Finding action, objective, the art of memory, improvisation, scene study, from simple scenes in realistic plays.

TH 160 03(3-0-0). Introduction to Production Design, **change to:** Spring Semester 2016

**TH 160 03(1-4-0). Drawing for the Theatre.** S. Prerequisite: None.

Introduction to drawing, drafting, watercolor, and other graphic techniques used by set, costume, lighting, and media designers.

TH 241 03(3-0-0). Text Analysis for Performance, **change to:** Fall Semester 2015

**TH 241 03(3-0-0). Text Analysis for the Theatre.** F. Prerequisite: TH 175; TH 150 or TH 160.

Analyzing plays with an aim toward being better prepared, as theatre artists, to understand the dramatic text, the basis of theatre art and craft.

TH 251 03(3-0-0). Intermediate Acting, **change to:** Fall Semester 2015

**TH 251 03(3-0-0). Acting II.** F, S. Prerequisite: TH 151.

Application of the given circumstances to a text and development of characterization. Selection and preparation of audition material.

TH 264 03(2-2-0). Lighting Design: Fundamentals, **change to:** Spring Semester 2016

**TH 264 03(2-2-0). Lighting Design for the Theatre I.** S. Prerequisite: TH 160; TH 161.

Essential principles and theory for stage lighting including design process, control, equipment, and lighting aesthetics.

TH 265 03(3-0-0). Scenic Design: Fundamentals, **change to:** Fall Semester 2015

**TH 265 03(3-0-0). Set Design I.** F. Prerequisite: TH 160; TH 161.

Theory and techniques for designing scenery for the stage.

TH 266 03(2-2-0). Sound Design for the Theatre, **change to:** Fall Semester 2015

**TH 266 03(2-2-0). Digital Media Design for Live Performance I.** F. Prerequisite: TH 160; TH 161.

Sound and projection design fundamentals: control, design and content creation for live performance settings.

°TH 362 03(3-0-0). Advanced Stage and Production Management, **change to:** Fall Semester 2015

**TH 362 03(3-0-0). Stage Management II. F.** Prerequisite: TH 262.

Problem-solving in the stage manager leadership role: advanced study in production realization, stage management concepts and techniques in practice.

[Approved as an AUCC category 4A course for the Theatre major, Theatrical Design and Production concentration.]

\*TH 363 03(1-4-0). Advanced Costume Design, **change to:** Fall Semester 2015

**\*TH 363 03(1-4-0). Costume Design II. F** Prerequisite: TH 263.

Theory and practice of advanced costume design techniques.

[Approved as an AUCC category 4A course for the Theatre major, Theatrical Design and Production concentration.]

\*TH 364 03(2-2-0). Advanced Lighting Design, **change to:** Fall Semester 2015

°TH 364 03(2-2-0). **Lighting Design for the Theatre II. F.** Prerequisite: TH 264.

Principles and theory for stage lighting including advanced programming, tour preparation, and presentation techniques.

[Approved as an AUCC category 4A course for the Theatre major, Theatrical Design and Production concentration.]

\*TH 366 03(2-2-0). Digital Media Design for the Stage, **change to:** Fall Semester 2015

°TH 366 03(2-2-0). **Digital Media Design for Live Performance II. S.** Prerequisite: TH 264; TH 266.

Advanced sound and projection design techniques (including sound control, microphone arrays, animation and mapping) in live performance settings.

[Approved as an AUCC category 4A course for the Theatre major, Theatrical Design and Production concentration.]

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

A request by the College of Engineering to offer experimental course MECH 480A4, Perspectives in Mechanical Engineering Graduate Education, was approved. The third offering will be in Spring Semester 2015.

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

A request by the Department of Journalism and Technical Media to offer JTC 382, Travel Journalism in Croatia, was approved for its first offering, effective Summer Semester 2015.

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

A request by the Department of Music, Theatre, and Dance to offer TH 479, Theatre in London: Travel Abroad, as a permanent travel course, was approved, effective Summer Semester 2015.

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

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

Major/Concentration	Department or College	UCC Action	Effective Date
Interior Design major	Design and Merchandising Department	No change	Spring 2015
Family and Consumer Sciences major, Family and Consumer Sciences concentration	School of Education	No change	Spring 2015
Nutrition and Food Science major, Nutrition and Fitness concentration	Food Science and Human Nutrition Department	No change	Spring 2015
Social Work major	School of Social Work	No change	Spring 2015
International Studies major, Asian Studies concentration	College of Liberal Arts	No change	Spring 2015
International Studies major, European Studies concentration	College of Liberal Arts	No change	Spring 2015
International Studies major, Middle East and North African Studies concentration	College of Liberal Arts	No change	Spring 2015
Communication Studies major	Communications Studies Department	No change	Spring 2015
Communication Studies major, Speech Teacher Licensure concentration	Communications Studies Department	No change	Spring 2015
Ethnic Studies major	Ethnic Studies Department	No change	Spring 2015
Political Science major	Political Science Department	No change	Spring 2015
Ecosystem Science and Sustainability major	Ecosystem Science and Sustainability department	Minor change	Spring 2015

Watershed Science major	Ecosystem Science and Sustainability department	Minor change	Spring 2015
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The meeting adjourned at 4:20 p.m.

(FC) 12/5/14

Carole Makela, Chair  
Tom Hoehn, Secretary

A regular meeting of the University Curriculum Committee was held on December 5, 2014, at 2:00 p.m.

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

Absent: undergraduate representative.

Guests: Fionna Bright, Kelley Brundage, Linda Selkirk.

### **Minutes**

The minutes of November 21, 2014, were approved.

### **Experimental Course Report**

The Experimental Course Report was received.

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

The Major Completion Maps—No Changes Report was received.

### **Consent Agenda**

The Consent Agenda was approved.

### **CURRICULAR REQUESTS**

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

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

+Course requires field trips.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

#### **New Courses**

#### **Effective Date**

**AM 275 03(3-0-0). Product Development I.** F, S. Prerequisite: AM 101 with a C or better; AM 110; AM 130 with a C or better; MATH 124. Fall Semester 2015

Fundamental techniques and skills applied to the development of apparel and textile products.

**AM 475 03(3-0-0). Product Development III.** F. Prerequisite: AM 335; AM 375. Fall Semester 2016

Technology-based product innovation for positive social and environmental impacts.

[Approved as an AUCC categories 4A and 4C course for the major in Apparel and Merchandising, Product Development concentration.]

**\*AREC 528 02(2-0-0). Applied Agribusiness Decision Tools.** F. Prerequisite: AREC 305 or AREC 408 or FIN 305; ECON 306. Fall Semester 2016

Applications of quantitative tools for managerial decision-making in the context of an agribusiness.



- EDAE 530 03(2-0-1). Adult Basic Education.** F, S. Prerequisite: Bachelor's degree or consent of instructor. Offered only online. Fall Semester 2015  
 Enhance instructor skills in literacy and numeracy instruction for adult learners functioning below the 12<sup>th</sup> grade equivalency. (NT-O)  
 [Approved as a new online-only course.]
- EDAE 540 03(2-0-1). Teach English as Second Lang—Adult Learners.** S, SS. Spring Semester 2016  
 Prerequisite: Bachelor's degree or consent of instructor.  
 Instructors learn the tools necessary to successfully deliver English learning to adult speakers of other languages. (NT-O)  
 [Approved as a new online-only course.]
- FW 382 03(0-0-3). Travel Abroad—Wildlife Conservation.** S. Prerequisite: Spring Semester 2016  
 Written consent of instructor.  
 Study tour of various overseas ecosystems and natural resources conservation programs; discussions with local ecologists/managers.  
 [Approved for a first offering as a travel abroad course.]
- LEAP 482 03(1-4-1). South Africa: Arts Community Collaboration.** SS. Summer Semester 2015  
 Prerequisite: Sophomore standing.  
 Research, development and production of international arts outreach projects; team project for community engagement.  
 [Approved for a first offering as a travel abroad course.]
- MECH 392 01(0-0-1). Graduate Education and Research Seminar.** F, S. Fall Semester 2015  
 Prerequisite: MECH 231 with a C or better; MECH 237 with a C or better; written consent of instructor.  
 Research in graduate school and industry as a career option for mechanical engineers.
- REL 601 01(1-0-0). Fundamentals of Real Estate Finance.** F, S, SS. Fall Semester 2015  
 Prerequisite: BUS 601. This is a partial-semester course.  
 Valuation-oriented study of real estate concepts and principles, including legal, regulatory, finance, market and financial analysis.  
 [Approved as a new traditional and new online course.]
- STAT 400 03(3-0-0). Statistical Computing.** F. Prerequisite: CS 160 or (MATH 151; MATH 153); STAT 372. Fall Semester 2015  
 Computationally intensive statistical methods: optimization for statistical problems; simulation & Monte Carlo methods; resampling methods; smoothing.

### Major Change to Courses

### Effective Date

AM 330 03(3-0-0). Textile and Apparel Economics, **change to:**

Fall Semester 2015

**AM 330 03(3-0-0). Textile and Apparel Economics.** F. Prerequisite: AM 270 with a C or better; DM 272 with a C or better; AREC 202 with a C or better or ECON 202 with a C or better.

Manufacture of textile and apparel products; structure of the industries; international trade and consumption.

AM 371 04(3-2-0). Merchandising Systems, **change to:**

Fall Semester 2015

**AM 371 04(3-2-0). Merchandising Systems.** F, S. Prerequisite: ACT 205 or ACT 210; AM 270 with a C or better.

Business mathematics and current practices related to acquisition, negotiation, distribution, and sale of merchandise.

+AM 375 03(2-2-0). Product Design and Development, **change to:**

Fall Semester 2015

**+AM 375 03(2-2-0). Product Development II.** F, S. Prerequisite: AM 270 with a grade of C or better; AM 275; DM 272 with a grade of C or better. Required field trips.

Product design and development for apparel and other soft goods through industry-driven projects.

[Approved as an AUCC category 4B course for the major in Apparel and Merchandising, Product Development concentration.]

CIVE 613 03(3-0-0). Stream Rehabilitation Design, **change to:**

Fall Semester 2015

**°CIVE 613 03(3-0-0). River Restoration Design.** S. Prerequisite: CIVE 401.

Analysis and design for assisting the recovery of hydrologic, geomorphic, and ecological processes and ecosystem services in degraded river systems.

DM 487A-F Internship, **change to:**

Summer Semester 2015

**DM 487A-F Internship.** F, S, SS.

**A)** Merchandising. Var[12-16]. Prerequisite: GPA 2.500; AM 371; DM 360/MKT 360; DM 492. **B)** Apparel Design and Production. Var[12-16]. Prerequisite: GPA 2.500; AM 244; DM 492. **C)** Product Development. Var[12-16]. Prerequisite: GPA 2.500; AM 375; DM 492. **F)** General. Var[3-16]. Prerequisite: GPA 2.500; written consent of instructor.

HIST 150 03(3-0-0). U.S. History to 1876, **change to:**

Summer Semester 2015

**HIST 150 03(3-0-0). U.S. History to 1876.** F, S, SS. Prerequisite: None.

Major issues and themes in the development of the United States from the colonial period through reconstruction. (NT-O)

[Approved as an online course.]

TH 486 01(0-5-0). Theatre Practicum IV, **change to:**

Fall Semester 2015

**TH 486 02(0-10-0). Theatre Practicum IV.** F, S. Prerequisite: TH 386; only for students in the Theatre major, Design and Technology concentration.

Advanced topics in applied theatre production. Challenges in developing and mounting a theatrical performance.

**New Curricula**

**College of Agricultural Sciences  
Master of Agriculture, Plan B  
Teacher Development Specialization**

**Effective Spring 2015**

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b><u>CORE COURSES</u></b>		
EDCT 590	Workshop	4
EDRM 600	Introduction to Research Methods	3
	<b><u>TOTAL</u></b>	<u>7</u>
<b><u>TRACKS</u></b>		
<i>Select one of the following tracks:</i>		
Track 1 – Teacher Professional Development		
AGED 540 <sup>P</sup>	Ag Ed Laboratory Management and Safety	2
<b><u>OR</u></b>		
Track 2 – Teacher Development – Teacher Licensure		
AGED 420 <sup>P</sup>	Developing School-Based Ag Education Programs	3
EDUC 450 <sup>P</sup>	Instruction II-Standards and Assessment	4
EDCT 425 <sup>P</sup>	Methods/Materials in Agricultural Education	4
<b><u>ELECTIVES</u></b>		
	Electives <sup>1</sup>	11-20
<b><u>SCHOLARLY PAPER</u></b>		
AGRI 698	Research <sup>2</sup>	1
	<b><u>TOTAL</u></b>	<u>30</u>
<b>PROGRAM TOTAL = minimum 30 credits</b>		

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

<sup>1</sup> Select enough 500-level or above elective credits with approval of advisor and graduate committee to bring program total to a minimum of 30 credits.

<sup>2</sup> Students must write a scholarly paper to be reviewed by advisor and graduate committee.



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

**Effective Fall 2015**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b><u>FRESHMAN</u></b>			
<i>Select one course from the following:</i>			
ART 100	Introduction to the Visual Arts	3	3B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
D 110	Understanding Dance	3	3B
MU 100	Music Appreciation	3	3B
CO 150 <sup>P</sup>	College Composition	3	1A
TH 141	Introduction to Theatre <sup>1</sup>	3	
<b>OR</b>			
TH 192	From Page to Stage: Freshman Theatre Seminar <sup>2</sup>	3	
TH 150	Introduction to Performance	3	
<b>OR</b>			
TH 160	Drawing for the Theatre	3	
TH 151	Beginning Acting	3	
TH 160	Introduction to Production Design	3	
TH 161 <sup>P</sup>	Technical Theatre: Stagecraft	3	
TH 175 <sup>P</sup>	Storytelling	3	
TH 186	Theatre Practicum I	2	
TH 286	Practicum <sup>3</sup>	2	
	Biological and Physical Sciences <sup>14</sup>	3	3A
	Mathematics <sup>25</sup>	3	1B
	Social and Behavioral Sciences <sup>3</sup>	3	3C
	Electives	52	
	<b>TOTAL</b>	<b>3428</b>	
<b>SOPHOMORE</b>			
TH 151	Acting I	3	
<b>OR</b>			
TH 161	Technical Theatre: Stagecraft	3	
TH 241	Text Analysis for the Theatre	3	
TH 242 <sup>P</sup>	Theatre History I	3	
<i>Select at least two of the following courses for a minimum of 6 credits:</i>			
TH 249 <sup>P</sup>	Movement for Actors II	2	
TH 250 <sup>P</sup>	Voice and Speech for Stage	2	
TH 255 <sup>P</sup>	Directing Workshop	3	
TH 262 <sup>P</sup>	Stage Management I	3	
TH 263 <sup>P</sup>	Costume Design I	3	
TH 264 <sup>P</sup>	Lighting Design for the Theatre I	3	
TH 265 <sup>P</sup>	Set Design I	3	
TH 266 <sup>P</sup>	Digital Media Design for Live Performance I	3	
TH 275 <sup>P</sup>	Self-Scripting and Performance Workshop	3	
<i>Select one of the following courses not taken elsewhere:</i>			
TH 251 <sup>P</sup>	Acting II	3	
TH 255 <sup>P</sup>	Directing Workshop	3	
TH 261 <sup>P</sup>	Drawing and Drafting for the Theatre	3	
TH 275 <sup>P</sup>	Self-Scripting and Performance Workshop	3	
TH 263 <sup>P</sup>	Costume Design I	3	
TH 265 <sup>P</sup>	Scenic Design: Fundamentals	3	
TH 286 <sup>P</sup>	Theatre Practicum II	1	
	Arts and Humanities <sup>6</sup>	3	3B
	Advanced Writing <sup>4</sup>	3	2
	Biological and Physical Sciences <sup>14</sup>	4	3A
	Global and Cultural Awareness <sup>57</sup>	3	3E
	Historical Perspectives <sup>68</sup>	3	3D
	Social and Behavioral Sciences <sup>9</sup>	3	3C
	Electives	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	TOTAL	<u>2932</u>	
<b>JUNIOR</b>			
TH 243 <sup>P</sup>	Theatre History II	<u>3</u>	
TH 341	History of Theatre in Performance	<u>3</u>	4A, 4B
TH 342	Contemporary Plays in Performance	<u>3</u>	4A, 4B
<i>Select one of the following courses:</i>			
TH 351 <sup>P</sup>	Acting III	<u>3</u>	4A
TH 355 <sup>P</sup>	Directing Seminar	<u>3</u>	4A
TH 362 <sup>P</sup>	Stage Management II	<u>3</u>	4A
TH 363 <sup>P</sup>	Costume Design II	<u>3</u>	4A
TH 364 <sup>P</sup>	Lighting Design for the Theatre II	<u>3</u>	4A
TH 365 <sup>P</sup>	Advanced Scenic Design	<u>3</u>	4A
TH 366 <sup>P</sup>	Digital Media for Live Performance II	<u>3</u>	4A
TH 375 <sup>P</sup>	Playwright's Workshop	<u>3</u>	4A
TH 386 <sup>P</sup>	Theatre Practicum III	<u>1</u>	
TH 470A-I <sup>P</sup>	Applied Theatre Production <sup>40</sup>	<u>4</u>	
TH ***	Upper-Division TH Electives	<u>9</u>	
	Advanced Writing <sup>11</sup>	<u>3</u>	<u>2</u>
	Arts and Humanities <sup>7</sup>	<u>3</u>	<u>3B</u>
	Directed study <sup>12</sup>	<u>6</u>	
	Upper division focus <sup>13</sup>	<u>6</u>	
	Electives	<u>5</u>	<u>11</u>
	TOTAL	<u>30</u>	
<b>SENIOR</b>			
<i>Select one course from the following:</i>			
TH 450 <sup>P</sup>	Professional Actor Preparation	<u>3</u>	4B, 4C
TH 455 <sup>P</sup>	Advanced Directing	<u>4</u>	4B, 4C
TH 460 <sup>P</sup>	Design Portfolio and Professional Preparation	<u>3</u>	4B, 4C
TH 471 <sup>P</sup>	Capstone in Theatre Practice	<u>3</u>	4B, 4C
TH 475 <sup>P</sup>	Advanced Playwriting	<u>3</u>	4B, 4C
TH 499 <sup>P</sup>	Theatre Thesis	<u>3</u>	4B, 4C
TH 470A-I <sup>P</sup>	Applied Theatre Production <sup>40</sup>	<u>2</u>	
TH 499 <sup>P</sup>	Thesis <sup>14</sup>	<u>3</u>	4C
TH ***	Upper-Division TH Electives	<u>9</u>	
	Directed study <sup>12</sup>	<u>6</u>	
	Upper division focus <sup>13</sup>	<u>3</u>	
	Electives <sup>8</sup>	<u>16-17-</u>	
	TOTAL	<u>18</u>	
	TOTAL	<u>30</u>	

**PROGRAM TOTAL = 120 credits**

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

<sup>1</sup> New majors who have passed 45 or more credit hours.

<sup>2</sup> Entering freshmen or new majors who have passed less than 45 credit hours.

<sup>3</sup> Two semesters.

<sup>4,1</sup> Select a total of 7 credits from the list of courses in category 3A of the All-University Core Curriculum (AUCC).

One course must have a laboratory component.

<sup>5,2</sup> Select at least three credits from the list of courses in category 1B of the AUCC.

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

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

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

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

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

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

<sup>8</sup> Select from list of approved courses in category 3D of the AUCC.

<sup>9</sup> Select from list of approved courses in category 3C of the AUCC.

<sup>10</sup> Students must take at least two different subtopics in TH 470A-I.

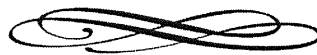
<sup>11</sup> Select from list of approved courses in category 2 of the AUCC.

<sup>12</sup> Students must complete a second major, minor, or an adviser approved upper-division 12-credit area of study.

<sup>13</sup> Choose three courses from the following list: D 325, TH 351, TH 361, TH 363, TH 365, TH 455, TH 475.

<sup>14</sup> Students must secure a faculty adviser in the junior year.

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



## Major Changes to Curricula

### College of Liberal Arts

### Department of Music, Theatre, and Dance

### Major in Theatre

### Directing Concentration

Effective Fall 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
ART 100	Introduction to the Visual Arts	3	3B
<b>OR</b>			
MU 100	Music Appreciation	3	3B
CO 150 <sup>P</sup>	College Composition	3	1A
TH 141	Introduction to Theatre	3	3B
TH 149 <sup>P</sup>	Movement for Actors I	2	
TH 150	Introduction to Performance	3	
TH 151 <sup>P</sup>	Acting I	3	
TH 160	Drawing for the Theatre	3	
TH 161	Technical Theatre: Stagecraft	3	
TH 175 <sup>P</sup>	Storytelling	3	
TH 186	Theatre Practicum I	1	
	Mathematics <sup>1</sup>	3	1B
	<b>TOTAL</b>	<b>30</b>	
<b>SOPHOMORE</b>			
CO 301A <sup>P</sup>	Writing in the Disciplines: Arts and Humanities	3	2
E 240	Introduction to Poetry	3	
TH 240 <sup>P</sup>	<u>Reading Shakespeare for the Theatre</u>	3	
TH 241 <sup>P</sup>	Text Analysis for the Theatre	3	
TH 242 <sup>P</sup>	Theatre History I	3	
TH 243 <sup>P</sup>	Theatre History II	3	
TH 251 <sup>P</sup>	<u>Acting II</u>	3	
TH 255 <sup>P</sup>	Directing Workshop	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
TH <del>262</del> <sup>P</sup>	Stage Management I	3	
TH 265 <sup>P</sup>	Scenic Design: Fundamentals	3	
TH 275 <sup>P</sup>	Self-Scripting and Performance Workshop	3	
TH 286 <sup>P</sup>	Theatre Practicum II	1	
	Biological and Physical Sciences <sup>2</sup>	3-4	3A
	<b>TOTAL</b>	<u>31-32</u>	
<b>JUNIOR</b>			
E <del>342</del> <sup>P</sup>	Shakespeare I	3	
E <del>343</del> <sup>P</sup>	Shakespeare II	3	
TH <u>262</u> <sup>P</sup>	<u>Stage Management I</u>	<u>3</u>	
TH 343 <sup>P</sup>	Contemporary Plays and Alternative Theatre	3	
TH 344 <sup>P</sup>	Dramaturgy Protocol Seminar	3	
TH 350 <sup>P</sup>	Classical Text	3	
TH 355 <sup>P</sup>	Directing Seminar	3	4A
TH 370B <sup>P</sup>	Theatre Assistant	3	
TH 386 <sup>P</sup>	Theatre Practicum III	1	
	Biological and Physical Sciences <sup>2</sup>	3-4	3A
	<u>Global and Cultural Awareness</u> <sup>3</sup>	<u>3</u>	
	Historical Perspectives <sup>4,5</sup>	3	3D
	<b>TOTAL</b>	<u>28-29</u>	
<b>SENIOR</b>			
TH 392 <sup>P</sup>	Theatre Seminar	3	
TH <del>449</del> <sup>P</sup>	<del>Commedia and Masks</del>	<del>3</del>	
TH 455 <sup>P</sup>	Advanced Directing	4	4B/4C
TH <del>484</del> <sup>P</sup>	<del>Supervised College Teaching</del>	<del>3</del>	
TH 492 <sup>P</sup>	Theatre Seminar	3	
TH <del>498</del> <sup>P</sup>	<del>Theatre Research</del> <sup>4</sup>	<del>6</del>	
	<del>Global and Cultural Awareness</del> <sup>5</sup>	<del>3</del>	<del>3E</del>
	<del>Social and Behavioral Sciences</del> <sup>5,6</sup>	<del>3</del>	<del>3C</del>
	<del>Electives</del> <sup>6,7</sup>	<del>1-3</del>	
	<b>TOTAL</b>	<u>29-31</u>	

**PROGRAM TOTAL = 120 credits**

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

<sup>1</sup> Select at least three credits from the list of courses in category 1B of the All-University Core Curriculum (AUCC).

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

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

<sup>4</sup> ~~Students must take TH 498, Theatre Research, for two semesters at 3 credits each semester.~~

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

<sup>6,5</sup> ~~Select from the list of courses in category 3C of the AUCC.~~

<sup>7,6</sup> ~~Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).~~



**Major in Theatre  
 Performance Concentration**

**Effective Fall 2015**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CO 150 <sup>P</sup>	College Composition	3	1A
D 120A	Dance Techniques I: Modern	2	
<b>OR</b>			
D 120B	Dance Techniques I: Ballet	2	
D 121A <sup>P</sup>	Dance Techniques II: Modern	2	
<b>OR</b>			
D 121B <sup>P</sup>	Dance Techniques II: Ballet	3	
E 240	Introduction to Poetry	3	
TH 141	Introduction to Theatre	3	3B
TH 149 <sup>P</sup>	Movement for Actors I	2	
TH 150	Introduction to Performance	3	
TH 151 <sup>P</sup>	Acting I	3	
TH 153	Singing for Actors I	2	
TH 160	Introduction to Production Design	3	
TH 161	Technical Theatre: Stagecraft	3	
TH 175 <sup>P</sup>	Storytelling	3	
TH 186	Theatre Practicum I	1	
	<u>Biological and Physical Sciences</u> <sup>1</sup>	4	3A
	Mathematics <sup>2+</sup>	3	1B
	TOTAL	29-30	
<b>SOPHOMORE</b>			
CO 301A <sup>P</sup>	Writing in the Disciplines: Arts and Humanities	3	2
TH 240 <sup>P</sup>	Reading Shakespeare for the Theatre	3	
E 242	Reading Shakespeare	3	3B
TH 241 <sup>P</sup>	Text Analysis for the Theatre	3	
TH 242 <sup>P</sup>	Theatre History I	3	
TH 243 <sup>P</sup>	Theatre History II	3	
TH 249 <sup>P</sup>	Movement for Actors II	2	
TH 250 <sup>P</sup>	Voice and Speech for the Stage	2	
TH 251 <sup>P</sup>	Acting II	3	
TH 253 <sup>P</sup>	Singing for Actors II	2	
TH 275 <sup>P</sup>	Self-Scripting and Performance Workshop	3	
TH 286 <sup>P</sup>	Theatre Practicum II	1	
	<u>Arts and Humanities</u> <sup>3</sup>	3	3B
	<u>Biological and Physical Sciences</u> <sup>1,2</sup>	7	3A
	TOTAL	33-32	
<b>JUNIOR</b>			
E 342 <sup>P</sup>	Shakespeare I	3	
E 343 <sup>P</sup>	Shakespeare II	3	
TH 269 <sup>P</sup>	Theatrical Makeup	3	
TH 343 <sup>P</sup>	Contemporary Plays and Alternative Theatre	3	
TH 349 <sup>P</sup>	Movement for Actors III	2	
TH 350 <sup>P</sup>	Classical Text	3	
TH 351 <sup>P</sup>	Acting III	3	4A
TH 386 <sup>P</sup>	Theatre Practicum III	1	
TH 392 <sup>P</sup>	Theatre Seminar	3	
	<u>Global and Cultural Awareness</u> <sup>4</sup>	3	3E
	<u>Historical Perspectives</u> <sup>5,3</sup>	3	3D
	<u>Social and Behavioral Sciences</u> <sup>4</sup>	3	3C
	<u>Electives</u>	3	
	TOTAL	27	
<b>SENIOR</b>			



<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
TH 369 <sup>P</sup>	Advanced Makeup and Hair Design	3	
TH 449 <sup>P</sup>	Commedia and Masks	3	
TH 450	Professional Actor Preparation	3	4B/4C
TH 451 <sup>P</sup>	Advanced Topics in Acting <sup>6,5</sup>	6	
TH 491 <sup>P</sup>	Repertory Theatre Workshop	3	
TH 492 <sup>P</sup>	Theatre Seminar	3	
TH ***	Upper Division Theatre Electives <sup>6</sup>	6	
	Global and Cultural Awareness <sup>7</sup>	3	3E
	Social and Behavioral Sciences <sup>7</sup>	3	3C
	Electives <sup>8</sup>	3-413	
	TOTAL	30-31	

**PROGRAM TOTAL = 120 credits**

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

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

<sup>2,1</sup> Select a total of seven credits from the list of courses in category 3A of the AUCC. At least one course must have a laboratory component.

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

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

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

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

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

<sup>5,6</sup> Students must take TH 451, Advanced Topics in Acting, for two semesters, for three credits each time, and for different topics.

<sup>6</sup> Select course(s) in consultation with advisor.

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

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



### Major in Theatre Playwriting and Dramatic Literature Concentration

Effective Fall 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
ART 100	Introduction to Visual Arts	3	3B
<b>OR</b>			
MU 100	Music Appreciation	3	3B
CO 150 <sup>P</sup>	College Composition	3	1A
TH 141	Introduction to Theatre	3	3B
TH 150	Introduction to Performance	3	
TH 160	Introduction to Production	3	
TH 161 <sup>P</sup>	Technical Theatre: Stagecraft	3	
TH 175 <sup>P</sup>	Storytelling	3	
TH 186	Theatre Practicum I	1	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Biological and Physical Sciences <sup>1</sup>	3-4	3A
	Mathematics <sup>2</sup>	3	1B
	<u>Electives</u>	<u>6</u>	
	TOTAL	<u>28-29</u>	
		31	
<b>SOPHOMORE</b>			
CO 301A <sup>P</sup>	Writing in the Disciplines: Arts and Humanities	3	2
E <del>240</del>	<del>Introduction to Poetry</del>	<del>3</del>	
TH 240 <sup>P</sup>	<u>Reading Shakespeare for the Theatre</u>	<u>3</u>	
TH 241 <sup>P</sup>	Text Analysis for the Theatre	3	
TH 242 <sup>P</sup>	Theatre History I	3	
TH 243 <sup>P</sup>	Theatre History II	3	
TH 275 <sup>P</sup>	Self-Scripting and Performance Workshop	3	
TH 286 <sup>P</sup>	Theatre Practicum II	1	
	Biological and Physical Sciences <sup>1</sup>	3-4	3A
	Historical Perspectives <sup>3</sup>	3	3D
	Social and Behavioral Sciences <sup>4</sup>	3	3C
	TOTAL	<u>28-29</u>	
<b>JUNIOR</b>			
E <del>342<sup>P</sup></del>	<del>Shakespeare I</del>	<del>3</del>	
E <del>343<sup>P</sup></del>	<del>Shakespeare II</del>	<del>3</del>	
TH 324 <sup>P</sup>	Teaching Creative Drama for Children	3	
TH 343 <sup>P</sup>	Contemporary Plays and Alternative Theatre	3	
TH 344 <sup>P</sup>	Dramaturgy Protocol Seminar	3	
TH 350 <sup>P</sup>	<u>Classical Text</u>	<u>3</u>	
TH 353	Experimental Performance	3	
TH 375 <sup>P</sup>	Playwright's Workshop	3	4A
TH 384 <sup>P</sup>	<u>Supervised College Teaching</u>	<u>3</u>	
TH 386 <sup>P</sup>	Theatre Practicum III	1	
TH 392 <sup>P</sup>	Theatre Seminar	3	
TH ***	<del>Upper-Division Theatre Elective<sup>5</sup></del>	<del>3</del>	
	Electives	4-56	
	TOTAL	<u>32-33</u>	
		31	
<b>SENIOR</b>			
TH <del>449<sup>P</sup></del>	<del>Commedia and Masks</del>	<del>3</del>	
TH 475 <sup>P</sup>	Advanced Playwriting	3	4B, 4C
TH 484 <sup>P</sup>	Supervised College Teaching	3	
TH 492 <sup>P</sup>	Theatre Seminar	3	
TH 498 <sup>P</sup>	Theatre Research <sup>6</sup>	6	
TH ***	<del>Upper-Division Theatre Electives<sup>5</sup></del>	<del>6</del>	
	Global and Cultural Awareness <sup>5,7</sup>	3	3E
	Electives <sup>6,8</sup>	2-5-17	
	TOTAL	<u>29-32</u>	
		29	
<b>PROGRAM TOTAL = 120 credits</b>			

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

<sup>1</sup> Select a total of seven credits from the list of courses in category 3A of the AUCC. At least one course must have a laboratory component.

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

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

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

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

<sup>6</sup>Students must take TH 498 for two semesters at a minimum of 3 credits each semester.

<sup>7-5</sup>Select from the list of courses in category 3E of the AUCC.

<sup>8-6</sup>Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper division.



### Major in Theatre

#### ~~Theatrical Design and Production~~ Design and Technology Concentration

Effective Fall 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
ART 100	Introduction to Visual Arts	3	3B
<b>OR</b>			
MU 100	Music Appreciation	3	3B
CO 150 <sup>P</sup>	College Composition	3	1A
TH 141	Introduction to Theatre	3	3B
TH 150	Introduction to Performance	3	
TH 160	Drawing for the Theatre	3	
TH 161	Technical Theatre: Stagecraft	3	
TH 163 <sup>P</sup>	Costume Construction	3	
TH 175 <sup>P</sup>	Storytelling	3	
TH 186	Theatre Practicum I	1	
TH 292 <sup>P</sup>	<u>Design and Technology Seminar</u> <sup>1</sup>	<u>2</u>	
	<del>Historical Perspectives</del> <sup>4</sup>	<del>3</del>	<del>3D</del>
	Mathematics <sup>2</sup>	3	1B
	<b>TOTAL</b>	<u><del>31</del>30</u>	
<b>SOPHOMORE</b>			
CO 301A <sup>P</sup>	Writing in the Disciplines: Arts and Humanities	3	2
TH 241 <sup>P</sup>	Text Analysis for the Theatre	3	
TH 242 <sup>P</sup>	Theatre History I	3	
TH 243 <sup>P</sup>	Theatre History II	3	
TH 260 <sup>P</sup>	Computer Assisted Design	3	
TH 261 <sup>P</sup>	<del>Drawing and Rendering</del>	<del>3</del>	
<i>Select one of the following courses:</i>			
TH 262 <sup>P</sup>	Stage Management I	3	
TH 263 <sup>P</sup>	Costume Design I	3	
TH 264 <sup>P</sup>	Lighting Design for the Theatre I	3	
TH 266 <sup>P</sup>	Digital Media Design for Live Performance I	3	
TH 269 <sup>P</sup>	Theatrical Makeup	3	
TH 265 <sup>P</sup>	Set Design I	3	
TH 267 <sup>P</sup>	<del>Scenic Painting</del>	<del>3</del>	
TH 275 <sup>P</sup>	<u>Self-Scripting and Performance Workshop</u>	<u>3</u>	
TH 286 <sup>P</sup>	Theatre Practicum II	1	
TH 292 <sup>P</sup>	<u>Design and Technology Seminar</u> <sup>1</sup>	<u>2</u>	
	Biological and Physical Sciences <sup>3</sup>	3-4	3A
	<u>Historical Perspectives</u> <sup>4</sup>	<u>3</u>	<u>3D</u>
	<b>TOTAL</b>	<u><del>31</del>32</u>	
		<u>30</u>	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>JUNIOR</b>			
CO 301A <sup>P</sup>	<u>Writing in the Disciplines: Arts and Humanities</u>	3	2
TH 292 <sup>P</sup>	<u>Design and Technology Seminar<sup>1</sup></u>	2	
TH 301 <sup>P</sup>	Theatrical Design and Production Special Topics <sup>54</sup>	6	
TH 343 <sup>P</sup>	Contemporary Plays and Alternative Theatre	3	
TH 361 <sup>P</sup>	Technical Theatre: Technical Direction	3	
<i>Select one of the following courses:</i>			
TH 362 <sup>P</sup>	Stage Management II	3	4A
TH 363 <sup>P</sup>	Costume Design II	3	4A
TH 364 <sup>P</sup>	Lighting Design for the Theatre II	3	4A
TH 365 <sup>P</sup>	Advanced Scenic Design	3	4A
TH 366 <sup>P</sup>	Digital Media Design for Live Performance II	3	4A
TH 369 <sup>P</sup>	Theatrical Makeup	3	
TH 365 <sup>P</sup>	Advanced Scenic Design	3	4A
TH 370A <sup>P</sup>	Theatre Assistant	3	
TH 384 <sup>P</sup>	Supervised College Teaching	3	
TH 386 <sup>P</sup>	Theatre Practicum III	1	
TH ***	Upper-Division TH Electives	3	
	Biological and Physical Sciences <sup>3</sup>	3-4	3A
	Global and Cultural Awareness <sup>65</sup>	3	3E
	TOTAL	<u>28-29</u>	
		31	
<b>SENIOR</b>			
TH 392 <sup>P</sup>	Theatre Seminar	3	
TH 401 <sup>P</sup>	Theatrical Design and Production Advanced Topics	3	
TH 460 <sup>P</sup>	Design Portfolio and Professional Preparation	3	4B, 4C
<b>OR</b>			
TH 471 <sup>P</sup>	Capstone in Theatre Practice	3	4B, 4C
TH 484 <sup>P</sup>	Supervised College Teaching	3	
TH 486 <sup>P</sup>	Theatre Practicum IV	1-2	
TH ***	Upper-Division Theatre Electives <sup>6</sup>	6	
	Social and Behavioral Sciences <sup>7</sup>	3	3C
	Electives <sup>8</sup>	<u>3-5-12</u>	
	TOTAL	<u>28-30</u>	
		29	

**PROGRAM TOTAL = 120 credits**

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

<sup>1</sup> Students should take TH 292 for 1 credit, two semesters each in the freshman, sophomore, and junior years

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

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

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

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

<sup>5</sup> TH 301 must be taken two semesters, once in the Fall, and once in the Spring, of the junior year.

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

<sup>6</sup> Select course(s) in consultation with advisor.

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

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



**Vice Provost for Outreach and Strategic Partnerships**  
**Office of the Provost**  
**Colorado Water Institute**  
**School of Global Environmental Sustainability S.A.U.**  
**Water Resources Sustainable Water Interdisciplinary Minor**

Effective Spring 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>CORE COURSES<sup>1</sup></b>		
<u>AREC 240/</u> <u>ECON 240</u>	<u>Issues in Environmental Economics</u>	<u>3</u>
<u>AREC 342<sup>P</sup></u>	<u>Water Law, Policy, and Institution</u>	<u>3</u>
<del>AREC 442<sup>P</sup></del>	<del>Water Resources Economics</del>	<del>3</del>
<u>GR 304<sup>P</sup>/</u> <u>WR 304<sup>P</sup></u>	<u>Sustainable Watersheds<sup>2</sup></u>	<u>3</u>
<del>GR 342</del>	<del>Geography of Water Resources</del>	<del>3</del>
<del>LAND 220<sup>P</sup>/</del> <u>LIFE 220<sup>P</sup></u>	<u>Fundamentals of Ecology<sup>3</sup></u>	<u>3</u>
<del>SOC 461<sup>P</sup></del>	<del>Water, Society, and Environment</del>	<del>3</del>
	Elective	3
	TOTAL	<u>21<sup>9</sup></u>
<b><u>THE FOUNDATIONS OF WATER<sup>1</sup></u></b>		
<i>Select a minimum of 6 credits from the following Foundation course groups:</i>		
<i>Select no more than one course from the following:</i>		
<u>BZ 104<sup>P</sup></u>	<u>Basic Concepts of Plant Life</u>	<u>3</u>
<u>BZ 110</u>	<u>Principles of Animal Biology</u>	<u>3</u>
<u>BZ 120</u>	<u>Principles of Plant Biology</u>	<u>4</u>
<u>FW 204</u>	<u>Introduction to Fishery Biology</u>	<u>3</u>
<u>LIFE 103<sup>P</sup></u>	<u>Biology of Organisms—Animals and Plants</u>	<u>4</u>
<i>Select no more than one course from the following:</i>		
<u>CHEM 103</u>	<u>Chemistry in Context</u>	<u>3</u>
<u>CHEM 107<sup>P</sup></u>	<u>Fundamentals of Chemistry</u>	<u>4</u>
<u>CHEM 113<sup>P</sup></u>	<u>General Chemistry II</u>	<u>3</u>
<i>Select no more than one course from the following:</i>		
<u>ESS 210/</u> <u>GR 210</u>	<u>Physical Geography</u>	<u>3</u>
<u>GR 100</u>	<u>Introduction to Geography</u>	<u>3</u>
<i>Select no more than one course from the following:</i>		
<u>ESS 211<sup>P</sup></u>	<u>Foundations in Ecosystems Science</u>	<u>3</u>
<u>ESS 311<sup>P</sup></u>	<u>Ecosystem Ecology</u>	<u>3</u>
<u>LAND 220<sup>P</sup>/</u> <u>LIFE 220<sup>P</sup></u>	<u>Fundamentals of Ecology</u>	<u>3</u>
<u>LIFE 320<sup>P</sup></u>	<u>Ecology</u>	<u>3</u>
<i>Select no more than one course from the following:</i>		
<u>GEOL 120</u>	<u>Exploring Earth: Physical Geology</u>	<u>3</u>
<u>GEOL 122</u>	<u>The Blue Planet: Geology of Our Environment</u>	<u>3</u>
<u>GEOL 124</u>	<u>Geology of Natural Resources</u>	<u>3</u>
<u>GEOL 150</u>	<u>Physical Geology for Scientists and Engineers</u>	<u>4</u>
<i>Select no more than one course from the following:</i>		

<u>Course</u>	<u>Title</u>	<u>Cr</u>
PH 110	Descriptive Physics	3
PH 121 <sup>P</sup>	General Physics I	5
PH 141 <sup>P</sup>	Physics for Scientists and Engineers	5
<b>THE CONTEXT OF WATER<sup>1, 2</sup></b>		
<i>Select a minimum of 6 credits from the following Context courses:</i>		
GES 101	Foundations of Environmental Sustainability	3
<b>Sociological-Economic Context</b>		
AGRI 270/	World Interdependence—Population and Food	3
IE 270		
AREC 341 <sup>P</sup>	Environmental Economics	3
CON 476	Sustainable Practices—Design and Construction <sup>3</sup>	3
E 339 <sup>P</sup>	Literature of the Earth	3
JTC 461 <sup>P</sup>	Writing about Science, Health and Environment	3
NR 320	Natural Resources History and Policy	3
PHIL 320	Ethics of Sustainability	3
POLS 361 <sup>P</sup>	Environmental Politics and Policy	3
SOC 323 <sup>P</sup>	Sociology of Environmental Governance	3
SOC 461 <sup>P</sup>	Water, Society, and Environment	3
<b>Ecological-Biological Context</b>		
BZ 321 <sup>P</sup>	Aquatic Vascular Plants	3
BZ 415 <sup>P</sup>	Marine Biology	4
BZ 471 <sup>P</sup>	Stream Biology and Ecology	3
ERHS 320 <sup>P</sup>	Environmental Health—Water and Food Safety	3
FW 300 <sup>P</sup>	Ichthyology	2
FW 400 <sup>P</sup>	Conservation of Fish in Aquatic Ecosystems	3
HORT 368 <sup>P</sup> /	Landscape Irrigation and Water Conservation	3
LAND 368 <sup>P</sup>		
<b>Physical Context</b>		
ATS 150	Science of Global Climate Change	3
CIVE 322 <sup>P</sup>	Basic Hydrology	3
CIVE 330 <sup>P</sup>	Ecological Engineering	3
CIVE 413 <sup>P</sup>	Environmental River Mechanics	3
CIVE 423 <sup>P</sup>	Groundwater Engineering	3
CIVE 440 <sup>P</sup>	Nonpoint Source Pollution	3
GEOL 452 <sup>P</sup>	Hydrogeology	4
SOCR 370 <sup>P</sup>	Irrigation Principles	2
SOCR 371 <sup>P</sup>	Irrigation of Field Crops	1
WR 416 <sup>P</sup>	Land Use Hydrology	3
WR 418 <sup>P</sup>	Land Use and Water Quality	3
WR 474	Snow Hydrology	3
<b>ELECTIVE COURSES</b>		
AREC 340 <sup>P</sup> /	Introduction to Economics of Natural Resources	3
ECON 340 <sup>P</sup>		
AREC 346 <sup>P</sup> /	Economics of Outdoor Recreation	3
ECON 346 <sup>P</sup>		
AREC 373 <sup>P</sup>	Agricultural Law	3
ATS 350	Introduction to Weather and Climate	2
BZ 315 <sup>P</sup>	Marine Ecology	3
BZ 321 <sup>P</sup>	Aquatic Vascular Plants	3
CIVE 322 <sup>P</sup> /	Basic Hydrology	3
CIVE 413 <sup>P</sup>	Environmental River Mechanics	3
CIVE 423 <sup>P</sup>	Groundwater Engineering	3
CIVE 440 <sup>P</sup>	Nonpoint Source Pollution	3

<u>Course</u>	<u>Title</u>	<u>Cr</u>
ESS—210/	Physical Geography	3
GR—210		
POLS—361 <sup>p</sup>	U.S. Environmental Politics and Policy	3
PSY—316 <sup>p</sup>	Environmental Psychology	3
SOC—320 <sup>p</sup>	Population-Natural Resources and Environment	3
SOCR—370 <sup>p</sup>	Irrigation Principles	2
SOCR—371 <sup>p</sup>	Irrigation of Field Crops	1
WR—416 <sup>p</sup>	Land-Use Hydrology	3
WR—417 <sup>p</sup>	Watershed Measurements	3
WR—418 <sup>p</sup>	Land-Use and Water Quality	3

**PROGRAM TOTAL: 21 credits\***

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

\*Additional coursework may be required due to prerequisites.

<sup>1</sup> Select a minimum of 12 upper-division (300- to 400-level) credits to complete the interdisciplinary minor.

<sup>2</sup> Only one context course per subject code may be counted toward the minor.

<sup>3</sup> Enrollment in CON 476 is limited to Construction Management majors only.

<sup>4</sup> BZ 440 or ERHS 446 or MIP 300 may be substituted for LAND 220/LIFE 220.

<sup>5</sup> CIVE 322/ENVE 322 or WR 416 may be substituted for WR 304.



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

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

<b>Major/Concentration</b>	<b>Department or College</b>	<b>UCC Action</b>	<b>Effective Date</b>
Nutrition and Food Science major, Dietetics and Nutrition Management concentration, Gerontology option	Food Science and Human Nutrition	No change	Spring 2015
Interdisciplinary Liberal Arts major	College of Liberal Arts	No change	Spring 2015
History major, Social/Behavioral Sciences concentration	History	No change	Spring 2015

**Request to Offer Travel Course**

A request by the Department of Fish, Wildlife, and Conservation Biology to offer FW 382, Travel Abroad—Wildlife Conservation, was approved for its first offering, effective Summer Semester 2015.

**Request to Offer Travel Course**

A request by the LEAP Institute for the Arts to offer LEAP 482, South Africa: Arts Community Collaboration was approved for its first offering, effective Summer Semester 2015

**Request to Add a Concentration in General Theatre**

A request by the Department of Music, Theatre, and Dance to add a concentration in General Theatre under the major in Theatre (B.A. degree) was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

**Request to Add a Specialization in Teacher Development**

A request by the College of Agricultural Sciences to add a specialization in Teacher Development under the Master of Agriculture, M.Agr., (Plan B) was approved. The recommended effective date, subject to approval by Faculty Council, is Summer Semester 2015

The meeting adjourned at 3:50 p.m.

(FC) 12/5/14

Carole Makela, Chair  
Tom Hoehn, Secretary



A regular meeting of the University Curriculum Committee was held on December 12, 2014, at 2:00 p.m.

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

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

Guests: Fionna Bright, Kelley Brundage.

### **Minutes**

The minutes of December 5, 2014, were approved.

### **Experimental Course Report**

The Experimental Course Report was received.

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

The Major Completion Maps—No Changes Report was received.

### **Consent Agenda**

The Consent Agenda was approved.

### **CURRICULAR REQUESTS**

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

### **Major Change to Courses**

### **Effective Date**

PSY 456 03(3-0-0). Sensation and Perception, **change to:**

Fall Semester 2015

**PSY 456 03(3-0-0). Sensation and Perception.** F, S, SS. Prerequisite: PSY 252.

Review of research on physiological substrates of sensation; methods of scaling sensory experience; role of perception in behavioral adaptation. (NT-O)

[Approved as an online course.]

### **New Curricula**

#### **Warner College of Natural Resources**

#### **Department of Human Dimensions of Natural Resources**

#### **Graduate Certificate in Ski Area Management**

**Effective Fall 2014**

(The entire program is shown.)

#### **Course**

#### **Title**

#### **Cr**

NRRT 520

Perspectives on Ski Area Management

2

NRRT 521<sup>p</sup>

Sustainable Ski Area Management

2

NRRT 522<sup>p</sup>

Ski Area Operations and Human Resources

2

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<u>Course</u>	<u>Title</u>	<u>Cr</u>
NRRT 523 <sup>P</sup>	<u>Strategic Ski Area Marketing and Management</u>	<u>2</u>
NRRT 524 <sup>P</sup>	<u>Ski Area Finance and Investment</u>	<u>2</u>
NRRT 525 <sup>P</sup>	<u>Ski Area Planning and Development</u>	<u>2</u>
	<u>TOTAL</u>	<u>12</u>
<b>PROGRAM TOTAL = 12 credits</b>		

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



## Major Changes to Curricula

College of Health and Human Sciences  
 Department of Human Development and Family Studies  
 Major in Early Childhood Education

Effective Spring 2015

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

Students must complete the following courses with a C or better to fulfill requirements for the major: all EDUC courses, all HDFS courses, and PSY 460.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select one course from the following:<sup>1</sup></i>			
BZ 101	Humans and Other Animals	3	3A
BZ 110	Principles of Animal Biology	3	3A
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
CO 150 <sup>P</sup>	College Composition	3	1A
<del>HES 145</del>	<del>Health and Wellness<sup>2</sup></del>	<del>3</del>	
HDFS 101	Individual and Family Development	3	3C
HDFS 217 <sup>P</sup>	<u>Creative Experiences for Children</u>	<u>3</u>	
HDFS 277 <sup>P</sup>	<u>Professional Skills Development</u>	<u>1</u>	
PSY 100	General Psychology	3	3C
<b>OR</b>			
<del>SOC 100</del>	<del>General Sociology</del>	<del>3</del>	<del>3C</del>
	Arts and Humanities <sup>2,3</sup>	<u>3</u>	3B
	Biological and Physical Sciences <sup>4</sup>	<u>3-4</u>	3A
	<u>Global and Cultural Awareness<sup>3</sup></u>	<u>3</u>	<u>3E</u>
	Historical Perspectives <sup>4</sup>	3	3D
	Mathematics <sup>5</sup>	3	1B
	Elective	<u>2</u>	
	TOTAL	<u>30</u>	
		<u>31-32</u>	
<b>SOPHOMORE</b>			
<i>Select one course from the following:</i>			
CO 300 <sup>P</sup>	Writing Arguments	3	2
CO 301C <sup>P</sup>	Writing in the Disciplines—Social Sciences	3	2
JTC 300 <sup>P</sup>	Professional and Technical Communication	3	2
EDUC 275 <sup>P</sup>	<u>Schooling in the United States</u>	<u>3</u>	<u>3C</u>

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<del>FSHN 150</del>	<del>Survey of Human Nutrition<sup>2</sup></del>	<del>3</del>	
<del>HDFS 217<sup>P</sup></del>	<del>Creative Experiences for Children</del>	<del>3</del>	
<del>HDFS 277</del>	<del>Professional Skills Development</del>	<del>1</del>	
<del>HDFS 310<sup>P</sup></del>	<del>Infant and Child Development in Context</del>	<del>3</del>	
<del>HDFS 311<sup>P</sup></del>	<del>Adolescent/Early Adult Development in Context</del>	<del>3</del>	
<del>HDFS 318<sup>P</sup></del>	<del>Infancy and Toddlerhood</del>	<del>3</del>	
<del>HDFS 320<sup>P</sup></del>	<del>Cognitive and Language Development</del>	<del>3</del>	
<del>HDFS 350<sup>P</sup></del>	<del>Applied Research Methods</del>	<del>3</del>	
<del>STAT 201<sup>P</sup></del>	<del>General Statistics</del>	<del>3</del>	
<b>OR</b>			
<del>STAT 301<sup>P</sup></del>	<del>Introduction to Statistical Methods</del>	<del>3</del>	
	<del>Arts and Humanities<sup>3</sup></del>	<del>3</del>	<del>3B</del>
	<del>Global and Cultural Awareness<sup>6</sup></del>	<del>3</del>	<del>3E</del>
	<del>Biological and Physical Sciences<sup>1</sup></del>	<del>3-4</del>	<del>3A</del>
	<del>Electives</del>	<del>36</del>	
	<del>TOTAL</del>	<del>34</del>	
		<del>30-31</del>	
<b>JUNIOR</b>			
<del>EDUC 273<sup>P</sup></del>	<del>Schooling in the United States</del>	<del>3</del>	<del>3C</del>
<del>EDUC 331<sup>P</sup></del>	<del>Educational Technology and Assessment</del>	<del>2</del>	
<del>EDUC 340<sup>P</sup></del>	<del>Literacy and the Learner</del>	<del>3</del>	
<del>EDUC 400<sup>P</sup></del>	<del>Diagnostic Teaching of Reading</del>	<del>3</del>	
<del>EDUC 425<sup>P</sup></del>	<del>Early Childhood Education I</del>	<del>4</del>	
<del>FSHN 445<sup>P</sup>/ HDFS 445<sup>P</sup></del>	<del>Early Childhood, Health, Safety, and Nutrition</del>	<del>3</del>	
<del>HDFS 302<sup>P</sup></del>	<del>Marriage and Family Relationships</del>	<del>3</del>	
<b>OR</b>			
<del>HDFS 402<sup>P</sup></del>	<del>Family Studies</del>	<del>3</del>	
<del>HDFS 317<sup>P</sup></del>	<del>Special Needs in Early Childhood</del>	<del>3</del>	
<b>OR</b>			
<del>PSY 460<sup>P</sup></del>	<del>Childhood Exceptionality and Psychopathology</del>	<del>3</del>	
<del>HDFS 318<sup>P</sup></del>	<del>Infancy and Toddlerhood<sup>7</sup></del>	<del>3</del>	
<del>HDFS 320<sup>P</sup></del>	<del>Cognitive and Language Development</del>	<del>3</del>	
<del>HDFS 334<sup>P</sup></del>	<del>Parenting Across the Lifespan</del>	<del>3</del>	<del>4A, 4B</del>
<del>HDFS 350<sup>P</sup></del>	<del>Applied Research Methods</del>	<del>3</del>	
<del>HDFS 351<sup>P</sup></del>	<del>Promoting Early Socioemotional Competence</del>	<del>3</del>	
<b>OR</b>			
<del>HDFS 375<sup>P</sup></del>	<del>Programming for Children and Families</del>	<del>3</del>	
<del>HDFS 401<sup>P</sup></del>	<del>Childhood Socialization</del>	<del>3</del>	
	<del>Electives</del>	<del>1-3</del>	
	<del>TOTAL</del>	<del>30</del>	
		<del>28-30</del>	
<b>SENIOR</b>			
<del>EDUC 426<sup>P</sup></del>	<del>Early Childhood Education II</del>	<del>4</del>	
<del>EDUC 485<sup>C</sup><sup>P</sup></del>	<del>Student Teaching—Early Childhood</del>	<del>12</del>	
<del>EDUC 493A<sup>P</sup></del>	<del>Seminar—Professional Relations</del>	<del>1</del>	
<del>HDFS 302<sup>P</sup></del>	<del>Marriage and Family Relationships</del>	<del>3</del>	
<b>OR</b>			
<del>HDFS 402<sup>P</sup></del>	<del>Family Studies</del>	<del>3</del>	
<del>HDFS 334<sup>P</sup></del>	<del>Parenting Across the Lifespan</del>	<del>3</del>	<del>4A, 4B</del>
<del>HDFS 351<sup>P</sup></del>	<del>Promoting Early Socioemotional Competence</del>	<del>3</del>	
<b>OR</b>			

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<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
HDFS 375 <sup>P</sup>	Programming for Children and Families	3	
<del>HDFS 401<sup>P</sup></del>	<del>Childhood Socialization</del>	<del>3</del>	
HDFS 439 <sup>P</sup>	Administration of Early Childhood Programs <sup>7</sup>	3	
HDFS 492 <sup>P</sup>	Seminar—Program Proposal Development	3	4C
	TOTAL	29	

**PROGRAM TOTAL = 120 credits**

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

<sup>1</sup> Students must select a minimum total of 7 credits and a minimum of two courses, one of which must include a laboratory component, to fulfill the requirement for category 3A of the All-University Core Curriculum (AUCC). Select from among BZ 101, BZ 110, or LIFE 102 required for the major in the freshman year. Select the remaining credits and course(s) from the list of courses in category 3A of the AUCC.

<sup>2</sup> ECE 205 taken at Colorado community college satisfies the requirement for both HES 145 and FSHN 150.

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

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

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

<sup>5</sup> Select from the list of courses in category 1B of the AUCC. Any course listed under category 1B is acceptable. Recommended are MATH 117, MATH 118, MATH 124; or MATH 101; or MATH 105.

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

<sup>7</sup> This course is required for Director Qualifications.



**Master of Science in Human Development and Family Studies**

**Effective Fall 2015**

**Family and Developmental Studies Prevention Science Specialization, Plan A**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>REQUIRED COURSES</b>		
HDFS 500	Issues in HDFS	3
HDFS 501 <sup>P</sup>	Readings in the Discipline	1
HDFS 524 <sup>P</sup>	Family Theory	3
HDFS 549 <sup>P</sup>	Research Methods I	3
HDFS 550 <sup>P</sup>	Research Methods II	3
<u>HDFS 592<sup>P</sup></u>	<u>Grant Writing-Human Services and Research</u>	<u>3</u>
<u>HDFS 607<sup>P</sup></u>	<u>Prevention Science Across the Lifespan</u>	<u>3</u>
<u>HDFS 608<sup>P</sup></u>	<u>Program Planning and Implementation</u>	<u>3</u>
<u>HDFS 609<sup>P</sup></u>	<u>Prevention Program Evaluation</u>	<u>3</u>
<u>HDFS 610<sup>P</sup></u>	<u>Risk and Resilience</u>	<u>3</u>
HDFS 650 <sup>P</sup>	Multivariate Research Methods I	3
	TOTAL	<u>46</u> <u>1</u>
<b>SELECTED COURSES</b>		
<i>Select at least two one of the following:</i>		
<del>HDFS 610<sup>P</sup></del>	<del>Risk and Resilience</del>	<del>3</del>
<u>HDFS 611<sup>P</sup></u>	<u>Early Development</u>	<u>3</u>
<u>HDFS 612<sup>P</sup></u>	<u>Adolescent Development</u>	<u>3</u>

<u>Course</u>	<u>Title</u>	<u>Cr</u>
HDFS 613 <sup>P</sup>	Adult Development and Aging	3
<del>HDFS 630<sup>P</sup></del>	<del>Socioemotional Development</del>	<del>3</del>
<del>HDFS 631<sup>P</sup></del>	<del>Cognitive Development</del>	<del>3</del>
HDFS 710 <sup>P</sup>	Theories of Applied Developmental Science	3
<i>Select at least two of the following:</i>		
<del>HDFS 592<sup>P</sup></del>	<del>Grant Writing Human Services and Research</del>	<del>3</del>
<del>HDFS 684</del>	<del>Supervised College Teaching</del>	<del>3</del>
<del>HDFS 687<sup>P</sup></del>	<del>Internship</del>	<del>3</del>
	Electives <sup>1</sup>	<u>113</u>
	TOTAL	<u>236</u>
<b>THESIS</b>		
HDFS 699	Thesis	6
<b>PROGRAM TOTAL = a minimum of <u>4543</u> credits</b>		

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

<sup>1</sup> Select enough 500-level or above elective credits with approval of advisor and graduate committee to bring the program total to 4543 credits.



**Master of Science in Human Development and Family Studies  
Marriage and Family Therapy Specialization, Plan A**

**Effective Fall 2015**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>REQUIRED COURSES</b>		
EDCO 693	Seminar <sup>1</sup>	3
HDFS 500	Issues in HDFS	3
HDFS 501 <sup>P</sup>	Reading in the Discipline	1
HDFS 520 <sup>P</sup>	Family therapy Theory and Practice : Common Factors	3
HDFS 521 <sup>P</sup>	Family Therapy Theory and Practice: Treatment Planning	3
HDFS 524 <sup>P</sup>	Family Theory	3
HDFS 534 <sup>P</sup>	Marriage and Family Therapy	3
HDFS 549 <sup>P</sup>	Research Methods I	3
HDFS 550 <sup>P</sup>	Research Methods II	3
HDFS 620 <sup>P</sup>	Family Therapy Practice: Addictions	3
HDFS 621 <sup>P</sup>	Family Therapy Practice: Topics in Sexuality	3
HDFS 624 <sup>P</sup>	Skills and Techniques in Family Therapy	3
HDFS 644 <sup>P</sup>	Foundations in Family Therapy	3
HDFS 676 <sup>P</sup>	Professional Skills Development	3
HDFS 677	Ethical and Legal Issues	3
HDFS 687	Internship	5
	TOTAL	<u>48</u>
<b>SELECTED COURSES</b>		
<i>Select one of the following:</i>		
<del>HDFS 610<sup>P</sup></del>	<del>Risk and Resilience</del>	<del>3</del>
<del>HDFS 611<sup>P</sup></del>	<del>Early Development</del>	<del>3</del>
<del>HDFS 612<sup>P</sup></del>	<del>Adolescent Development</del>	<del>3</del>

<u>Course</u>	<u>Title</u>	<u>Cr</u>
HDFS 613 <sup>P</sup>	Adult Development and Aging	3
<del>HDFS 630<sup>P</sup></del>	<del>Socioemotional Development</del>	<del>3</del>
<del>HDFS 631<sup>P</sup></del>	<del>Cognitive Development</del>	<del>3</del>
<del>HDFS 710<sup>P</sup></del>	<del>Theories of Applied Developmental Science</del>	<del>3</del>
<u>HDFS 792A<sup>P</sup></u>	<u>Lifespan Socioemotional Development</u>	<u>3</u>
<u>HDFS 792B<sup>P</sup></u>	<u>Lifespan Cognitive Development</u>	<u>3</u>
<i>Select at least one of the following:</i>		
<del>HDFS 600B<sup>P</sup></del>	<del>Grief and Loss</del>	<del>3</del>
<del>HDFS 600E<sup>P</sup></del>	<del>Parenting</del>	<del>3</del>
<del>HDFS 600C<sup>P</sup></del>	<del>Intimacy and Human Sexuality</del>	<del>3</del>
<u>HDFS 692A<sup>P</sup></u>	<u>Intimacy and Human Sexuality</u>	<u>3</u>
<u>HDFS 692<sup>P</sup></u>	<u>Parenting</u>	<u>3</u>
TOTAL		6
<b>THESIS</b>		
HDFS 699	Thesis	6
<b>PROGRAM TOTAL = a minimum of 60 credits</b>		

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

<sup>1</sup> Select seminar when topic is Guidance and Counseling only.



### Ph.D. in Applied Developmental Science

Effective Fall 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>CORE COURSES</b>		
HDFS 500	Issues in Human Development and Family Studies	3
HDFS 524 <sup>P</sup>	Family Theory	3
HDFS 610 <sup>P</sup>	Risk and Resilience	3
HDFS 710 <sup>P</sup>	Theories of Applied Developmental Science	3
TOTAL		12
<b>APPLIED DEVELOPMENTAL SCIENCE ELECTIVE COURSES</b>		
<i>Select a minimum of <u>18</u> credits from the following courses:</i>		
<del>HDFS 528<sup>P</sup></del>	<del>Child and Family Assessment</del>	<del>4</del>
HDFS 592 <sup>P</sup>	Grant Writing-Human Services and Research	3
<del>HDFS 600D<sup>P</sup></del>	<del>Advanced Studies: Program Planning and Evaluation</del>	<del>3</del>
<u>HDFS 607<sup>P</sup></u>	<u>Prevention Science Across the Lifespan</u>	<u>3</u>
<u>HDFS 608<sup>P</sup></u>	<u>Program Planning and Implementation</u>	<u>3</u>
<u>HDFS 609<sup>P</sup></u>	<u>Prevention Program Evaluation</u>	<u>3</u>
<u>HDFS 611<sup>P</sup></u>	<u>Early Development</u>	<u>3</u>
HDFS 612 <sup>P</sup>	Adolescent Development	3
HDFS 613 <sup>P</sup>	Adult Development and Aging	3
<del>HDFS 630<sup>P</sup></del>	<del>Socioemotional Development</del>	<del>3</del>
<del>HDFS 631<sup>P</sup></del>	<del>Cognitive Development</del>	<del>3</del>
<del>HDFS 740<sup>P</sup></del>	<del>Family Policy and Programming</del>	<del>3</del>
<u>HDFS 692C<sup>P</sup></u>	<u>Family Policy and Programming</u>	<u>3</u>
<u>HDFS 792A<sup>P</sup></u>	<u>Lifespan Socioemotional Development</u>	<u>3</u>
<u>HDFS 792B<sup>P</sup></u>	<u>Lifespan Cognitive Development</u>	<u>3</u>

<u>Course</u>	<u>Title</u>	<u>Cr</u>
Out-of-Department Electives <sup>1</sup>		3-12
TOTAL		<del>18</del> 21
<b>RESEARCH METHODS/STATISTICS</b>		
HDFS 501 <sup>P</sup>	Readings in the Discipline	1
HDFS 549 <sup>P</sup>	Research Methods I	3
HDFS 550 <sup>P</sup>	Research Methods II	3
HDFS 650 <sup>P</sup>	Multivariate Research Methods I	3
HDFS 750 <sup>P</sup>	Multivariate Research Methods II	3
	Methodology/Statistics Elective	3
TOTAL		16
<b>RESEARCH/APPRENTICE/INTERNSHIP</b>		
<i>Select a minimum of 6 credits from the following courses:</i>		
HDFS 684	Supervised College Teaching	Var.
HDFS 687 <sup>P</sup>	Internship	Var.
HDFS 698A-B	Research	6
TOTAL		12
<b>THESIS and DISSERTATION</b>		
HDFS 699 <sup>P</sup>	Thesis	6
HDFS 799	Dissertation	12
TOTAL		18
<b>PROGRAM TOTAL = a minimum of <del>76</del> 79 credits</b>		

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

<sup>1</sup> Select courses with approval of advisor and graduate committee.



College of Liberal Arts  
 Department of History  
 Major in History

Effective Spring 2015

**Language Concentration**

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CO 150 <sup>P</sup>	College Composition	3	1A
<i>Select one-course from the following:</i>			
HIST 100	Western Civilization, Pre-Modern <sup>1</sup>	3	
HIST 115	Islamic World to 1800 <sup>1</sup>	3	
HIST 120	Asian Civilizations I <sup>1</sup>	3	
HIST 170	World History, Ancient-1500 <sup>1</sup>	3	
<i>Select one course from the following:</i>			
HIST 101	Western Civilization, Modern <sup>1</sup>	3	3D
HIST 121	Asian Civilizations II <sup>1</sup>	3	3D
HIST 171	World History, 1500-Present <sup>1</sup>	3	3D
L*** 105 <sup>P</sup>	First Year Language I <sup>2,3</sup>	5	
L*** 107 <sup>P</sup>	First Year Language II <sup>3</sup>	5	
	Arts and Humanities <sup>4,2</sup>	6	3B
	Biological and Physical Sciences <sup>5,3</sup>	7	3A
	Global and Cultural Awareness <sup>4</sup>	3	3E

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Mathematics <sup>6,5</sup>	3	1B
	Elective <sup>6</sup>	<u>2</u>	
	TOTAL	<u>30</u> <u>32</u>	
<b>SOPHOMORE</b>			
HIST 150	U.S. History to 1876 <sup>1</sup>	3	3D
	<b>OR</b>		
HIST 151	U.S. History Since 1876 <sup>1</sup>	3	3D
L*** 105 <sup>P</sup>	First Year Language I <sup>7,8</sup>	5	
L*** 107 <sup>P</sup>	First Year Language II <sup>8</sup>	5	
L*** 200 <sup>P</sup>	Second Year Language I <sup>3</sup>	3	
L*** 201 <sup>P</sup>	Second Year Language II <sup>3</sup>	3	
	History, 100-level	3	
	History, upper-division	3	
	Advanced Writing <sup>7,9</sup>	3	2
	Arts and Humanities <sup>4</sup>	3	3B
	Social and Behavioral sciences <sup>8,10</sup>	3	3C
	Global and Cultural Awareness <sup>9</sup>	3	3E
	Electives <sup>6</sup>	<u>11</u> <u>6</u>	
	TOTAL	30	
<b>JUNIOR</b>			
HIST ***	History, AUCC Category 4A <sup>10, 11+1, 12</sup>	3	4A
HIST ***	History, upper-division non-U.S. <sup>11, 12+2, 13</sup>	6	
HIST ***	History, upper-division U.S. <sup>11, 13+2, 14</sup>	3	
L*** 200 <sup>P</sup>	Second Year Language I <sup>7</sup>	3	
L*** 201 <sup>P</sup>	Second Year Language II <sup>7</sup>	3	
	Electives <sup>6</sup>	<u>12</u> <u>18</u>	
	TOTAL	30	
<b>SENIOR</b>			
HIST 492 <sup>P</sup>	Capstone Seminar <sup>1</sup>	3	4A, 4B, 4C
	History electives, upper-division <sup>11, 12</sup>	9	
	Electives <sup>6, 14</sup>	<u>18</u> <u>19</u>	
	TOTAL	<u>30</u> <u>28</u>	
<b>PROGRAM TOTAL = 120 credits</b>			

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

<sup>1</sup> Grade of C or better required.

<sup>2</sup> Placement exam required.

<sup>3</sup> Foreign language courses are in separate subject codes (all starting with L and followed by three letters designating the language, e.g., LFRE is French, LGER is German, etc.).

<sup>4,2</sup> Select from the list of courses in category 3B of the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for Arts and Humanities may come from intermediate (L\*\*\* 200 and L\*\*\* 201) foreign language courses.

<sup>5,3</sup> Select from the list of courses in category 3A of the AUCC. One course must have a laboratory component.

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

<sup>6,5</sup> Select at least three credits from the list of courses in category 1B of the AUCC.

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

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

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

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

<sup>7</sup> Placement exam required.



<sup>8</sup> Foreign language courses are in separate prefixes (all starting with L and followed by three letters designating the language, e.g., LFRE is French, LGER is German, etc.).

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

<sup>10</sup> Select from the list of courses in category 3C in the AUCC.

<sup>11-10</sup> Select from the list below of history courses that may be used to fulfill the category 4A requirement:

### Category 4A Courses

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
HIST 300 <sup>P</sup>	Ancient Greece to 323 B.C.E.	3	4A
HIST 301 <sup>P</sup>	Ancient Rome	3	4A
HIST 303 <sup>P</sup>	Hellenistic World: Alexander to Cleopatra	3	4A
HIST 304 <sup>P</sup>	Women in the Ancient World	3	4A
HIST 308 <sup>P</sup>	Ancient Christianity to 500 A.D.	3	4A
HIST 309 <sup>P</sup>	Medieval Christianity, 500-1500	3	4A
HIST 311 <sup>P</sup>	Medieval England	3	4A
HIST 315 <sup>P</sup>	Tudor Stuart England, 1485-1689	3	4A
HIST 317 <sup>P</sup>	Renaissance and Reformation Europe	3	4A
HIST 318 <sup>P</sup>	The Age of the Enlightenment	3	4A
HIST 319 <sup>P</sup>	Early Modern France, 1500-1789	3	4A
HIST 320 <sup>P</sup>	Women and Gender in Europe, 1450-1789	3	4A
HIST 321 <sup>P</sup>	Industrial Revolution in Europe	3	4A
HIST 322 <sup>P</sup>	Themes in Modern European Social History	3	4A
HIST 323 <sup>P</sup>	Russia Before 1700	3	4A
HIST 324 <sup>P</sup>	Imperial Russia	3	4A
HIST 327 <sup>P</sup>	Habsburg Empire	3	4A
HIST 328 <sup>P</sup>	Modern Europe, 1815-1914.	3	4A
HIST 329 <sup>P</sup>	Europe in Crisis, 1914-1941	3	4A
HIST 330 <sup>P</sup>	Eastern Europe Since 1918	3	4A
HIST 331 <sup>P</sup>	The Soviet Union	3	4A
HIST 332 <sup>P</sup>	Germany Since World War I	3	4A
HIST 333 <sup>P</sup>	Contemporary Europe	3	4A
HIST 334 <sup>P</sup>	European Culture in the 20th Century	3	4A
HIST 335 <sup>P</sup>	Britain in the 20th Century	3	4A
HIST 340 <sup>P</sup>	Colonial North America, 1492-1800	3	4A
HIST 341 <sup>P</sup>	Eighteenth Century America	3	4A
HIST 343 <sup>P</sup>	Early U.S. Republic	3	4A
HIST 344 <sup>P</sup>	Antebellum America	3	4A
HIST 345 <sup>P</sup>	Civil War Era	3	4A
HIST 346 <sup>P</sup>	Reconstruction and the New South	3	4A
HIST 347 <sup>P</sup>	United States, 1876-1917	3	4A
HIST 348 <sup>P</sup>	United States, 1917-1945	3	4A
HIST 349 <sup>P</sup>	United States Since 1945	3	4A
HIST 350 <sup>P</sup>	United States Foreign Relations Since 1914	3	4A
HIST 351 <sup>P</sup>	American West to 1900	3	4A
HIST 352 <sup>P</sup>	American West Since 1900	3	4A
HIST 353 <sup>P</sup>	American Southwest.	3	4A
HIST 354 <sup>P</sup>	American Architectural History	3	4A
HIST 355 <sup>P</sup>	American Environmental History	3	4A
HIST 356 <sup>P</sup>	American Intellectual History	3	4A
HIST 357 <sup>P/</sup>	The American Military Experience	3	4A
MLSC 357 <sup>P</sup>			
HIST 359 <sup>P</sup>	Women in America	3	4A
HIST 360 <sup>P</sup>	United States Immigration History	3	4A

HIST 410 <sup>P</sup>	Colonial Latin America	3	4A
HIST 412 <sup>P</sup>	Mexico	3	4A
HIST 413 <sup>P</sup>	Caribbean Civilization	3	4A
HIST 414 <sup>P</sup>	Revolutions in Latin America	3	4A
HIST 421 <sup>P</sup>	Africa: Colonialism to Independence	3	4A
HIST 422 <sup>P</sup>	Modern Africa	3	4A
HIST 423 <sup>P</sup>	South African History	3	4A
HIST 430 <sup>P</sup>	Ancient Near East	3	4A
HIST 431 <sup>P</sup>	Ancient Israel.	3	4A
HIST 432 <sup>P</sup>	Sacred History in the Bible and the Qur'an	3	4A
HIST 433 <sup>P</sup>	Muhammad and the Origins of Islam	3	4A
HIST 438 <sup>P</sup>	The Modern Middle East	3	4A
HIST 440 <sup>P</sup>	Modern South Asia	3	4A
HIST 441 <sup>P</sup>	South Asia Since Independence	3	4A
HIST 450 <sup>P</sup>	Ancient China	3	4A
HIST 451 <sup>P</sup>	Medieval China Central Asia	3	4A
HIST 452 <sup>P</sup>	China in the Modern World, 1600-Present	3	4A
HIST 455 <sup>P</sup>	Tokugawa and Modern Japan, 1600-Present	3	4A
HIST 461 <sup>P</sup>	Great Britain and the Empire, 1714-1901	3	4A
HIST 462 <sup>P</sup>	Themes in World History	3	4A
HIST 463 <sup>P</sup>	Science and Technology in Modern History	3	4A
HIST 464 <sup>P</sup>	Pacific Wars: Philippines-WWII	3	4A
HIST 465 <sup>P</sup>	Pacific Wars: Korea and Vietnam	3	4A
HIST 466 <sup>P</sup>	U.S. China Relations Since 1800	3	4A
HIST 469 <sup>P</sup>	The Crusades	3	4A
HIST 479 <sup>P</sup>	Practice of Public History	3	4A

<sup>11</sup> Any student seeking to register for 300- or 400-level history courses must have completed 45 credits or have received written consent from the instructor.

<sup>12</sup> Select one upper-division course from two categories-Africa, East Asia, Europe, Latin America/ Caribbean, Middle East, South Asia, World/Trans-regional. See table following footnote 14.

<sup>13</sup> Select one upper-division course from North America/US category:

#### Upper Division History Courses by Category

<u>Course Number Range</u>	<u>Title</u>
HIST 300 – HIST 339	Europe
HIST 340 – HIST 379	North America/US
HIST 410 – HIST 419	Latin America
HIST 420 – HIST 429	Africa
HIST 430 – HIST 439	Middle East
HIST 440 – HIST 449	South Asia
HIST 450 – HIST 459	East Asia
HIST 460 – HIST 471	World/Trans-regional

<sup>14</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



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

<b>Major/Concentration</b>	<b>Department or College</b>	<b>UCC Action</b>	<b>Effective Date</b>
Biomedical Sciences major	Biomedical Sciences	Minor change	Spring 2015
Business Administration major, Accounting concentration	Accounting	Minor change	Spring 2015
Civil Engineering major, Soil and Water Resource Engineering concentration	Civil Engineering	No change	Spring 2015
Construction Management major	Construction Management	Minor change	Spring 2015
Apparel and Merchandising major, Apparel Design and Production concentration	Design and Merchandising	Minor change	Spring 2015
Family and Consumer Sciences major, Education concentration	School of Education	Minor change	Spring 2015
Nutrition and Food Science major, Food Safety and Nutrition concentration	Food Science and Human Nutrition	Minor change	Spring 2015
Early Childhood Education major	Department of Human Development and Family Studies	Major change	Spring 2015
History major, General History concentration	History	Minor change	Spring 2015
History major, Language concentration	History	Major change	Spring 2015
History major, Social Studies Teaching concentration	History	Minor change	Spring 2015
Mechanical Engineering major	Mechanical Engineering	No change	Spring 2015
Music major, B.M., Composition	Music, Theatre, and Dance	Minor change	Spring 2015

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concentration

Music major, B.M., Education concentration, Instrument option	Music, Theatre, and Dance	No change	Spring 2015
Neuroscience major, Behavioral and Cognitive Neuroscience concentration	Molecular, Cellular, and Integrative Neuroscience SAU	No change	Spring 2015
Neuroscience major, Cell and Molecular Neuroscience concentration	Molecular, Cellular, and Integrative Neuroscience SAU	No change	Spring 2015

### **Request to Add a Graduate Certificate in Ski Area Management**

A request by the Department of Human Dimensions of Natural Resources to add a graduate certificate in Ski Area Management was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2015.

The meeting adjourned at 2:40 p.m.

(FC) 1/13/15 [Electronic Vote]

Carole Makela, Chair  
Tom Hoehn, Secretary

A regular meeting of the University Curriculum Committee was held on January 16, 2015, at 2:00 p.m.

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

Absent: Patrick Fitzhorn, undergraduate representative.

Guests: Fiona Bright, Katie Risheill, Linda Selkirk.

### Minutes

The minutes of December 12, 2014, were approved electronically 1/13/15.

### Experimental Course Report

The Experimental Course Report was received.

### Major Completion Maps—No Changes Report

The Major Completion Maps—No Changes Report was received.

### Consent Agenda

The Consent Agenda was approved.

### CURRICULAR REQUESTS

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

NT-B, offered as a blended course.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

### New Courses

### Effective Date

**AGED 210 03(3-0-0). History of Agriculture in the United States. S.** Prerequisite: CO 150. Spring Semester 2016

Relationships in agriculture. Historical/Native American/early practices, industrial agriculture, technologies, philosophy, green revolution.

[Approved as a new course and for AUCC category 3D, Historical Perspectives.]

**BUS 614 02(2-0-0). Accounting Concepts. F, S, SS.** Prerequisite: BUS 500 or concurrent registration. This is a partial-semester course. Fall Semester 2015

Introduction to financial statements; key concepts underlying their development and interpretation. (NT-O)

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

**BZ 296 Var[1-3]. Group Study—Biology. F, S, SS.** Prerequisite: Written consent of instructor. Fall Semester 2015

Faculty-directed group investigation of areas of special interest in biology.

**BZ 496 Var[1-3]. Group Study—Biology. F, S, SS.** Prerequisite: Written consent of instructor. Fall Semester 2015

Faculty-directed group investigation of areas of special interest in biology.

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**CIS 576 03(3-0-0). Business Data Visualization.** S. Prerequisite: CIS 575; CIS 605. Fall Semester 2015  
Methods to solve data visualization problems; critique and evaluate current systems; develop skills in the construction of data visualization.(NT-O)

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

**CIS 675 03(3-0-0). Agile Management and Product Development.** F. Prerequisite: CIS 600. Fall Semester 2015

Business model process optimization; managing rapid product development; incorporating constituent feedback throughout the product life cycle. (NT-O)

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

**CIS 676 03(3-0-0). Information Technology Management.** S. Prerequisite: Admission to graduate program in business. Fall Semester 2015

Strategic information technology management of business, technical, system, and information services. (NT-O)

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

**EDAE 664 (03(2-0-1). Assessment and Evaluation in Adult Education.** F. Fall Semester 2015  
Prerequisite: EDAE 620.

Assessment of learning, evaluation of learning events, and determining the value of the training to the adult learners in the organization. (NT-O)

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

**ETST 201 03(3-0-0). Introduction to Queer Studies.** F, S. Prerequisite: None. Fall Semester 2015

Intersectional framework for understanding historical and contemporary applications of queer theory and queer studies.

**FIN 608 01(1-0-0). Fundamentals of Firm Valuation.** F, S, SS. Prerequisite: BUS 601. This is a partial-semester course. Fall Semester 2015

Identifies key value drivers for a business and how these can be identified utilizing currently available financial information. (NT-O)

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

**°GEOL 543 02(1-3-0). Carbonate Sedimentology.** F. Prerequisite: GEOL 344; junior standing. Fall Semester 2015

Recognition of carbonate grains, cement types, and carbonate depositional environments, and their response to sea-level changes.

**°HIST 369 03(3-0-0). History of Sexuality in America.** F. Prerequisite: HIST 150 or HIST 151. Fall Semester 2015

History of sexuality in North America and the United States from the pre-colonial period to the present.

**HONR 292 03(0-0-3). Honors Seminar—Knowing in Arts and Humanities.** F, S. Prerequisite: Participation in University Honors Program. If Track 1, HONR 192; HONR 193. If Track 2, 30 or more college credits after graduation from high school. Credit not allowed for both HONR 292 and HONR 293. Fall Semester 2015

Knowledge systems and the human experience. Ways of knowing in the arts and humanities.

[Approved as a new course and for AUCC category 3B, Arts and Humanities.]

- HONR 293 03(0-0-3). Honors Seminar—Knowing Across Cultures.** F, S. Fall Semester 2015  
 Prerequisite: Participation in University Honors Program. If Track 1, HONR 192; HONR 193. If Track 2, 30 or more college credits after graduation from high school. Credit not allowed for both HONR 293 and HONR 292.  
 Identities, social contexts, global relations, and knowledge systems. Ways of knowing across cultures.  
 [Approved as a new course and for AUCC category 3E, Global and Cultural Awareness.]
- INST 495 Var[1-3]. Independent Study.** F, S, SS. Prerequisite: Completion of 45 credits. Fall Semester 2015
- JTC 374 03(3-0-0). Social Media Management.** F, S, SS. Prerequisite: JTC 211. Summer Semester 2015  
 Organizational uses of interactive media to build relationships and manage online communities. (NT-O)  
 [Approved as a new face-to-face and new online course.]
- MATH 157 03(3-0-0). One Year Calculus I A.** F. Prerequisite: MATH 124 or concurrent registration; MATH 126. Fall Semester 2015  
 Algebra and trigonometry, study skills for calculus. Limits, continuity, differentiation of elementary functions with applications.  
 [Approved as a new course and for AUCC category 1B, Mathematics.]
- MATH 159 03(3-0-0). One Year Calculus I B.** S. Prerequisite: MATH 157. Credit allowed for only one of the following: MATH 141; MATH 155; MATH 159; MATH 160. Spring Semester 2016  
 Study skills for calculus. Differentiation and integration of elementary functions with applications. Conic section.  
 [Approved as a new course and for AUCC category 1B, Mathematics.]
- MKT 610 01(1-0-0). Qualitative Marketing Research Methods.** F, S, SS. Fall Semester 2015  
 Prerequisite: BUS 655. This is a partial-semester course.  
 Overview of qualitative research methods including focus groups, in-depth interviews, observations, and projective techniques. (NT-O)  
 [Approved as a new face-to-face and new online course.]
- °MU 463 02(2-0-0). Chamber Music Literature.** F. Prerequisite: MU 335. Fall Semester 2015  
 Chamber music literature from 1750 to present.
- PSY 152 03(3-0-0). Science of Learning.** F, S. Prerequisite: None. Fall Semester 2015  
 The science of learning and remembering, with an emphasis on strategies and methods that students can use to enhance their learning and studying.  
 [Approved as a new course and for AUCC category 3C, Social and Behavioral Sciences.]
- SOWK 676 03(1-0-2). Psychopharmacology and Community Health.** F. Fall Semester 2015  
 Prerequisite: Bachelor's degree. This is a partial-semester course.  
 Foundation in psychopharmacology (i.e. prescribed psychotropic drugs) for non-medically trained professionals practicing in behavioral health. (NT-B)  
 [Approved as a new blended course.]

**STAT 341 03(3-0-0). Statistical Data Analysis I. F.** Prerequisite: STAT 301 or STAT 307 or STAT 311 or STAT 315. Fall Semester 2015

Estimation and inference based upon Gaussian linear regression models; residual analysis; variable selection; non-linear regression.

### Major Change to Courses

### Effective Date

LSPA 230 03(3-0-0). Spanish for Heritage Speakers, **change to:**

Spring Semester 2016

**LSPA 230 03(3-0-0). Spanish for Heritage Speakers.** (AUCC 3B). S. Prerequisite: Written consent of instructor.

Expands vocabulary, oral communication, writing and reading skills, as well as the contents and contexts of communication in the language.

[Approved for AUCC category 3B, Arts and Humanities.]

### New Curricula

#### Office of the Provost

#### Sports Management Interdisciplinary Minor

Effective Fall 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<b>REQUIRED COURSES</b>		
<i>Select one of the following courses:</i>		
AREC 202 <sup>P</sup>	Agricultural and Resource Economics*	3
ECON 101	Economics of Social Issues	3
ECON 202 <sup>P</sup>	Principles of Microeconomics*	3
ETST 377 <sup>P</sup>	African Americans in Sports*	3
IU 193 <sup>P</sup>	Freshman Seminar	1
IU 271 <sup>P</sup>	Leadership Styles II: Prominent Leaders* <sup>1</sup>	2
<b>OR</b>		
	Selected Courses <sup>2</sup>	3
IU 486 <sup>P</sup>	Practicum for Interdisciplinary Leadership* <sup>1</sup>	3
<b>OR</b>		
	Selected Courses <sup>2</sup>	3
IU 487 <sup>P</sup>	Internship for Interdisciplinary Leadership* <sup>1</sup>	3
<b>OR</b>		
	Selected Courses <sup>2</sup>	3
MKT 300 <sup>P</sup>	Marketing*	3
<b>OR</b>		
MKT 305 <sup>P</sup>	Fundamentals of Marketing	3
MKT 367 <sup>P</sup>	Sports Marketing	3
	<b>TOTAL</b>	<u>21-22</u>
<b>SELECTED COURSES</b>		
AREC 346 <sup>P</sup>	Economics of Outdoor Recreation*	3
ECON 346 <sup>P</sup>		
CON 101	Introduction to Construction Management	3
CON 462 <sup>P</sup>	Financial Management for Construction*	3
CON 571 <sup>P</sup>	Facility Planning and Management*	3



FIN 305 <sup>P</sup>	Fundamentals of Finance*	3	P This course has at least one prerequisite. Check the Courses of Instruction of the catalog at <a href="http://catalog.colostate.edu">http://catalog.colostate.edu</a>
FIN 342 <sup>P</sup>	Risk Management and Insurance*	3	
HDFS 101	Individual and Family Development	3	
HDFS 311 <sup>P</sup>	Adolescent/Early Adult Development*	3	
HDFS 312 <sup>P</sup>	Adult Development—Middle Age and Aging*	3	
HES 309	Methods of Coaching	2	
HES 379 <sup>P</sup>	Psychology and Sport*	3	
HORT 341 <sup>P</sup>	Turfgrass Management*	3	
HORT 441 <sup>P</sup>	Turfgrass Science*	3	
JTC 350	Public Relations	3	
JTC 373 <sup>P</sup>	Digital Promotion Management*	3	
MKT 366 <sup>P</sup>	Services Marketing	3	
PSY 100	General Psychology	3	
RRM 312 <sup>P</sup>	Hospitality Human Resource Management*	3	
RRM 460 <sup>P</sup>	Event and Conference Planning*	3	
SOC 342 <sup>P</sup>	Leisure and Society*	3	
SOC 343	Sport and Society	3	
SPCM 130	Relational and Organizational Communication	3	
SPCM 200	Public Speaking	3	
SPCM 278E	Intercultural Competence	1	
SPCM 278H	Organizational Training	1	
SPCM 436	Conflict Management and Communication	3	
<b>PROGRAM TOTAL = a minimum of 21-22 credits<sup>3</sup></b>			

see the course prerequisites.

\* Additional coursework may be required due to prerequisites.

<sup>1</sup> Students must be selected through a competitive application process. Consult the minor advisor.

<sup>2</sup> Select from the Selected Course list of approved courses for the Sports Management Interdisciplinary Minor.

<sup>3</sup> Students must take a minimum of 21 credits, of which at least 12 must be upper-division (300- to 400-level), to complete the interdisciplinary minor.

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

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

Major/Concentration	Department or College	UCC Action	Effective Date
International Studies major, Latin American Studies concentration	College of Liberal Arts	No change	Spring 2015
Apparel and Merchandising major, Merchandising concentration	Department of Design and Merchandising	No change	Spring 2015

## **All-University Core Curriculum (AUCC)**

### **Category 1B**

A request by the Department of Mathematics to include MATH 157, One Year Calculus I A, in category 1B of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Fall Semester 2015.

A request by the Department of Mathematics to include MATH 159, One Year Calculus I B, in category 1B of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Spring Semester 2016.

### **Category 3B**

A request by the Department of Foreign Languages and Literatures to include LSPA 230, Spanish for Heritage Speakers, in category 3B of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Spring Semester 2016.

A request by the University Honors Program to include HONR 292, Honors Seminar—Knowing in the Arts and Humanities, in category 3B of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Fall Semester 2015.

### **Category 3C**

A request by the Department of Psychology to include PSY 152, Science of Learning, in category 3C of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Fall Semester 2015.

### **Category 3D**

A request by the Department of Agricultural and Resource Economics to include AGED 210, History of Agriculture in the United States, in category 3D of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Spring Semester 2016.

### **Category 3E**

A request by the University Honors Program to include HONR 293, Honors Seminar—Knowing Across Cultures, in category 3E of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (CCHE) for gtPathways, is Fall Semester 2015.

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

A request by the Department of Economics to offer experimental course ECON 380A3, Population Economics, was approved. The third offering will be in Fall Semester 2015.

### **Request to Add an Interdisciplinary Minor in Sports Management**

A request by the Office of the Provost to add an interdisciplinary minor in Sports Management was approved. The recommended effective date, subject to special action and approval by Faculty Council, is Fall Semester 2015.

### **Deadlines for 2014-2015 Curricular Changes**

The updated 2014-2015 course and curriculum deadlines proposed by the Office of Curriculum and Catalog were approved. The deadlines will be published on the UCC website and emailed to Dean's and Department offices.

**FOR SUBMITTING COURSE AND CURRICULAR PROPOSALS TO UCC**

- Use only current course or program submission forms available at:  
<http://curriculum.colostate.edu/formsdefault.aspx>
- Proposals must be approved by department and college curriculum committees and Dean's offices.
- Address questions to your University Curriculum Committee (UCC) representative.
- Proposals must include all signatures (including affected departments) when submitted to Curriculum and Catalog.
- A minimum of two (2) weeks processing time is required by the Curriculum and Catalog Unit prior to review by UCC.
- Incomplete submissions will be returned for completion and resubmission. They will not be considered to have met the submission deadline.
- Send the completed documents to: Curriculum and Catalog, 217 Student Services, 1063-Campus Delivery

**Submit completed proposals/paperwork to C&C by the dates shown.**

	Effective Fall 2015	Effective Spring 2016	Effective Fall 2016	Effective Spring 2017
<b>Courses</b>				
Experimental Course Requests	6/30/15	12/18/15	7/22/16	12/16/16
New/Major & Minor Changes/ Drops	12/12/14	9/11/15	12/11/15	9/11/15
<b>Undergraduate Programs (majors/concentrations/minors/interdisciplinary minors/certificates)*</b>				
Changes to Existing Programs	1/16/15	N/A	1/15/16	N/A
New Programs	9/12/14	1/16/15	9/11/15	1/16/15
<b>Graduate Programs (degrees, specializations, interdisciplinary studies programs, certificates)*</b>				
Changes to Existing Programs	12/12/14	N/A	12/11/15	N/A
New Programs	9/12/14	1/16/15	9/11/15	1/16/15

\*See Routing Paths document below. Graduate programs require more time to include CoSRGE approval. See the Provost's Office webpage (New Degree Proposal Process) for developing and submitting Phase 0, Phase I, and Phase II documents for new programs. <http://provost.colostate.edu/faculty-administrative-professionals/>

All actions of the University Curriculum Committee are subject to approval by Faculty Council, either through approval of the UCC minutes on their consent agenda or by special action. Some actions require approval by the Board of Governors and CCHE. Colleges and departments are strongly encouraged to submit curricular materials as early in the year as possible, to ensure timely consideration by all entities. Dates approved by University Curriculum Committee 1/16/2015.

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MEMORANDUM

DATE: January 21, 2015  
TO: Mary Stromberger, Chair Faculty Council  
FROM: Rick Miranda, Provost and Executive Vice President  
SUBJECT: Approval of Spring and Summer Degree Candidates – May 2015 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 2015 SPRING AND SUMMER SEMESTERS.

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Memo

TO: Mary Stromberger, Chair, Faculty Council

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

DATE: November 6, 2014

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

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION E. "GRADUATE STUDY" E.4 *Collaborative Degree Program*– OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

**E.4 COLLABORATIVE DEGREE PROGRAM**

A collaborative degree is one that partners a CSU graduate program with a similar graduate program at an international university in order to allow students to transfer credits between the two programs and earn a degree at CSU. Both CSU and international students must earn a minimum of 60% of the degree credits at CSU and the remaining credits at the international university in either a master's or PhD degree.

The coursework for the degree program offered at the collaborating university must meet CSU standards. The courses accepted for transfer from the collaborating university to the CSU program must be equivalent in credit and content. These courses must be listed, evaluated and approved by the CSU department offering the degree; these courses must provide similar content and student learning outcomes and be reflected in the course syllabi as such. The coursework/syllabi that will be transferred from the collaborating university must be translated into English by the collaborating university for evaluation purposes.

International universities, colleges, or degree granting institutions must be invited to participate in a Collaborative Degree Program by a CSU program department. Such institutions must be accredited by a major regional accrediting agency in order to be eligible to participate in a Collaborative Degree Program. An agreement must be signed between CSU and the collaborating university that specifies the conditions of the agreement such as admission and pathway requirements, number of students eligible to participate, insurance, travel, enrollment and other administrative issues. Collaborative degree students must meet all Graduate School

admission and degree requirements. (See the Graduate School website for more details.) The agreement must be reviewed and approved by the following individuals from CSU: Dean, Department Head, and Program Director of the program wishing to create a Collaborative Degree Program; Legal Counsel; International Programs; Provost; Graduate School; individuals from the international university that have the authority to sign in support of the Collaborative Degree Program on behalf of the collaborating university. When a student is completing a master's thesis or doctoral dissertation an additional agreement/Cotutelle must also be completed and signed by the relevant parties that specifies the co-direction of the work and other pedagogical and publication-related issues. When students meet the requirements for the Collaborative Degree Program, CSU independently confers the degree. The collaborating university may also independently confer a degree. A review process to monitor the quality and outcomes of the Collaborative Degree Program will be established by the department. Data will be reported to the College Dean and Graduate School or as stipulated in the review process.

Rationale:

1. Departments in six colleges have requested that a resolution be put forward to CoSRGE providing a pathway to create collaborative degree programs between CSU and international universities at the master's and PhD levels (CoE, CNS, CoA, CHHS, CoB, WCNR).
2. Departments in two colleges have already successfully proposed Cotutelles that have been approved by CoSRGE/FC. The students participating in these programs are successfully moving through their programs (CoE, CNS). A third department in the college of Agriculture is in the process of proposing a Cotutelle. The cotutelle is the process that has been proposed for thesis and dissertation students in addition to the creation of a general agreement.
3. The purpose of a collaborative degree is to (1) encourage collaborative research and intellectual interaction between CSU and the international university through the activities of the participating students and their advisors; (2) enhance human-resource development at both institutions through sharing the strengths and resources available to both universities; (3) provide opportunities for CSU and international students to learn from each other about their respective cultures and diverse perspectives; and (4) support the internationalization of the CSU campus.
4. Accreditation requirements in paragraph 3 are previously stated in the Graduate Bulletin under Admissions Requirements and Procedures. The phrase, degree granting institutions, was added to cover stand-alone graduate institutions.

January 20, 2015

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: New Interdisciplinary Minor

The University Curriculum Committee moves Faculty Council adopt the following:

**An Interdisciplinary Minor in Sports Management be established in the Provost Office effective Fall Semester 2015.**

Rationale:

According to the request submitted:

“The fields surrounding sports management represent a large and growing opportunity for students in careers from public relations and events planning to facilities management and social science research.

This minor will provide student with an overview of the skill sets and challenges surrounding the sports industry, which is currently lacking in the curriculum at CSU including leadership planning and critical analysis. While many of the courses exist there is no identified program to guide students through the complement needed to explore the field of sports management.”

This program is in partial response to a partnership with the Denver Broncos.

The program will be administered by the Provost Office.

The request was reviewed and approved by the University Curriculum Committee on January 16, 2015.

Enclosure

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

CONTACT PLEASE PRINT: NAME Albert Bimper EMAIL Albert.Bimper@colostate.edu PHONE 491-1179 (REQUIRED)

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

**ADDS**

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

**MAJOR CHANGES**

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

**MINOR CHANGES**

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

**SECTION I**

A. PRESENT NAME / EXISTING ONLY

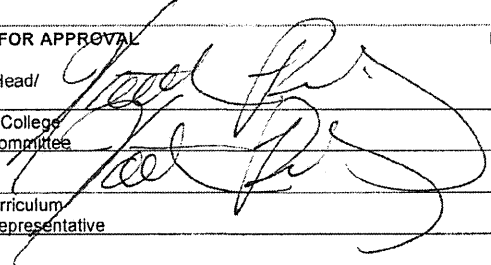
B. REQUESTED NAME / NEW OR CHANGES ONLY

<u>Provost's Office</u>	<u>COLLEGE</u>
<u>DEPARTMENT/SAU</u>	
<u>MAJOR/GRADUATE PROGRAM NAME</u>	
<u>UNDERGRADUATE CONCENTRATION/ GRADUATE SPECIALIZATION</u>	
<u>OPTION</u>	
<u>MINOR</u>	
<u>INTERDISCIPLINARY MINOR/GRADUATE STUDIES PROGRAM</u>	<u>Sports Management IMIN</u>
<u>DEGREE</u>	

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Fall 2015

**SECTION II-JUSTIFICATION FOR REQUEST**

The fields surrounding sports management represent a large and growing opportunity for students in careers from public relations and events planning to facilities management and social science research. This minor will provide student with an overview of the skill sets and challenges surrounding the sports industry, which is currently lacking in the curriculum at CSU, including leadership, planning, and critical analysis. While many of the courses involved already exist, there is no curricular product to guide students through the complement needed to explore the field of sports management.

CHANNELS FOR APPROVAL	DATE	CURRICULUM & CATALOG USE ONLY	Approval Date
Department Head/ Chairperson*		Comm. On Strategic and Financial Planning (CoSFP)	_____
Chairperson, College Curriculum Committee		Council of Deans	_____
Dean of College*		University Curriculum Committee	_____
University Curriculum Committee Representative		Faculty Council	_____
Chair, CoSRGE†		Board of Governors	_____
*Signature indicates approval and a commitment of resources.		CCHE	_____
†Graduate programs only.		Approved Effective Date	_____

Call 1-1451, Curriculum and Catalog Administration, for information.



## SECTION III-LISTING OF CURRICULUM REQUIREMENTS

<p>A. For <b>EXISTING PROGRAMS ONLY</b>, contact Curriculum and Catalog to request a current program of study, which will be pasted below in this column for you. Curriculum and Catalog: 1-1451 or 1-1578.</p>	<p>B. For <b>NEW PROGRAMS</b>, put the <b>ENTIRE NEW PROGRAM</b> below in this column. For changes to <b>EXISTING PROGRAMS</b>, <b>LIST ONLY PROPOSED CHANGES (CHANGES, DROPS, AND ADDS)</b>. (For examples, see Appendices in the <i>Curricular Policies and Procedures Handbook</i>.) <b>INCLUDE:</b> Course subject code, number, title, number of credits, and AUCC designation (if appropriate). Note superscript "P" after course number if course has a prerequisite.</p>
	<p><b>Required Courses</b> Select one: ECON 202<sup>P</sup> Principles of Microeconomics 3cr† OR AREC 202<sup>P</sup> Agricultural and Resource Economics 3cr† OR ECON 101 Economics of Social Issues 3cr ----- ETST 377<sup>P</sup> African Americans in Sports 3cr† IU 193<sup>P</sup> Freshman Seminar 1cr ----- Select one: IU 271<sup>P</sup> Leadership Styles II: Prominent Leaders 2 cr†* OR Selected Courses 3cr** ----- Select one: IU 486<sup>P</sup> Practicum for Interdisciplinary Leadership 3cr†* OR Selected Courses 3cr** ----- Select one: IU 487<sup>P</sup> Internship for Interdisciplinary Leadership 3cr† * OR Selected Courses 3cr** ----- Select one: MKT 300<sup>P</sup> Marketing 3cr† OR MKT 305<sup>P</sup> Fundamentals of Marketing ----- MKT 367<sup>P</sup> Sports Marketing 3cr</p> <p><b>Selected Courses</b> AREC 346<sup>P</sup>/ECON 346<sup>P</sup> Economics of Outdoor Recreation 3cr† CON 101 Introduction to Construction Management 3cr CON 462<sup>P</sup> Financial Management for Construction 3cr† CON 571<sup>P</sup> Facility Planning and Management 3cr† FIN 305<sup>P</sup> Fundamentals of Finance 3cr† FIN 342<sup>P</sup> Risk Management and Insurance 3cr† HDFS 101 Individual and Family Development 3cr HDFS 311<sup>P</sup> Adolescent/Early Adult Development 3cr† HDFS 312<sup>P</sup> Adult Development-Middle Age and Aging 3cr† HES 309 Methods of Coaching 2cr HES 379<sup>P</sup> Psychology and Sport 3cr† HORT 341<sup>P</sup> Turfgrass Management 3cr† HORT 441<sup>P</sup> Turfgrass Science 3cr† JTC 350 Public Relations 3cr JTC 373<sup>P</sup> Digital Promotion Management 3cr† MKT 366<sup>P</sup> Services Marketing 3cr PSY 100 General Psychology 3cr RRM 312<sup>P</sup> Hospitality Human Resource Management 3cr† RRM 460<sup>P</sup> Event and Conference Planning 3cr† SOC 342<sup>P</sup> Leisure and Society 3cr†</p>

SOC 343 Sport and Society 3cr  
SPCM 130 Relational and Organizational Communication 3cr  
SPCM 200 Public Speaking 3cr  
SPCM 278E Intercultural Competence 1cr  
SPCM 278H Organizational Training 1cr  
SPCM 436 Conflict Management and Communication 3cr

**Program Total: 21-22 credits<sup>1</sup>**

**Footnotes**

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

<sup>†</sup> Additional course work may be required because of prerequisites.

\*Students must be selected through a competitive application process. Consult the minor advisor.

\*\* Select from the Selected Course list of approved courses for the Sports Management Interdisciplinary Minor.

<sup>1</sup> Students must take a minimum of 21 credits, of which at least 12 must be upper-division (300- to 400-level), to complete the interdisciplinary minor.

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**SECTION IV – SIGNATURES OF AFFECTED DEPARTMENTS**  
(Required before consideration by University Curriculum Committee)

Affected departments include any department outside the home department whose course is used in the program. Affected departments might also include other departments offering a program with similar or overlapping content.

This proposal for a curricular change or addition of a program of study has been reviewed and agreed to by the following departments affected by the changes.

Signature	<u>Marketing</u> Department	Date
Signature	<u>Finance</u> Department	Date
Signature	<u>Ethnic Studies</u> Department	Date
Signature	<u>HES</u> Department	Date
Signature	<u>Food Science and Human Nutrition</u> Department	Date
Signature	<u>Construction Management</u> Department	Date
Signature	<u>Horticulture</u> Department	Date
Signature	<u>Journalism and Media Communication</u> Department	Date
Signature	<u>Sociology</u> Department	Date
Signature	<u>Human Development and Family Studies</u> Department	Date
Signature	<u>Economics/AREC</u> Department	Date
Signature	<u>Psychology</u> Department	Date
Signature	<u>Communication Studies</u> Department	Date
Signature	<u>Forestry</u> Department	Date
Signature	Department	Date
Signature	Department	Date

**SECTION V – COPY FOR THE GENERAL CATALOG**

(Required for all new colleges, departments, SAUs, and programs. Contact Curriculum and Catalog for examples and assistance. Copy and paste here or attach separate page(s).)

The minor in Sports Management will provide undergraduate students with an overview of the sports industry from an interdisciplinary perspective. Students in this minor will acquire skills in various aspects of the sports industry, including public relations, turf management, facilities and event planning, management and marketing, hospitality services, diversity and leadership. Students selected for the competitive minor track will have hands-on experiences through internships and practicum opportunities with regional professional sports franchises, including the Denver Broncos.

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**SECTION IV – SIGNATURES OF AFFECTED DEPARTMENTS**  
(Required before consideration by University Curriculum Committee)

Affected departments include any department outside the home department whose course is used in the program. Affected departments might also include other departments offering a program with similar or overlapping content.

This proposal for a curricular change or addition of a program of study has been reviewed and agreed to by the following departments affected by the changes.

Signature	Marketing Department	Date
Signature	Management Department	Date
Signature	Finance Department	12/15/14 John Elder
Signature	Ethnic Studies Department	Date
Signature	HES Department	Date
Signature	Hospitality & HR Management Department	Date
Signature	Construction Management Department	Date
Signature	Horticulture Department	Date
Signature	Journalism and Media Communication Department	Date
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Signature	Human Development and Family Studies Department	Date
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Signature	Psychology Department	Date
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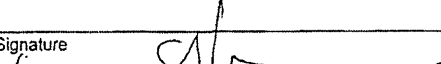
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Signature  Finance Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Ethnic Studies Department \_\_\_\_\_ Irene S Vernon, Chair 12/9/14

Signature \_\_\_\_\_ HES Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Hospitality & HR Management Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Construction Management Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Horticulture Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Journalism and Media Communication Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Sociology Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Human Development and Family Studies Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Economics/AREC Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Psychology Department \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ ~~Natural Resource Recreation and Tourism~~ Department \_\_\_\_\_ Date \_\_\_\_\_

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Signature	<i>M. Pughrossell</i> Hospitality & HR Management	Date
Signature	Food Science and Human Nutrition <sup>12-15-14</sup>	Date
Signature	Construction Management Department	Date
Signature	Horticulture Department	Date
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*Stephen J. [Signature]*

*Steve Wallner* 12/10/14

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Signature	<u>Horticulture</u> Department	Date
Signature	<u>Journalism and Media Communication</u> Department	Date
Signature	<u>Sociology</u> <i>Michael Garcia</i>	<i>12/8/14</i> Date
Signature	<u>Human Development and Family Studies</u> Department	Date
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*[Handwritten signature]*

*Greg Perry*

*12/12/14*

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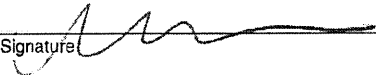
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Signature 	<u>Communication Studies</u> Greg Dickinson Department	12/10/14 Date
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Office of the Provost  
Sports Medicine Interdisciplinary Minor

Effective Fall 2015

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<b>REQUIRED COURSES</b>		
<i>Select one of the following courses:</i>		
AREC 202 <sup>P</sup>	<u>Agricultural and Resource Economics*</u>	3
ECON 101	<u>Economics of Social Issues</u>	3
ECON 202 <sup>P</sup>	<u>Principles of Microeconomics*</u>	3
ETST 377 <sup>P</sup>	<u>African Americans in Sports*</u>	3
IU 193 <sup>P</sup>	<u>Freshman Seminar</u>	1
IU 271 <sup>P</sup>	<u>Leadership Styles II: Prominent Leaders*<sup>1</sup></u>	2
	<b>OR</b>	
	<u>Selected Courses<sup>2</sup></u>	3
IU 486 <sup>P</sup>	<u>Practicum for Interdisciplinary Leadership*<sup>1</sup></u>	3
	<b>OR</b>	
	<u>Selected Courses<sup>2</sup></u>	3
IU 487 <sup>P</sup>	<u>Internship for Interdisciplinary Leadership*<sup>1</sup></u>	3
	<b>OR</b>	
	<u>Selected Courses<sup>2</sup></u>	3
MKT 300 <sup>P</sup>	<u>Marketing*</u>	3
	<b>OR</b>	
MKT 305 <sup>P</sup>	<u>Fundamentals of Marketing</u>	3
MKT 367 <sup>P</sup>	<u>Sports Marketing</u>	3
	<b>TOTAL</b>	<u>21-22</u>
<b>SELECTED COURSES</b>		
AREC 346 <sup>P/</sup>	<u>Economics of Outdoor Recreation*</u>	3
ECON 346 <sup>P</sup>		
CON 101	<u>Introduction to Construction Management</u>	3
CON 462 <sup>P</sup>	<u>Financial Management for Construction*</u>	3
CON 571 <sup>P</sup>	<u>Facility Planning and Management*</u>	3
FIN 305 <sup>P</sup>	<u>Fundamentals of Finance*</u>	3
FIN 342 <sup>P</sup>	<u>Risk Management and Insurance*</u>	3
HDFS 101	<u>Individual and Family Development</u>	3
HDFS 311 <sup>P</sup>	<u>Adolescent/Early Adult Development*</u>	3
HDFS 312 <sup>P</sup>	<u>Adult Development—Middle Age and Aging*</u>	3
HES 309	<u>Methods of Coaching</u>	2
HES 379 <sup>P</sup>	<u>Psychology and Sport*</u>	3
HORT 341 <sup>P</sup>	<u>Turfgrass Management*</u>	3
HORT 441 <sup>P</sup>	<u>Turfgrass Science*</u>	3
JTC 350	<u>Public Relations</u>	3
JTC 373 <sup>P</sup>	<u>Digital Promotion Management*</u>	3
MKT 366 <sup>P</sup>	<u>Services Marketing</u>	3
PSY 100	<u>General Psychology</u>	3
RRM 312 <sup>P</sup>	<u>Hospitality Human Resource Management*</u>	3
RRM 460 <sup>P</sup>	<u>Event and Conference Planning*</u>	3
SOC 342 <sup>P</sup>	<u>Leisure and Society*</u>	3
SOC 343	<u>Sport and Society</u>	3
SPCM 130	<u>Relational and Organizational Communication</u>	3
SPCM 200	<u>Public Speaking</u>	3
SPCM 278E	<u>Intercultural Competence</u>	1

**Sports Management Interdisciplinary Minor**

SPCM 278H	Organizational Training	1
SPCM 436	Conflict Management and Communication	3
<b>PROGRAM TOTAL = a minimum of 21-22 credits<sup>3</sup></b>		

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

\* Additional coursework may be required due to prerequisites.

<sup>1</sup> Students must be selected through a competitive application process. Consult the minor advisor.

<sup>2</sup> Select from the Selected Course list of approved courses for the Sports Management Interdisciplinary Minor.

<sup>3</sup> Students must take a minimum of 21 credits, of which at least 12 must be upper-division (300- to 400-level), to complete the interdisciplinary minor.