

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, October 7, 2014 – 4:00 p.m. – A201 Clark Building

I. Proposed Faculty Council Agenda – October 7, 2014 – A201 Clark Building – 4:00 p.m.

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – November 4, 2014 – A201 Clark Building – 4 p.m.
2. Executive Committee Meeting Minutes located on FC website – August 26, 2014; September 9, 2014; September 16, 2014
(<http://facultycouncil.colostate.edu/files/ecminutes>)
3. Colorado Commission on Higher Education public outreach meeting to discuss HB 14-1319, October 8, 2014 – 4:30-6:00 p.m. – CSU – Room TBD
4. Faculty representatives on the Parking and Transportation Planning Committee – Dr. James Custis (CVMBS) and Jonathan Carlyon (CLA)

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – September 2, 2014 (pp. 1-30)

C. UNFINISHED BUSINESS

1. University Discipline Panel Elections – Committee on Faculty Governance (forthcoming)
2. University Grievance Panel Elections – Committee on Faculty Governance (p. 31)
3. FC Standing Committees – Committee on Faculty Governance (p. 32)

D. REPORTS TO BE RECEIVED

1. President – Tony Frank
2. Provost/Executive Vice President – Rick Miranda
3. Faculty Council Chair – Mary Stromberger
4. Board of Governors Faculty Representative – Alexandra Bernasek

E. CONSENT AGENDA

1. UCC Minutes (9-5-14; 9-12-14) (pp. 33-52)
2. Approval of Degree Candidates (p. 53)

F. ACTION ITEMS

1. Elections – Student Reps – (Undergraduate) – Faculty Council Standing Committees – Committee on Faculty Governance (p. 54)
2. Elections – Student Reps – (Graduate) – Faculty Council Standing Committees – Committee on Faculty Governance (p. 55)
3. Proposed revisions to the *Manual*, Section C.2.3.1.e – College of Liberal Arts - Change Journalism and Technical Communication to Journalism and Media Communication – CoFG (p. 56)
4. Proposed revisions to the *Manual*, Section C.2.3.1.e – College of Liberal Arts – Change Department of Music, Theatre, and Dance to School of Music, Theatre, and Dance – CoFG (p. 57)

G. DISCUSSION

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

Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please send an Email immediately to Rita Knoll, Executive Assistant, at Rita.Knoll@colostate.edu

MINUTES
FACULTY COUNCIL
September 2, 2014

CALL TO ORDER

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

ANNOUNCEMENTS

- A. Next Faculty Council Meeting – October 7, 2014 – Clark Building – Room A201 – 4:00 p.m.

Stromberger announced that the next Faculty Council meeting would be held October 7, 2014 at 4:00 p.m. in Room A201 Clark Building.

- B. Executive Committee Meeting Minutes - April 29, 2014; May 13, 2014; August 19, 2014 (<http://facultycouncil.colostate.edu/index.asp?url=links>)

Stromberger noted that the April 29, May 13 and August 19, 2014 Executive Committee meeting minutes can be found at the following website: (<http://facultycouncil.colostate.edu/index.asp?url=links>)

- C. Stromberger announced the President's Fall Address and University Picnic – On the Oval – September 10, 2014 – 11:30 a.m. to 1:00 p.m.

- D. Faculty Council – Location of Issues – Tracking

Stromberger noted the Board of Governor Action items listed on page 2 were approved at their August 2014 meeting.

- E. Schedule of Faculty Council Meeting Dates 2014-15 (room assignment for spring meeting will be forthcoming).

- F. Faculty Council Membership List 2014-15

Stromberger noted that the Chair of the Committee on Non-Tenure Track Faculty (Jennifer Aberle; Human Development and Family Studies) is now a voting member of Faculty Council.

G. Faculty Council Standing Committees Membership List 2014-15

H. University Committees Membership List 2014-15

Stromberger asked Faculty Council member to consider nominations for the University Discipline Panel and Grievance Panel; elections will be at next meeting.

I. Parliamentary Motions – Quick Reference

J. Parliamentary Motions – What They Mean

Stromberger introduced the above Parliamentary Motions references (announcements I and J) and highlighted several Robert's Rules of Order and procedures relevant to Faculty Council meetings (e.g., raise your hand, be recognized, state your name and department before speaking; The Consent Agenda and how to remove items from the Consent Agenda; how to amend proposals; motions brought forward from a committee do not need a second; how Executive Committee can act on behalf of Faculty Council; except for Section C of the *Faculty and Administrative Professional Manual*).

K. CoSRGE - Proposed revisions to the *Graduate and Professional Bulletin*; Section D.1 – Application; Section D.3 – Track III Admissions; Section E.1.2 – Program of Study; and Section G.7 – Conditions that Affect the Assessment of Charges. Acting for Faculty Council – Adopted by Executive Committee May 20, 2014.

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

B.5 COMBINED DEGREE PROGRAMS

A Combined Degree Program (CDP) partners an undergraduate and a graduate program to create a bachelor's/master's or bachelor's/doctoral degree program. CDPs can be formed either within or between departments, programs, or SAUs in the same or differing colleges. CDPs have been established to encourage students with strong scholarly and/or research interests to continue their education at the master's or doctoral level. Undergraduate and graduate units that partner to build a CDP will create a graduate admission policy for the undergraduate students that guarantees them contingent admission to the partnering graduate program. Final admission is conferred when the students meet the minimum CDP and Graduate School admissions criteria upon completion of their bachelor's degrees. The minimum requirements for admission into the CDP must be approved by the Graduate School in an MOU. Students must complete the Graduate Admissions Application.

B.5.1 TRACK III PROGRAMS

Track III programs are CDPs in which the undergraduate degree requires credits exceeding the 120 minimum necessary for the bachelor’s degree, some of which may be accepted toward both the bachelor’s and either a master’s or doctoral graduate degree.

D.1 APPLICATION: U.S. CITIZENS OR PERMANENT RESIDENTS

~~Except for Track III Admissions,~~ Only persons with bachelor’s degrees from colleges or universities accredited by one of the major regional accrediting agencies are eligible to apply. Degrees from schools which do not possess overall, institutional accreditation or which have only specialized accreditation cannot be accepted. This policy does not apply to admission for combined degree programs (CDPs, see D.3), however, CDP students must earn their bachelor’s degrees prior to, or concurrent with, the award of their graduate degrees.

Courses taken by Colorado State *undergraduates* may, under certain circumstances, be subsequently credited toward graduate degrees at Colorado State. *Undergraduates* who enroll in 500-level courses, which are not applied toward the bachelor’s degree, may request that an exclusion statement be placed on their academic records for no more than 9 credits. Students cannot exclude any courses below the 500 level under this policy ~~unless the students are Track III Admission students and the courses have received prior approval for graduate credit. Courses at the 600 level are automatically excluded from use for an undergraduate degree. With the exception of Track III Admission students, no more than nine excluded semester hours may be credited toward a graduate degree.~~

A written request for exclusion must be filed with the Degree and Transfer Evaluation ~~Section~~ Unit of the ~~Records Registrar’s Office, Enrollment Services,~~ Room 100, Centennial Hall, no later than the end of the schedule change period of the term in which the excluded course is taken. For CDP students, excluded courses must appear on the formal program of study (GS form 6) filed during the first semester after Graduate School admission.

D.3. COMBINED DEGREE ADMISSIONS

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

completion of their bachelors' degrees. The minimum requirements for contingent admission into the CDP must be approved by the Graduate School in an MOU.

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

D.3.1 TRACK III ADMISSIONS

Undergraduates enrolled in a bachelor's degree program at Colorado State University with a minimum of 121 credits required for the undergraduate degree, and who have completed at least 75 credits of course work toward their degrees, including 15 credits in upper division courses required by their major, with a cumulative GPA of 3.000 or above, may apply for admission to a Track III program if they meet the following criteria: students must 1) complete at least 90 credits of course work toward their first bachelor's degrees; 2) complete or enroll in 9 of these credits at the 400 and/or 500 level courses required or listed as electives within their majors during their senior years. 3) maintain a cumulative GPA of 3.000 or above. Students may double count up to nine 500 level credits toward both their bachelor's/ master's or their bachelor's/ doctoral degrees provided that they complete a minimum of 120 credits, that apply only to their bachelor's degrees. For example, a maximum of 5 credits could be double counted for a 125-credit degree and a maximum of 9 credits could be double counted for a degree program with 129 or more credits. The graduate degree will be awarded only after, or concurrently with, the award of a Baccalaureate degree. Second bachelor's students are not eligible for Track III.

In addition to the on-line application and the \$50 application processing fee, students applying for admission to ~~combined a bachelor's/ master's~~ a Track III programs must send the following materials directly to the department in which they plan to study: ~~for the master's degree:~~

1. Three letters of recommendation written by individuals in each of the following categories:
 - a. Applicant's undergraduate advisor.
 - b. Applicant's instructor in at least one course within his/her major who is not his/her advisor.
 - c. Applicant's instructor in a course outside of his/her major field of study.
2. A written "statement of purpose" that contains:
 - a. A summary of long-term professional or personal goals.
 - b. A statement regarding the applicant's educational goals.
 - c. A statement indicating how participating in the ~~combined~~ Track III degree program will contribute to the applicant's long-term goals.
3. A completed resume that contains the following:

- a. Record of all professional employment including dates of service (including military).
- b. List of any special skills or competencies (including certifications or licensures).
- c. List of publications, exhibitions, prizes, awards, or other recognitions.
- d. List of service activities (including community and charitable).

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

1. List participating undergraduate and graduate program codes
2. All students recommended for Track III will have a GPA of 3.0 or higher
3. Students may double count 1-9 500 level credits toward both their bachelor's/ master's or their bachelor's/ PhD degrees when the credit requirements for the degree program range respectively between 121 through 129 credits, or more. This may not exceed the university approved Exclusion of Credit policy, which is capped at using 9 credits of 500 level coursework. (The process is managed by the Exclusion/Inclusion process within the Registrar's Office).
4. 21 credits must be earned after admission to the Graduate School for a master's degree and 62 credits for a PhD.
5. Students will be advised of the following:
 - a. Once the student has completed 120 or more credits at the undergraduate level the student will be switched to graduate standing and will begin paying graduate tuition and fees. They will lose all undergraduate institutional and scholarship aid such as Pell, COF and Boettcher awards.*
 - b. Their Undergraduate Degree Plans (DARS) will no longer track degree completion in a comprehensive manner, so the student and advisor will need to work with their designated Degree Analysts in the Registrar's Office to ensure timely and accurate graduation from the bachelor's degrees.
6. Track III students must file their programs of study (GS form 6) by the end of the second week of the first semester after Graduate School admission.
7. Track III students who are dismissed from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees.

8. Track III students must complete applications for graduation (GS25) from the Graduate School either concurrently with, or subsequent to, completing the bachelor's degrees.

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

E.1.2 PROGRAM OF STUDY

Each student must prepare a Program of Study, a document, which lists all courses taken in pursuit of the degree. This is the formal statement of what is done to achieve the degree, the summary of all academic planning. The adviser and the committee are heavily involved in the development of the Program of Study. The Program of Study must be filed with the Graduate School before the time of the fourth regular semester registration. Students who fail to meet this requirement may be denied subsequent registration. For Track III Admission students, program of study forms (GS 6) GS Form 6 must be filed ~~before the end~~ by the end of the second week of the students' first semester after admission to Graduate School. Courses listed and approved on this form for graduate requirements will be automatically excluded from the undergraduate degree program of the student. The Graduate School reviews each ~~GS-6~~ program of study (GS form 6) and determines whether the program of study conforms to University policy. That is, an early graduation check is performed. Problems are reported to students so that they can be corrected at an early date.

G.7. CONDITIONS THAT AFFECT THE ASSESSMENT OF CHARGES

Track III students will be assessed tuition at the undergraduate rate until they have completed ~~sufficient 120~~ credits equivalent to those needed for the ~~towards their~~ baccalaureate degrees after which they will be assessed tuition at the graduate rate. Such students likewise become eligible to hold Graduate Assistantships at the same transitional time.

Rationale:

The purpose of creating the CDP is to encourage students with strong scholarly and/or research interests to begin their master's or PhD programs during their senior year at CSU. A review of Track III policy showed inconsistencies as to how requirements and benefits of the program were communicated and enforced. The following changes are recommended:

- The purpose of the Track III option was initially created for defining combined degree programs, but was later defined as combined programs with undergraduate credit requirements of at least 125 credits. This update creates and defines requirements for CDPs and defines a subset of CDPs that require more than 121 undergraduate credits as Track III programs.
- These Bulletin changes make the double counting policy clear to all departments.

Faculty Council Meeting Minutes – Page 7
September 2, 2014

- This policy requires all programs to submit a one-time MOU to the GS that indicates they understand all of the Track III requirements and allows the GS to monitor student participation.
- Only 500 level courses may be double counted. This change makes the Track III policy consistent with the current University undergraduate exclusion policy.
- This policy adds the option of a bachelor's/PhD program to the Track III policy.

The new policy simplifies the monitoring system for CDPs.

Stromberger explained that after the last Faculty Council meeting of the 2013-2014 academic year, Executive Committee acted on behalf of Faculty Council to approve the above change to the Graduate and Professional Bulletin. Stromberger explained that the Committee on Scholarship, Research, and Graduate Education had worked with Executive Committee and individual Faculty over the course of the 2013-2014 year on the proposal, but that a final revision wasn't completed in time for Faculty Council to act upon by their May meeting.

Stromberger noted that changes to Section C of the *Manual* require approval by Faculty Council, and Executive Committee cannot act on behalf of Faculty Council to approve Section C changes.

- L. On behalf of the Committee on Faculty Governance and on behalf of Faculty Council, Executive Committee elected Dr. Margarita Lenk to serve on the University Discipline Panel for a three-year term (2014-2017).

Stromberger explained that Executive Committee acted on behalf of the Committee on Faculty Governance and Faculty Council and elected Margarita Lenk to serve on the University Discipline Panel.

- M. Proposed *Manual* Section C revision for October 7, 2014 FC Agenda: Change Journalism and Technical Communication to Journalism and Media Communication – CoFG; Change Department of Music, Theatre, and Dance to the School of Music, Theatre, and Dance – CoFG

The Committee on Faculty Governance submits the following amendment:

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

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

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

Comprising the Departments of Anthropology; Art and Art History; Communication Studies; Economics; English; Ethnic Studies; Foreign Languages and Literatures; History; Journalism and ~~Technical~~ Media

Communication; ~~Music, Theater, and Dance~~; Philosophy; Political Science; ~~and Sociology~~; and School of Music, Theater, and Dance.

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

Further that Journalism and Technical Communication shall be changed to the Journalism and Media Communication, and that Department of Music, Theater, and Dance shall be changed to School of Music, Theater, and Dance, wherever they appear in the Academic Faculty and Administrative Professional Manual.

Rationale:

The field of journalism and communication has changed drastically since the department was originally created. A study conducted by the department indicated that potential students did not understand what "technical communication" meant. The name change reflects more accurately what the department has to offer students.

The term "School" connotes the full range of performing arts activities in the discipline, from the skills and theory to a full complement of the practical application of those skills in a full season of public performances. The term "School" is also consistent with competing programs at other Universities.

Stromberger explained that changes to Section C of the *Manual* requires Faculty Council to be notified two weeks in advance of a vote, and that approval requires a 2/3rd vote of Faculty Council.

Steve Reising, Vice-Chair of the Committee on Faculty Governance, introduced the proposed changes and the vote will occur at the October 7, 2014 Faculty Council meeting.

MINUTES TO BE APPROVED

A. Faculty Council Meeting Minutes – May 6, 2014

By unanimous consent, the May 6, 2014 Faculty Council meeting minutes were approved.

UNFINISHED BUSINESS

A. Standing Committee Elections – Committee on Faculty Governance

Steve Reising, Vice Chair, Committee on Faculty Governance, nominated the following faculty members to serve on the Faculty Council Standing Committees:

BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
September 2, 2014

University Curriculum Committee

<u>Ed DeLosh</u>	Natural Sciences	2017
(Nominated by Committee on Faculty Governance)		

Committee on Responsibilities and Standing of the Academic Faculty

<u>Mike Gavin</u>	Warner College of Natural Resources	2017
(Nominated by Committee on Faculty Governance)		

Committee on University Programs

<u>Stu Cottrell</u>	Warner College of Natural Resources	2017
(Nominated by Committee on Faculty Governance)		

<u>Anireddy Reddy</u>	Natural Sciences	2017
(Nominated by Committee on Faculty Governance)		

Committee on Scholastic Standards

<u>Kristy L. Dowers</u>	College Veterinary Medicine and Biomedical Sciences	2017
(Nominated by Committee on Faculty Governance)		

Stromberger asked if there were any other nominates from the floor, for the Faculty Council Standing Committees. Hearing no further nominations, the nominations were closed.

The nominated faculty members were elected to a three-year term beginning July 1, 2014 through June 30, 2017 on their respective standing committee.

REPORTS TO BE RECEIVED

A. Provost/ Executive Vice President – Rick Miranda

Miranda's reported included the following:

1. Miranda welcomed the faculty to the new academic year.
2. A new dean (Dr. John Hayes) was hired in the Warner College of Natural Resources.
3. A New Director (Gwen Gorzelsky) has been hired for The Institute for Learning and Teaching.
4. The search for new INTO Director is in progress.
5. Miranda recognized Tim Gallagher for his service to Faculty Council.
6. Dean searches are in progress for the College for Business and College of Agricultural Sciences.
7. A search for a new Athletic Director is in progress.
8. There have been no unexpected changes to university budget since last spring, which includes \$60 million (\$10.5 million to CSU) for operations and 40 million (system-wide) for need-based scholarships. We still need ~ \$30 million to get back to pre-recession levels.
9. The strategic plan is being refreshed (happens about every 3 years) and input will be solicited through the fall. The plan will hopefully be in good shape by the end of spring semester. Current strategic plan has 37 goals. The new plan will have ~15 goals in 5 areas (student success, research, engagement, people, and operations).
10. Miranda accompanied new faculty on an engagement tour of southern Colorado (Denver metro area, Salida, Air Force Academy). A group toured northern Colorado last year. The tour is popular.

11. New faculty orientation and new student orientation occurred during the first week of the semester. Miranda thanked everyone (e.g., Faculty and staff in Student Affairs) involved in Ram Welcome. Parents are enthusiastic about the event.
12. The new Capital Campaign is in planning stages. Fund raising from last year set a record (even without a campaign in progress). Miranda thanked everyone involved.
13. The Colorado School of Public Health memorandum of understanding (between Colorado State University, University of Colorado and University of Northern Colorado) is being re-signed.

Question:

Pedros-Gascon (Foreign Languages and Literatures) asked about the criteria for the new director of INTO and whether the new director would be a faculty or an administrator? Miranda answered that the new hire could fulfill either role. The academic aspects of INTO are directed by a Faculty Member, Dr. Fabiola Ehlers-Zavala. Vice Provost Kathy Pickering is Chair of the search committee and Pickering noted that the job description is essentially the same as before but with a noted preference for a Ph.D. degree. Pedros-Gascon (Foreign Languages and Literatures) expressed concern about the job description and asked about the distinction between minimum and additional qualifications. Miranda answered that anyone without the minimum qualifications would not be considered further for the position.

Miranda's report was received.

B. Faculty Council Chair – Mary Stromberger's report included the following:

1. Stromberger updated Faculty Council on recent actions regarding proposed revisions to Section K of the *Manual*. She explained the history of the motion to change Section K, which was approved by Faculty Council at the May 6, 2014 meeting, but for which disagreement still existed with Office of General Council. She reported that President Frank pocket vetoed the motion and did not bring forward the changes to the Board of Governors (BOG) for their approval. This was the first time President Frank had pocket vetoed a change from Faculty Council. He thought additional agreement/work was needed. A working group consisting of herself, Alex Bernasek (Faculty representative to the BOG), Bill Hanneman (Chair of CoRSAF), Kirk Hallahan (University Grievance Officer), Dan Bush (Vice Provost for Faculty Affairs), Rick Miranda, (Provost/Executive Vice President), Jason Johnson (Office of General Counsel), and Janine Moore (Office of General Counsel) met twice over the summer to work on the issues, and Section K has been sent back to CoRSAF. Faculty Council should expect to see a revised proposal later this year.

Question:

Mary Van Buren (Anthropology) asked about the use of the word retaliation in other parts of the *Manual* (Disciple Section F) and the use of the term in Section K.

Stromberger explained that retaliation is not defined in terms of grievance and that is why the word was an issue for General Counsel as well as the University Grievance Officer. Van Buren asked about retaliation being appropriate in other parts of the manual. Stromberger noted that there is discussion within administration to define and create a policy related to retaliation. Once that is done, it will be possible to revisit Section K and consider amending to include “retaliation” as a Grievable Action. Until then, the working group’s consensus was to not delay revisions to the rest of Section K.

2. Stromberger held a retreat for chairs of Faculty Council Standing Committees. One concern was how to improve communication between standing committees as well as between Faculty Council and Faculty. Stromberger suggested that department representatives ask for a few minutes at departmental meetings to discuss, or send a short email, about Faculty Council items. Faculty Council is working on developing a newsletter.

Student Success was another theme of the retreat. Stromberger explained that this topic is one that could be used to engage all faculty across campus. During the retreat, the chairs discussed ways to engage Faculty in the Administration’s Student Success Initiatives. Stephanie Clemmons, Chair, Committee on Teaching and Learning, suggested buttons that faculty could wear, with the message that faculty care about students.

The buttons have been a popular item. Stromberger asked Faculty Council Department representatives to pick up buttons at the end of the meeting.

3. Stromberger met with Dr. Fabiola Ehlers-Zavala, Academic Director of INTO over the summer. There will be a report from INTO at a future Faculty Council meeting.
4. Stromberger is meeting regularly with the Chairs of Administrative Professional Council and Classified Personnel Council to increase communication and coordination among the three councils.

The 100-year anniversary of shared governance is in September 2015, and the three councils will be working together on a celebration.

5. Stromberger appointed Susan LaRue, Chair of the Committee on Intercollegiate Athletics, as the Faculty representative on the search committee for the new athletic director.

6. Stromberger is continuing the Faculty Council Chair's tradition of attending at least one meeting of each standing committee. She attended a meeting of the Committee on Strategic and Financial Planning on August 25.
7. Stromberger participated in the New Faculty Orientation on August 18, and gave a short presentation on shared governance.
8. Stromberger gave an orientation to new Faculty Council members on August 28.

Stromberger's report was received.

C. Board of Governors Faculty Representative – Alexandra Bernasek

Bernasek reported the following:

Report to Faculty Council September 2, 2014

Faculty Representative to the Board of Governors

1. May 8-9, 2014 BOG meeting in Fort Collins, CO.
 - The CSU budget was presented to the Board for approval. Highlights include a 5% increase in tuition, a 6.2% increase in tuition and fees combined, a 4.5% increase in cost of attendance, a 2.5% increase in faculty and admin pro salaries, a 1% increase in the university's contribution to DCPs, and a 3.5% increase in state classified salaries.
 - CSU presented program plans for three buildings to the Board for approval. Plans for a new Chemistry building, a new Biology building and a Bio-Chem building (that would combine the first two buildings into a single building depending on the alignment of funding from the state and from private donations).
 - CSU presented its annual P&T report to the Board. There were 89 P&T cases; 5 Associate Professors, 48 Associate Professors with tenure, 30 Full Professors, 1 Full Professor with tenure, 4 tenure only, 1 Denial of tenure and promotion.
2. June 18-20, 2014 BOG Retreat in Pingree Park, CO
 - The retreat focused on "High Performing Boards" and was facilitated by Dr. Thomas Meredith.
 - The Board identified a number of issues that it wanted to focus on in the next academic year. Placing them in the context of the System's four Strategic Plan categories the issues the Board wishes to focus on are:
 1. Ensure student success: tuition, access, retention, athletics, demographics/diversity.
 2. Expand statewide services: Board advocacy, Denver South initiative.
 3. Create financial sustainability: CSU Pueblo's finances, LT utilization of CSU Global's profits, tuition, funding for higher education.
 4. Transforming Colorado's future: CSU Global's proposed technology transfer initiative, demographics/diversity.
 - One of the suggestions that came out of the retreat was to reorganize Board meetings. Committee meetings will be committees of the whole with Committee chairs and vice-chairs taking leadership in setting work plans and placing issues on the agenda. One goal of the

reorganization was to deal more efficiently with Board business so that more time would be available for more substantive discussion of important issues.

- In terms of Board business:
 - a. There was a legislative update on SB 114 that passed allowing for Global Campus to expand its mission from a degree completion institution to a full degree granting institution.
 - b. CSU Pueblo's budget was presented to the Board for approval. The Board approved an additional \$500,000 loan to Pueblo that in addition to its FY 2014 shortfall totaled \$1,320,713.
3. August 7-8, 2014 BOG Meeting in Pueblo, CO
- There was a legislative update on HB 1319 that mandates a new performance based funding model for higher education in the State of Colorado. A first draft of the report will be presented to the Joint Budget Committee in December of 2014.
 - FY 16 Preliminary budgets were presented to the Board. CSU reported on tuition, fees, and cost of attendance relative to our peer institutions. We were generally in the middle of the group. For resident annual cost of attendance for example, the lowest cost was \$15,500, the highest was \$28,622 and we were \$20,385.
 - One of the system-wide discussion items was a presentation by Dr. Ajay Menon and Kathay Rennels on the potential for CSU to create a new model, a "Land Grant System". The report was the work of a committee of people from all three CSU campuses. The committee was charged with thinking about how the CSU system could be more relevant to CO by capitalizing on the uniqueness of each of the three universities in the system. One of the proposals in the report was the creation of "e-Centers" – centers of engagement – an e-center is "a physical, regional development center developed in collaboration with a community or partner that is reflective of the culture and responsive to the needs of the community it serves".
 - The other system wide discussion item was presentations by CSU and Pueblo on their athletic programs. The CSU report included information on the athletic budget, academic performance and athletic performance of student athletes. There was some discussion of implications of the recent NCAA changes as they apply to college football.

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

Bernasek's report was received.

D. Faculty Council Standing Committee 2013-14 Annual Reports

Stromberger presented the following written annual reports to the Faculty Council:

1. Faculty Council Annual Report to the Board of Governors
-David Green (Occupational Therapy) noted that a number of proposals were passed at the May 6, 2014 Faculty Council meeting but are not listed in the report. Stromberger noted that only items approved by the BOG through May are listed in the report.
2. Committee on Faculty Governance
3. Committee on Intercollegiate Athletics

4. Committee on Libraries
5. Committee on Scholastic Standards
6. Committee on Responsibilities & Standing of Academic Faculty
7. Committee on Strategic and Financial Planning
8. Committee on Scholarship, Research & Graduate Education
9. Committee on Non-Tenure Track Faculty
10. Committee on Teaching and Learning
11. Committee on University Programs
12. University Curriculum Committee

All reports were received.

CONSENT AGENDA

A. UCC Minutes (May 2 and May 9, 2014)

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

Doherty (Reising 2nd) moved to amend the consent agenda by adding the confirmations of Lola Fehr as Parliamentarian and Rita Knoll as Executive Assistant to Faculty Council.

There was no objection to the amendment, and the consent agenda was amended to include the confirmation of Lola Fehr as Parliamentarian, and Rita Knoll as Executive Assistant.

Makela's motion was adopted.

ACTION ITEMS

A. Proposed revisions to the *Manual*, Section D.7.20 – Emeritus/Emerita Status – Administrative Professional Council.

Toni-Lee Viney, Chair, and Katie Brayden, Vice-Chair, Administrative Professional Council, moved that Faculty Council approve the following changes to the *Manual*, Section D.7.20 – Emeritus/Emerita Status, to be effective upon approval by the Board of Governors of the Colorado State University System, as follows:

Subject: Proposed Addition of Administrative Professional Emeritus Status to the Colorado State University Academic Faculty and Administrative Professional Manual

The Administrative Professional Council submits the following amendment:

MOVED, THAT SECTION D.7.20 OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE ADDED AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

D.7.20 Emeritus/Emerita Status

Administrative Professionals who have completed ten (10) years or more of outstanding and distinguished full-time or part-time service to Colorado State University shall be eligible, at the time of their retirement from Colorado State University, for an emeritus/emmerita title equivalent to their highest rank.

Candidates must hold a senior or other advanced rank within Administrative Professional positions at Colorado State University, which may include, but not be limited to Academic Advisor/Support Coordinator, Research Scientist/Associate, Extension Agent/Specialist, Forester, Manager, Director, Executive Director, or Vice President, and must have honorably and consistently demonstrated extraordinary and meritorious contributions to the fulfillment of the mission and programs of the University. These contributions should have resulted in a transformational difference in their field through significant discoveries or enhanced student support and successes, public recognition of remarkable accomplishments and leadership, or a substantial increase in resource development, with a lasting positive impact for the University. In rare occurrences, a deserving candidate may qualify outside of the criteria above. Exceptions may be made with the approval of the Provost.

An eligible administrative professional may request emeritus/emmerita status from their college or unit at the same time of retirement from the University, or candidates may be directly nominated by their director, department head, dean, or vice president. The nomination shall be routed for approval by the employee's department head/director through the dean/vice president and then to the Provost. The final decision on granting emeritus/emmerita status will be made by the Board.

Rationale:

Administrative Professional employees at CSU have played a significant and positive role throughout the history of CSU and currently help to shape the institution in several arenas outside of faculty appointments. These activities continually and directly support the mission of CSU as a land-grant institution in the areas of instruction, research, service and outreach. Furthermore, upon retirement, many of these distinguished AP employees support the university through transitioning important development and donor relationships; sharing institutional knowledge about process and partnerships; continuing to participate in classroom instruction and research; and give back to the University with their time, talents, and financial support. Yet, these dedicated and influential employees are excluded from applying for special recognition upon retirement. CSU Faculty and AP employees share the same retiree benefits with this one exception.

Compared to other academic institutions, CSU may be behind the times, because Emeritus status is available to non-faculty at the University of Nevada-Las Vegas, University of California-Davis, Minnesota State College and Universities, University of Wisconsin, University of Arkansas, University of Montana, Iowa State University, Kansas State University, Michigan State University, North Carolina State University, University of Illinois-Urbana Champaign, Texas A&M University, Tennessee State University, Virginia Tech University, University of Tennessee, and University of Connecticut – just to name a few. In fact, 10 of the 15 universities that we consider peers allow either high-level non-faculty or anyone to be awarded emeritus status.

As with Faculty, AP employees seeking Emeritus status would involve a rigorous and formal nomination and review process before being submitted to the Provost and Board of Governors for approval. Only cases with merit and having full support at all levels would make it through the process. This process will follow the same nomination, review, and approval steps as indicated in E.3.1, so as to not create a new system.

Those AP employees seeking Emeritus status would need to show extraordinary and meritorious work to the fulfillment of the mission and programs of CSU. The goal is to recognize the full impact of a career, not the title given. These contributions should have resulted in a transformational difference in their field through significant discoveries or greatly enhanced student successes, public recognition of remarkable accomplishments and leadership, or a substantial increase in resource development, with a lasting positive impact for the University.

Deborah Young (Bioagricultural Sciences and Pest Management) asked why the 10-year requirement was included. Brayden replied that the requirements for Faculty emeritus status includes 10 years of service to CSU, so the same requirement was included to maintain consistency with faculty emeritus/emerita language.

C.W. Miller (Biomedical Sciences) asked why “excellence in the field” was needed. Brayden noted that the excellence was meant as on possible criteria, not a requirement.

The motion was approved.

B. Proposed revisions to the *Graduate and Professional Bulletin*, Admissions Requirements and Procedures – D.5 Application: International Students.

Mark Zabel moved that Faculty Council approve the proposed revisions to the *Graduate and Professional Bulletin*, Admissions Requirements and Procedures – D.5 Application:

RE: Revisions to the *Graduate and Professional Bulletin* –

D. – *ADMISSIONS REQUIREMENTS AND PROCEDURES*

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION “*ADMISSIONS REQUIREMENTS AND PROCEDURES*” – D.5 APPLICATION: *INTERNATIONAL STUDENTS* - TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

D.5 APPLICATION: INTERNATIONAL STUDENTS

Application procedures are similar to those for U.S. citizens or permanent resident students. Refer to U.S. Citizens or Permanent Residents information for on-line World Wide Web instructions.

Faculty Council Meeting Minutes – Page 19
September 2, 2014

The following materials must be sent directly to the department in which the applicant plans to study (see Programs and Degrees webpage for the mailing address at: <http://graduateschool.colostate.edu/prospective-students/degrees.aspx>).

1. An official transcript of all collegiate work completed along with a certified translation into English.
2. ~~Scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Track III Admissions are not required to take either the TOEFL or the IELTS exam.~~
3. A statement of purpose.
4. Three letters of recommendation.

4. Scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Track III Admissions are not required to take either the TOEFL or the IELTS exam.

- a. When the CSU graduate degree program is taught in the student's native language, the TOEFL/IELTS requirement will be waived.
- b. Students are exempted from the TOEFL or IELTS requirement if the official language of their country is English or if they have recently earned a degree at an American university.

Required items for Immigration Document Insurance. These items are not required for the application review process, but will be required if officially admitted. The following materials must be sent directly to the department in which the applicant plans to study (see Programs and Degrees webpage for the mailing address at <http://graduateschool.colostate.edu/prospective-students/degrees.aspx>.)

1. Certified proof of financial support – Graduate Student Certification for Issuance of Immigration Document (GS3F form) and supporting financial documents.
2. Passport copy

Departmental requirements for additional materials such as standardized tests (e.g. GRE or GMAT) are the same as for U.S. students. Regulations regarding deadlines and application fees are likewise the same as for U.S. students. Information on application deadlines and application fees is contained in the U.S. Citizens or Permanent Residents section.

The U.S. Bureau of Citizenship and Immigration Services requires the University to have proof of financial support before immigration documentation can be issued. Immigration documentation is needed to obtain a visa. All international students and their accompanying dependents are required to maintain adequate health insurance during their stay at the University.

Only persons with degrees equivalent to U.S. bachelor's degrees are qualified to apply for admission except for Track III applicants described above. Further, it is a University regulation that international applicants should be among the top students in their classes.

Colorado State University requires that proficiency in English language be demonstrated either by the TOEFL or IELTS tests prior to admissions. The minimum TOEFL score for admission without condition is 550 (paper -based), or 80 (internet-based). The minimum IELTS score for admission without condition is 6.5. Official scores, taken within two years prior to admission, must be submitted directly from the testing agency.

To be considered for conditional admission, a student must have a minimum TOEFL score of 475 on the paper based test or 50 on the internet based test or minimum IELTS score of 5.5. After receiving conditional admission, the student must satisfactorily complete the University Intensive English Program. Enrollment in regular University academic courses is at the discretion of the Intensive English Program. Approval of both the department and the Dean of the Graduate School is necessary for such conditional admission.

Generally, however, applicants should achieve satisfactory TOEFL or IELTS scores before arriving on the Colorado State campus.

Students are exempted from the TOEFL or IELTS requirement if the official language of their country is English or if they have recently earned a degree at an American university.

Rationale:

IELTS and TOEFL scores are not necessary when CSU courses are taught in a foreign language and it is the student's native language.

Pedros-Gascon (Foreign Languages and Literatures) questioned some wording – specifically reference to an “American” university. Zabel responded that the language of the motion is trying to clarify these aspects.

The motion was approved.

C. Proposed revisions to the *Graduate and Professional Bulletin* – E.6 Graduate Certificate Program – CoSRGE.

Mark Zabel moved that Faculty Council approve the proposed revision to the *Graduate and Professional Bulletin* – E.6 Graduate Certificate Program as follows:

RE: Revisions to the *Graduate and Professional Bulletin* – Certificates

E. – GRADUATE STUDY

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION “GRADUATE STUDY” – E.6 GRADUATE CERTIFICATE PROGRAM – OF THE GRADUATE AND PROFESSIONAL BULLETIN TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

E.6 Graduate Certificate Program

- a. ~~Graduate Certificates history/future context~~
 - i. ~~Colorado Department of Higher Education has indicated that CSU's statutory role and mission permits it to offer “Graduate Certificates” for a series of graduate courses taken by post-baccalaureate students.~~
 - i. ~~HLC requires that all CSU credit-based credentials are approved through the curricular process.~~
 - ii. ~~Only the University, as an institution, will officially award Graduate Certificates. All certificates will be titled and recorded as “Graduate Certificate in (name of certificate program)” on the transcript upon completion of the Graduate Certificate requirements.~~
 - iii. ~~Only Graduate Certificates approved through the curricular process can be advertised and awarded. No unit on campus shall advertise Graduate Certificates not approved through the curricular process.~~
 - iv. ~~With the creation of transcripted credit bearing Graduate Certificates, certificates of completion for credit bearing courses will cease to exist; however, students enrolled in such programs will be allowed to complete their programs. Certificates of Completion for non-credit bearing courses may continue.~~
- b. ~~Principles~~
 - i. ~~General~~

- ~~1/~~—Students must have proof of an official undergraduate baccalaureate or equivalent degree to enroll in a Graduate Certificate program.
- ~~1.~~—Matriculated/graduate degree seeking students and guest/non-degree seeking graduate students (guests) may participate in Graduate Certificate programs.
 - ~~3.~~—Graduate courses must be taken at CSU and specifically identified as fulfilling requirements for the Graduate Certificates. Courses may not be transferred in from another institution as part of a Graduate Certificate. There will be no course waivers or substitutions to meet certification requirements.
 - ~~4.~~—Graduate Certificates must be completed within 10 years. Courses to be applied toward fulfilling the requirements for a Graduate Certificate must have been registered for and completed within the 10 years immediately preceding the date of completion of requirements for the certificate.
 - ~~5.~~—For conferral purposes, a student's GPA for the cumulative Graduate Certificate coursework must be a minimum of 3.0.
 - ~~a.~~—Students must earn a minimum of a "C" in all certificate work.
 - ~~b.~~—Students may not take a course more than twice during the certificate process in order to enhance their grade for the course or GPA for the overall certificate.
 - ~~6.~~—Graduate courses completed as an undergraduate may not be applied toward a Graduate Certificate per CDHE's ruling.
 - ~~ii.~~—Degree seeking/matriculated students
 - ~~1.~~—Will be eligible for a transcribed Graduate Certificate whether the certificate credits are offered within the required coursework or outside of it.
 - ~~2.~~—If a second or subsequent Graduate Certificate is earned, it must be earned with credits beyond those required in the first Graduate Certificate.
 - ~~a.~~—No graduate courses can be counted toward more than one Graduate Certificate.
 - ~~b.~~—The Graduate Certificate coursework may count toward the degree if it meets the curriculum requirements of the degree. Not all Graduate Certificate coursework will meet the requirements for a graduate degree.
 - ~~iii.~~—Non-degree seeking (guest) students
 - ~~1.~~—May apply for admission to a graduate degree program; however,
 - ~~a.~~—successful completion of the course(s) within a Graduate Certificate or the award of a Graduate Certificate does not guarantee admission to a graduate degree program.
 - ~~b.~~—Courses completed as part of a Graduate Certificate may be applied to the degree if the courses meet the degree requirements. Not all Graduate Certificate coursework will meet the requirements for graduate degrees.
 - ~~2.~~—If a student chooses to apply to a graduate program after completing a Graduate Certificate, the Graduate Certificate will be indicated as such on the student's transcript. The Graduate Certificate coursework may count toward the degree if it meets the curriculum requirements of the degree, and program and Graduate School approval. Once a student earns a Graduate Certificate s/he will retain it (with the exception of violation of academic integrity or other similar violations) upon matriculation into a graduate program. **Please note:** only graduate coursework with grades of "B" or better included in Graduate Certificates has the potential to be considered as fulfilling the requirements, in part, of a CSU graduate degree.

D. Graduate Certificate standards and development process

a. Standards

- i. 9 graduate credit *minimum*, 15 credit *maximum* in regular (00-79) credit bearing courses at the 500 level or above. Departments proposing a Graduate Certificate with 16 or more credits must provide a compelling reason to the University Curriculum Committee (UCC) to exceed the standard.

Faculty Council Meeting Minutes – Page 22
September 2, 2014

1. ~~Guest students who have completed a Graduate Certificate (GC) that includes more than 9 credits may petition to apply all GC credits (with grades of B or better) into a graduate degree program if the credits meet the curricular requirements of the graduate degree program and the department approves.~~
- ii. ~~All Graduate Certificate coursework must be traditionally graded.~~
- iii. ~~The Graduate Certificates must meet the following standards:~~
 1. ~~Include a coherent academic experience from 9-15 credits that has a stand-alone professional or marketable value.~~
 2. ~~Denote a knowledge base or skill set from one or more subject codes in an area with intrinsic significance.~~
 3. ~~Meet recognized criteria for a legitimate educational experience through the CSU curricular review process.~~
 4. ~~Have a different name than degree programs, specializations, or interdisciplinary studies programs.~~
- iv. ~~Academic units that wish to convert Graduate Certificates of Completion to meet the criteria of Graduate Certificates must submit a Graduate Certificate proposal through the curricular review process. Current Graduate Certificates of Completion for credit bearing coursework will not be grandmothers; certificates of completion for credit bearing coursework will cease to exist once the Graduate Certificate is approved; however, students enrolled in such program will be permitted to complete their programs.~~
 1. ~~Each academic unit that offers a Graduate Certificate is responsible for its accurate description~~
 2. ~~The Graduate School and the requirements of the Graduate and Professional Bulletin policies will apply unless indicated otherwise.~~
- v. ~~Certificate development process~~
 1. ~~If requesting resources, the Graduate Certificates request must go through Phase 0, 1, and 2 of the New Program Development Process.~~
 - a. ~~Upon approval of the COD and Provost, the Graduate Certificates will be referred for consideration to the following bodies: College Curriculum Committee(s) (CCC), CoSRGE, CoSFP, UCC, FC.~~
 2. ~~To propose a Graduate Certificate that does not require new resources, the steps followed will be identical to the process used to propose a specialization within a graduate degree. As in the specialization process, the Graduate Certificates will be considered by the following bodies: the appropriate College Curriculum Committee(s), CoSRGE, UCC, and FC.~~
 - a. ~~Proposers will be required to include the following information on the designated form:~~
 - i. ~~Name of Graduate Certificate~~
 - ii. ~~Name of academic unit proposing~~
 - iii. ~~Course subject codes, numbers, names, credits, total number of credits proposed for inclusion~~
 - iv. ~~Rationale for courses to be packaged as a Graduate Certificate. Please address:~~
 1. ~~Target audience~~
 2. ~~Nature of the coherent academic experience that has a stand-alone professional or marketable value~~
 3. ~~Inherent knowledge base or skill set in an area with an intrinsic significance~~
 - v. ~~Appropriate signatures from:~~
 1. ~~Academic units~~
 - a. ~~Proposing and those whose courses are included~~

2.—Department head and college curricular committee

E. Student Graduate Certificate application and conferral process

a. General

i.—Degree seeking/matriculated and non-degree seeking/guest students must apply and be admitted into a Graduate Certificate program so they can be identified and tracked.

1.—Degree seeking students must meet and maintain the conditions required to be enrolled as a graduate student at CSU. 2.—Non-degree seeking/guest students are required to have an undergraduate degree. There are no other general admission policy requirements; however, individual programs may impose additional restrictions.

i.—If students are not continuously enrolled in the certificate program, they must reapply.

ii.—Graduate Certificates will be conferred on the same dates that degrees are conferred. Refer to the degree conferral policy in the CSU General Catalogue. Conferral only occurs three times each year, after the conclusion of the fall, spring, and summer terms. The conferral date is the date which will be posted on the official transcript

b. Matriculated/degree-seeking students

i.—must apply for the Graduate Certificate to be conferred during the semester in which they complete the final credits of the Graduate Certificate or after, as long as they are enrolled at CSU in their degree program. The Graduate Certificate conferral application deadline will be posted on the GS website for each term. Students must be admitted to the Graduate Certificate program and enrolled at CSU the semester they complete the Graduate Certificate. Upon completion of the Graduate Certificate and appropriate forms, it may be transcribed at the next degree conferral date.

c. Non-degree-seeking/guest students

i.—must apply for Graduate Certificates to be conferred during the semester in which they complete the final coursework of the Graduate Certificates. The Graduate Certificate conferral application deadline will be posted on the GS website for each term. Once a student is no longer enrolled at CSU-s/he may no longer apply for or be awarded the Graduate Certificate.

F. Administrative issues

a.—Graduate Certificates will be printed through a process created by the Registrar's Office and Graduate School. No other units, under any circumstances, will be authorized to print Graduate Certificates.

b.—Only academic and special academic units can bring Graduate Certificate proposals forward.

c.—Other issues and requirements:

i.—An application fee will be required to support program operations.

ii.—The requirements for any academic program including Graduate Certificates offered by the University must be described accurately and completely in any and all forms of communication with students, prospective students, and the public. This includes both printed and electronic documents, including Web sites, brochures, student handbooks, advising check sheets and the General Catalog. The requirements shall be described accurately and completely as they have been approved by CoSRGE, University Curriculum Committee and Faculty Council. Any program of study that leads to an academic credential conferred by the University is covered by this requirement, including undergraduate and graduate degrees, concentrations, specializations, Graduate Certificates, minors, options, and interdisciplinary studies programs. Department heads and chairs (or the responsible individual for other academic units) are responsible for ensuring that all such communications comply with this policy.

Graduate Certificates are optional and are offered by certain departments, SAUs or colleges. A Graduate Certificate consists of a minimum of 9 specified credits, and not more than 15 credits. All of the credits must be coursework at the graduate level (500-700). A student must earn a cumulative GPA of 3.000 or better and a minimum of a "C" in the courses required in the Graduate Certificate. All coursework must be traditionally graded.

A Graduate Certificate may include courses from one or more academic units or special academic units. For certificates involving courses from two or more units, the coordinating department is indicated in the List of Graduate Certificates.

Guest and degree-seeking students with bachelor's degrees are eligible to apply to participate in the Graduate Certificate Program. Students must apply for admission into the program and for the conferral of the certificate. Students must be enrolled at CSU in order to receive and complete the certificate requirements. Graduate certificates by title are noted on the student's academic record (transcript) at the time of degree conferral. The certificate title is not on the diploma. See the Graduate School website for details <http://graduateschool.colostate.edu/>.

Rationale:

A certificate is a directed academic qualification used to identify the successful completion of a focused area of study deemed important to a student's career objectives. The transcribed Graduate Certificate focuses on a specific group of courses that have a stand-alone professional or marketable value.

The certificate credential consists of a minimum 9 credits and a maximum of 15 credits at the graduate level (500-700). Students must earn a cumulative GPA of 3.000 or better and no less than a "C" in the courses required in the Undergraduate Certificate to receive the credential.

After further consideration, it seems most appropriate to provide basic policy information in the Graduate Bulletin and provide process and procedural details in a link to the Graduate School website. We would also like the presentation of the Graduate Certificate Policy to be consistent with that of the Undergraduate Certificate Policy presented in the General Catalogue. With this modification the two policies will be presented in a similar manner.

Zabel explained that the revision is consistent with the Catalog's description of undergraduate certificate programs, as developed by the University Curriculum Committee. The current graduate certificate program contains a lot of procedures, not just policy, and that the revision will remove detailed procedures and retain the policy.

There was no discussion.

The motion was approved.

- D. Request to change name of the major in Agricultural Economics to Environmental and Natural Resource Economics (B.S.) – UCC

Makela, Chair, University Curriculum Committee, moved that Faculty Council adopt the proposed name change of the major in Agricultural Economics to Environmental and Natural Resource Economics.

The motion was approved.

DISCUSSION

A discussion on CSU's forthcoming Parking and Transportation plan was led by Fred Haberecht, Assistant Director of Facilities Management, and David Bradford, Director of Parking and Transportation Services.

A PowerPoint presentation was given. The presentation will be made available on the Faculty Council web site.

Haberecht and Bradford explained that input from CSU employees and students is needed to develop a parking and transportation plan. The plan will be presented to the Board of Governors next spring.

David Gilkey (Environmental and Radiological Health Sciences) asked if lost productivity because of using public transportation has been considered? Answer: That factor has not been examined.

Ross McConnell (Computer Science) asked if future buildings would need to be built elsewhere if the stadium was built in projected location? Answer: Yes, new buildings would have to go elsewhere if stadium was built as two buildings cannot occupy the same space. A consultant is also examining parking demands of a new stadium.

Stephen Hayne (Computer Information Systems) asked if a spatial model of proximity of office to parking could be taken into account to offset costs? Answer: One factor being examined is how far someone is willing to walk.

Lisa Daunhauer (Human Development and Family Studies) asked if researchers could still have punch passes, or accommodation, for research subjects? Answer: some accommodations could probably be made.

Alex Bernasek (representative to the Board of Governors) asked if equity issues (income status, disabilities, and child care responsibilities) have been thought about in the planning process? Answer: These concerns are understandable and the plan hopes to minimize such impacts.

Christos Papadopoulos (Computer Science) asked how parking demand could be spread through time and space and whether some traffic management actions could be used?

Answer: some of those solutions have been implemented, such as the student traffic managers at busy street intersections, and others are being considered.

Mary Van Buren (Anthropology) asked about the influence that CSU parking and transportation has on the city? Can signage be put up on busy city streets to help manage transportation issues? Answer: Yes, CSU and the city work together on plans to control traffic flow, including bicycle paths and traffic, on busy city streets surrounding campus.

Elaine Carnevale (Veterinary Medicine and Biomedical Sciences) asked how the \$5 million price tag for renovating the parking lots at the Foothills campus was calculated? Have specific needs on the Foothills Campus been addressed? What will happen to the parking situation on the Foothills campus? How far along is the process? How do we get you to visit with the planners? Answer: The price tag came from an evaluation from a contractor. Planners have not spent as much time on the Foothills Campus as on the main campus, but many of the needs on the Foothills campus are similar to the main and south campus. Currently there is one bus running to Foothills campus; others are planned. Plans will improve bicycle lanes and bicycle parking. Conversations are still occurring and open forums will occur. Groups that want to talk with them can send them an email with an invitation.

Christos Papadopoulos (Computer Science) asked what happens if someone has four cars, but two permits – can a ticket be avoided? (especially if the spirit of the regulations are upheld but someone forgot to switch cars/permits on the website?) Answer: You can adjust the car/permits on a daily basis through the computerized system, and additional permit systems are being contemplated, but we are constrained by the system.

Other open forums will be available and there will be two faculty representatives on the Parking and Transportation Committee.

Send emails to: David.W.Bradford@colostate.edu if further questions exist.

The Faculty Council meeting adjourned at 6:20 p.m.

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

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

Agricultural Sciences

Norman Dalsted

Jack Whittier

Deb Young

Bradley Goetz

Francesca Cotrufo

Milt Thomas

Merlyn Paulson

(Substituting for Kelly Curl)

Jason Ahola

Agricultural and Resource Economics

Animal Sciences

Bioagricultural Sciences & Pest Management

Horticulture & Landscape Architecture

Soil and Crop Sciences

College-at-Large

College-at-Large

College-at-Large

Health and Human Sciences

Stephanie Clemons

Tracy Nelson-Ceschin

David Sampson

Lisa Daunhauer

Scott Glick

TBD

Sharon Anderson

Jennifer Portz

Design and Merchandising

Health and Exercise Science

Food Science and Human Nutrition

Human Development and Family Studies

Construction Management

Occupational Therapy

School of Education

School of Social Work

Business

Suzanne Lowensohn (Fall 2014);

Margarita Lenk (Spring 2015-16)

Stephen Hayne

Patricia Ryan

Jim McCambridge

Kelly Martin

Accounting

Computer Information Systems

Finance and Real Estate

Management

Marketing

Engineering

Russ Schumacher

Travis Bailey

Suren Chen

Steve Reising

Daniel Olsen

(Substituting for Azer Yalin)

J. Rockety Luo

Jose Chavez

Atmospheric Science

Chemical and Biological Engineering

Civil and Environmental Engineering

Electrical and Computer Engineering

Mechanical Engineering

College-at-Large

College-at-Large

Liberal Arts

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

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability
Will Clements (replace Paul Doherty (through Spring 2015))	Fish, Wildlife, & Conservation Biology
Yu Wei	Forest and Rangeland Stewardship
Sven Egenhoff	Geosciences
Stuart Cottrell	HDNR

Natural Sciences

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

Veterinary Medicine & Biomedical Sciences

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

University Libraries

Nancy Hunter	Libraries
Rachel Erb	At-Large

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

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

*Indicates Member of Faculty Council

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
Timothy Gallagher	Former Faculty Council Chair
Toni-Lee Viney	Chair, Administrative Professional Council

BALLOT – GRIEVANCE PANEL
Academic Faculty Positions on Faculty Council Grievance Panel
October 7, 2014

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

(Nominated – Committee on Faculty Governance)	

(Nominated – Committee on Faculty Governance)	

(Nominated – Committee on Faculty Governance)	
TWO OPENINGS – TWO YEAR TERM – 2014	

(Nominated – Committee on Faculty Governance)	2014-2016

(Nominated – Committee on Faculty Governance)	
ONE OPENING – ONE YEAR TERM – 2014	

(Nominated – Committee on Faculty Governance)	2014-2015

32

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

University Curriculum Committee

Sally Sutton Warner College of Natural Resources 2017
(Nominated by Committee on Faculty Governance)

Committee on Strategic and Financial Planning

Chuck Shackelford Engineering 2015
(Nominated by Committee on Faculty Governance)

Committee on University Programs

Dan Smeak Veterinary Medicine and Biomedical Sciences 2015
(Nominated by Committee on Faculty Governance)

A regular meeting of the University Curriculum Committee was held on September 05, 2014, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Patrick Fitzhorn, Mike Hogan, Doug Rideout for Paul Meiman, Ed Delosh, Howard Ramsdell, Michelle Wilde.

Absent: Andrew Bondi, Undergraduate representative, and Kathy Pickering.

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

Minutes

The minutes of May 9, 2014, were approved electronically 6/4/14.

Experimental Course Report

The Experimental Course Report was received.

Consent Agenda

The Consent Agenda was approved.

CURRICULAR REQUESTS

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

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

+ Course requires field trips.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

New Courses

Effective Date

°**BIOM 574/MECH 574 03(3-0-0). Bio-Inspired Surfaces.** S. Prerequisite: CHEM 111; MECH 342. Credit not allowed for both BIOM 574 and MECH 574. Spring Semester 2015
Analysis of surface functionalities of various biological species; identification of design principles.

BIOM 576/MECH 576 04(4-0-0). Quantitative Systems Physiology. S. Prerequisite: BMS 300; CHEM 113; MATH 340; PH 142. Credit not allowed for both BIOM 576 and MECH 576. Spring Semester 2015
Quantitative, model-oriented approach to cellular and systems physiology with design examples from biomedical engineering. (NT-O)

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

BMS 421 02(1-0-1). Perspectives in Cardiopulmonary Diseases. F. Prerequisite: Biomedical Sciences majors only; concurrent registration in BMS 420. Spring Semester 2015
Pathophysiology of cardiopulmonary diseases.

[Approved as an AUCC category 4A/4C course for the major in Biomedical Sciences.]

BMS 521 03(3-0-0). Comparative Reproductive Physiology. S. Prerequisite: BMS 300 or BMS 360. Spring Semester 2015
A comparative overview of reproduction in vertebrates (focusing on mammals)

emphasizing both conserved and species-specific aspects of physiology.

+°BSPM 415/SOCR 415 01(1-0-0). Pollinator Management in Agroecosystems. S. Prerequisite: HORT 100 or SOCR 100. This is a partial-semester course. Field trips required. Credit not allowed for both BSPM 415 and SOCR 415. Spring Semester 2015

Fundamental concepts of pollinator management, sustainable crop-pollinator interactions, global issues on pollinator conservation.

EDHE 650 03(2-0-1). College Opportunity Program Models. F, S. Prerequisite: Bachelor's degree or consent of instructor. Spring Semester 2015

Examines rationale and structure of postsecondary retention programs that support underrepresented students based on college type and program purpose. (NT-O)

[Approved as a new online-only course.]

ETST 573 03(3-0-0). Critical Disability Studies. F. Prerequisite: Graduate student standing. Spring Semester 2015

Critical disability studies focusing on the social and cultural constructions of disability within intersectional frameworks.

***GR 431 01(0-3-0). Land Change Science Lab.** S. Prerequisite: GR 323/NR 323 or GR 503/NR 503; concurrent enrollment in GR 430. Spring Semester 2016

Utilize advanced remote sensing techniques and satellite images, air photos, and ancillary data to investigate land-use and land-cover changes.

+JTC 417 03(2-0-1). Information Graphics. F, S. Prerequisite: JTC 211. Field trips required. Spring Semester 2015

Static and interactive data visualization and information design using charts, graphs, maps and other visual elements.

°MECH 574/BIOM 574 03(3-0-0). Bio-Inspired Surfaces. S. Prerequisite: CHEM 111; MECH 342. Credit not allowed for both MECH 574 and BIOM 574. Spring Semester 2015

Analysis of surface functionalities of various biological species; identification of design principles.

MECH 576/BIOM 576 04(4-0-0). Quantitative Systems Physiology. S. Prerequisite: BMS 300; CHEM 113; MATH 340; PH 142. Credit not allowed for both MECH 575 and BIOM 575. Spring Semester 2015

Quantitative, model-oriented approach to cellular and systems physiology with design examples from biomedical engineering. (NT-O)

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

MGT 382 03(3-0-0). Management in an International Context. SS. Prerequisite: Completion of 60 credits. Summer Session 2015

Fundamentals of management taught in an international context. Emphasis on global management topics.

MU 524 03(1-4-0). Dalcroze Eurhythmics. Level I. SS. Prerequisite: Admission to the M.M. Music Education specialization. Summer Semester 2015

Musicianship, aesthetics, and pedagogy as studied through the body via movement and gesture.

NRRT 620 02(0-0-2). Organizational Management in Tourism. S. Spring Semester 2015
 Prerequisite: Graduate standing. Offered only online. This is a partial semester course.

Concepts of organizational management in the context of tourism. (NT-O)

[Approved as a new online-only course.]

PH 517 03(3-0-0). Chaos, Fractals, and Nonlinear Dynamics. S. Prerequisite: Spring Semester 2015
 MATH 261; MATH 340 or MATH 345; PH 341.

Strange attractors, fractal dimensions, Lyapunov exponents, multifractal spectrum, period doubling, universality, intermittency, time-delay embedding.

POLS 587 Var[1-6]. Internship. F, S, SS. Prerequisite: Graduate standing in Spring Semester 2015
 Political Science program; completion of at least 18 POLS graduate level credits.

Supervised work experience in a professional setting related to Political Science.

+°SOCR 415/BSPM 415 01(1-0-0). Pollinator Management in Agroecosystems. S. Prerequisite: Spring Semester 2015
 HORT 100 or SOCR 100. This is a partial-semester course. Field trips required. Credit not allowed for both SOCR 415 and BSPM 415.

Fundamental concepts of pollinator management, sustainable crop-pollinator interactions, global issues on pollinator conservation.

STAA 577 02(2-0-0). Statistical Learning and Data Mining. S. Prerequisite: Spring Semester 2015
 STAA 551; STAA 561. This is a partial semester course.

Applications-oriented overview into how to use statistical methods to do data mining, inference, and prediction. (NT-O)

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

Major Change to Courses

Effective Date

BMS 326 03(3-0-0). Neural Integration and Behavior, change to: Spring Semester 2015

BMS 425 03(3-0-0). Introduction to Systems Neurobiology. S. Prerequisite: BMS 325.

Functional organization of the nervous system at the circuit level in producing simple and complex behaviors, sensations and cognition.

BMS 420 03(3-0-0). Cardiopulmonary Physiology, change to: Spring Semester 2015

BMS 420 03(3-0-0). Cardiopulmonary Physiology. F. Prerequisite: BMS 300 or BMS 360.

Normal and pathophysiology of cardiovascular and pulmonary systems.

[Approved as an AUCC category 4B course for the major in Biomedical Sciences.]

BMS 460 04(4-0-0). Essentials of Pathophysiology, change to: Spring Semester 2015

BMS 460 03(3-0-0). Essentials of Pathophysiology. S. Prerequisite: BMS 300 or BMS 360; Biomedical Sciences majors only.

Integration of different facets of mechanisms underlying health and disease.

[Approved as an AUCC category 4B course for the major in Biomedical Sciences.]

BMS 492 01(0-0-1). Seminar-Pathophysiology of Disease, **change to:** Spring Semester 2015

BMS 461 02(0-0-2). Pathophysiology Perspectives. S. Prerequisite: Concurrent enrollment in BMS 460; Biomedical Sciences majors only. Capstone course in pathophysiology for Biomedical Sciences majors.

ERHS 300 03(3-0-0). Introduction to Radiation Biology, **change to:** Spring Semester 2015

ERHS 450 03(3-0-0). Introduction to Radiation Biology. S. Prerequisite: LIFE 102; PH 122 or concurrent registration.

Genetic and somatic effects of radiation on cells, tissues, and the whole organism; tumor therapy; carcinogenesis; risks vs. benefits of radiation.

FIN 605 03(3-0-0). Enterprise Valuation, **change to:** Fall Semester 2015

FIN 605 03(3-0-0). Enterprise Valuation. F. Prerequisite: FIN 300; admission to M.S. Business Administration, Financial Risk Management specialization. This is a partial semester course.

Corporate valuation methodologies including dividend discount model, relative valuation using market multiples, free cash flows and options analysis. (NT-O)

[Approved as an online course.]

FIN 610 03(3-0-0). Debt Securities Analysis, **change to:** Fall Semester 2015

FIN 610 03(3-0-0). Debt Securities Analysis. F. Prerequisite: FIN 655. This is a partial semester course.

Valuation of corporate, government, and mortgage-backed debt securities and strategies for management of debt security portfolios. (NT-O)

[Approved as an online course.]

FIN 625 03(3-0-0). Quantitative Methods in Finance, **change to:** Fall Semester 2015

FIN 625 03(3-0-0). Quantitative Methods in Finance. F. Prerequisite: FIN 300. This is a partial semester course.

Review and application of mathematical and analytical techniques used in solving financial problems. (NT-O)

[Approved as an online course.]

FIN 630 03(3-0-0). Financial Modeling, **change to:** Spring Semester 2015

FIN 630 03(3-0-0). Financial Modeling. S. Prerequisite: FIN 524/STAT 524. This is a partial semester course.

Practical applications of financial modeling and computer programming to analyze financial data. (NT-O)

[Approved as an online course.]

FIN 655 03(3-0-0). Investments, **change to:** Fall Semester 2015

FIN 655 03(3-0-0). Investments. F. Prerequisite: FIN 300; admission to M.S. Business Administration, Financial Risk Management specialization. This is a partial semester course.

Investment analysis and decision making emphasizing equity securities and portfolio management. (NT-O)

[Approved as an online course.]

FIN 665 03(3-0-0). Financial Engineering, **change to:**

Spring Semester 2015

FIN 665 03(3-0-0) Financial Engineering. S. Prerequisite: FIN 610 or FIN 655 or FIN 675. This is a partial semester course.

Using futures, options, swaps, and securitized transactions in financial management. (NT-O)

[Approved as an online course.]

FIN 670 03(3-0-0). Risk Management Theory and Application, **change to:**

Spring Semester 2015

FIN 670 03(3-0-0). Risk Management Theory and Application. S. Prerequisite: FIN 524/STAT 524; FIN 655. This is a partial semester course.

Fundamentals of financial risk management using quantitative techniques and models to identify, measure, and manage corporate risk. (NT-O)

[Approved as an online course.]

FIN 675 03(3-0-0). International Finance, **change to:**

Spring Semester 2015

FIN 675 03(3-0-0). International Finance. S. Prerequisite: FIN 300. This is a partial semester course.

Analysis of the foreign exchange market and international financial markets. (NT-O)

[Approved as an online course.]

FIN 696 Var. Group Study, **change to:**

Fall Semester 2015

FIN 696 Var. Group Study. (NT-O)

[Approved as an online course.]

FIN 698 Var. Research, **change to:**

Fall Semester 2015

FIN 698 Var. Research. F, S. (NT-O)

[Approved as an online course.]

Course Drops

Effective Date

MATH 133 03(2-2-0). Financial Mathematics. (GT-MA1, AUCC 1B).
 [Also dropped as an AUCC 1B course and gtPathways course GT-MA1]

Fall Semester 2015

38

All-University Core Curriculum

Category 1B

A request by the Mathematics department to drop MATH 133, Financial Mathematics was approved. The course will be dropped from category 1B, Basic Competencies, Mathematics, of the AUCC and a GT-MA1, Mathematics of gtPathways, effective Fall Semester 2015.

Request to Offer Travel Course

A request by the Department of Management to offer the travel course MGT 382, Management in an International Context, was approved for its first offering Summer Semester 2015.

Request to Offer Experimental Course a Third Time

A request by the College of Veterinary Medicine and Biomedical Sciences to offer experimental course VS 780A3, Methods in Orthopaedic Research, for a third semester was approved. The third offering will be in Spring Semester 2015.

The meeting adjourned at 5:00 p.m.

(FC) 9/12/14

Carole Makela, Chair
Tom Hoehn, Secretary

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

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

Absent: Paul Meiman, undergraduate representative.

Guests: Fionna Bright, Kelley Brundage, and Linda Selkirk.

Minutes

The minutes of September 5, 2014 were approved.

Experimental Course Report

The Experimental Course Report was received.

Consent Agenda

The Consent Agenda was approved.

CURRICULAR REQUESTS

- ° Course is offered for term specified in odd numbered years.
- * Course is offered for term specified in even-numbered years.
- + Course requires field trips.
- NT-B, offered as a nontraditional, blended course.
- NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

New Courses

Effective Date

- | | |
|--|----------------------|
| <p>AGRI 510 03(3-0-0). Sustainable Agriculture. F, S. Prerequisite: Enrollment in INTO Master of Agriculture Pathways or graduate student standing.
An interdisciplinary study comparing conventional and alternative land management practices, using an agroecosystem analysis approach. (NT-O)
^{La}
[Approved as a new face-to-face and new online course.]</p> | Fall Semester 2015 |
| <p>AM 335 03(3-0-0). Textiles and Apparel Supply Chains. F. Prerequisite: AM 270.
Managing the flow of materials, information, and finances as they move in a process from supplier to retailer and consumers in a global environment.</p> | Fall Semester 2015 |
| <p>JTC 418 03(3-0-0). Journalism, Peace and War. F. Prerequisite: Junior, senior, or graduate standing.
How the news media can contribute to a more harmonious world, more frequent conflict resolution, and the general well-being of all people.</p> | Spring Semester 2015 |
| <p>NRRT 660 02(0-0-2). Law and Legal Liability in Tourism. S. Prerequisite: Graduate standing. Offered only online. This is a partial semester course.
Concepts in legal liability and business law in the context of travel and tourism. (NT-O)
[Approved as a new online-only course.]</p> | Spring Semester 2015 |

Major Change to Courses

	Effective Date
AGRI 550 03(3-0-0). Capacity Building for a Changing Workplace, change to:	Spring Semester 2015
<p>AGRI 550 03(3-0-0). Capacity Building for a Changing Workplace. F, S. Prerequisite: Graduate standing in agricultural sciences. A framework for competence in workplaces applies situation analysis/problem-solving to solve real life agricultural situations shared by experts. (NT-O) [Approved as an online course.]</p>	
BMS 496 Var[1-3]. Group Study, change to:	Spring Semester 2015
<p>BMS 496A-C Var[1-3]. Honors. F, S. Prerequisite: BMS 301 or concurrent registration or BMS 302 or concurrent registration or BMS 360 or concurrent registration. Honors breakout session for students in specific BMS courses: A) Human Gross Anatomy. B) Physiology Lab. C) Pathophysiology.</p>	
CON 131 02(0-4-0). Graphic Communications/CAD, change to:	Spring Semester 2015
<p>CON 131 02(0-4-0). Graphic Communications for Construction. F, S. Prerequisite: None. Reading technical drawings, 2D/3D visualization, manual drafting techniques, introduction to design software applications.</p>	
CS 253 04(3-0-1). Problem Solving with C++, change to:	Spring Semester 2015
<p>CS 253 04(3-0-1). Software Development with C++. F, S. Prerequisite: CS 200 with a C or better; CS 270 with a C or better or ECE 251 with a C or better. Developing and modifying large software. Relating programming language to its machine implementation. C++ programming for experienced programmers. (NT-V)</p>	
+HORT 322 03(2-2-0). Herbaceous Plants, change to:	Fall Semester 2016
<p>+HORT 322A-B 03(2-2-0). Herbaceous Plants. F. Prerequisite: HORT 100 or plant science course. Credit not allowed for both HORT 322A and HORT 322B. Field trips required. Identification, landscape features, cultural requirements, and uses of ornamental annual, perennial, and bulb plants. A), Face-to-face. (\$) B), Online. (NT-O) [Approved as an online course.]</p>	
*HORT 401 03(3-0-0). Medicinal and Value-Added Uses of Plants, change to:	Spring Semester 2016
<p>*HORT 401 03(3-0-0). Medicinal and Value-Added Uses of Plants. S. Prerequisite: BZ 120 or HORT 100 or LIFE 103. Chemical, biochemical and ethnobotanical perspective on the medicinal and value-added uses of plants. (NT-O) [Approved as an online course.]</p>	

HORT 454 02(2-0-0). Horticulture Crop Production and Management, **change to:** Spring Semester 2016

HORT 454 02(2-0-0). Horticulture Crop Production and Management. S.

Prerequisite: HORT 310 or HORT 450A or HORT 450B.

Production and management of horticulture crops. (NT-O)

[Approved as an online course.]

+HORT 464 03(2-2-0). Arboriculture, **change to:** Fall Semester 2015

+HORT 464A-B 03(2-2-0). Arboriculture. F. Prerequisite: HORT 100; SOCR 240. Credit not allowed for both HORT 464A and HORT 464B. Field trips required.

Practices used by arborists and landscape managers to plant, appraise and maintain landscape trees. A) Face-to-face. B) Online. (NT-O)

[Approved as an online course.]

°HORT 476 03(3-0-0). Environmental Plant Stress Physiology, **change to:** Spring Semester 2017

°HORT 476 03(3-0-0). Environmental Plant Stress Physiology. S.

Prerequisite: BZ 440. Credit not allowed for both HORT 476 and HORT 576.

Plant growth, development and physiology, major sources of stress in plants, global issues in environment and plant stress. (NT-O)

[Approved as an online course.]

JTC 471 03(3-0-0). Communication Research Methods, **change to:** Spring Semester 2015

JTC 471 03(3-0-0). Research for Public Communicators. S. Prerequisite: One statistics course.

Skill, knowledge and strategies needed to read, interpret, evaluate, and communicate about research reports across diverse fields.

SOC 220 03(3-0-0). Global Environmental Issues, **change to:** Spring Semester 2015

SOC 220 03(3-0-0). Global Environmental Issues. (AUCC 3E). F, S.

Relationship between human societies around the world and the larger natural environment.

[Approved as a category 3E All-University Core Curriculum course.]

SOWK 511 03(0-0-3). Generalist Practice-Small Client Systems., **change to:** Summer Session 2015

SOWK 511 03(0-0-3). Generalist Practice-Small Client Systems. F, SS.

Prerequisite: SOWK 500 or concurrent registration; SOWK 515 or concurrent registration.

Generalist practice perspective. Practice knowledge and skills related to intervention with individuals and families within a systems frame-work. (NT-O)

[Approved as an online course.]

SOWK 520 03(2-0-1). Social Welfare Policy Analysis, **change to:** Fall Semester 2015

SOWK 520 03(2-0-1). Social Welfare Policy Analysis. F. Prerequisite:

Admission to the MSW program.

Historical analysis and impact of social welfare policy. (NT-B)

[Approved as a blended course.]

SOWK 600 03(3-0-0). Methods of Research I, **change to:**

Spring Semester 2016

SOWK 600 03(3-0-0). Methods of Research I. F, S. Prerequisite: Concurrent registration in SOWK 520; STAT 201.

Social work research: role of practitioners as consumers and initiators of research. (NT-B)

[Approved as a blended course.]

SOWK 601 03(3-0-0). Methods of Research II, **change to:**

Summer Session 2016

SOWK 601 03(3-0-0). Methods of Research II. S, SS. Prerequisite: SOWK 600.

Data analysis, computer processing in social work research, and methods for evaluating one's own practice. (NT-B)

[Approved as a blended course.]

SOWK 602A 02(0-0-2). Macro-Level Social Work Practice Research, **change to:**

Spring Semester 2017

SOWK 602A 02(0-0-2). Macro-Level Social Work Practice Research. A) F, S. Prerequisite: SOWK 601; concurrent registration in SOWK 688. Design proposal of needs assessment, program implementation, or community research. (NT-B)

[Approved as a blended course.]

SOWK 602B 02(0-0-2). Macro-Level Social Work Practice Research, **change to:**

Summer Session 2017

SOWK 602B 02(0-0-2). Macro-Level Social Work Practice Research. B) S, SS. Prerequisite: SOWK 602A; concurrent registration in SOWK 688. Implementation of needs assessment, program implementation, or community research. (NT-B)

[Approved as a blended course.]

SOWK 611 03(1-0-2). Generalist Practice-Large Client Systems, **change to:**

Fall Semester 2015

SOWK 611 03(1-0-2). Generalist Practice-Large Client Systems. F, S. Prerequisite: SOWK 511.

Practice knowledge and skills related to intervention with task groups, coalitions, organizations, and communities. (NT-B)

[Approved as a blended course.]

SOWK 630 02(1-0-1). Advanced Generalist Practice with Individual, **change to:**

Fall Semester 2016

SOWK 630 02(1-0-1). Advanced Generalist Practice with Individuals. F, S. Prerequisite: SOWK 601; (SOWK 571; SOWK 572) or (SOWK 588; SOWK 611).

Knowledge and skills appropriate for clinical assessments and interventions

with individuals focusing on contemporary theoretical constructs. (NT-B)

[Approved as a blended course.]

SOWK 631 02(1-0-1). Advanced Practice with Communities, **change to:** Summer Session 2017

SOWK 631 02(1-0-1). Advanced Practice with Communities. F, S, SS.
 Prerequisite: SOWK 601; (SOWK 571; SOWK 572) or SOWK 588.

Knowledge, skills, and values regarding the planned change process with communities. (NT-B)

[Approved as a blended course.]

SOWK 632 03(1-0-2). Advanced Practice: Manager/Administrator, **change to:** Fall Semester 2016

SOWK 632 03(1-0-2). Advanced Practice: Manager/Administrator. F, S, SS.
 Prerequisite: SOWK 601; (SOWK 571; SOWK 572) or SOWK 588.

Knowledge, values, skills of organizational practice for a social work manager/administrator. (NT-B)

[Approved as a blended course.]z

SOWK 633 02(0-0-2). Advanced Practice: Social Welfare Policy, **change to:** Summer Session 2017

SOWK 633 02(0-0-2). Advanced Practice: Social Welfare Policy. F, S, SS.
 Prerequisite: SOWK 601; (SOWK 571; SOWK 572) or (SOWK 520; SOWK 588; SOWK 611).

Application of social welfare policy analysis models; normative aspects of policy analysis and assessment skills. (NT-B)

[Approved as a blended course.]

SOWK 634 03(1-0-2). Advanced Practice with Families and Groups, **change to:** Spring Semester 2017

SOWK 634 03(1-0-2). Advanced Practice with Families and Groups. F, S, SS.
 Prerequisite: SOWK 630.

Apply engagement, assessment, and intervention skills, theoretical models, and evidence-based practice approaches in work with families and groups. (NT-B)

[Approved as a blended course.]

STAT 500 01(0-2-0). Statistical Computer Packages, **change to:** Spring Semester 2015

STAT 500 01(0-2-0). Statistical Computer Packages. S, SS. Prerequisite: STAT 340; STAT 350.

Comparison, evaluation, and use of computer packages for univariate and multivariate statistical analyses. (NT-O)

[Approved as an online course.]

Major Changes to Curricula

**College of Health and Human Sciences
 Department of Human Development and Family Studies
 Major in Human Development and Family Studies**

Effective Spring 2015

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

Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS subject code course and a minimum grade of C in each of the ~~four~~ career interest courses used to satisfy Human Development and Family Studies requirements.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FRESHMAN			
<i>Select one of the following:</i>			
BZ 101	Humans and Other Animals	3	3A
LIFE 102	Attributes of Living Systems	4	3A
CO 150 ^P	College Composition	3	1A
HDFS 101	Individual and Family Development	3	3C
PSY 100	General Psychology	3	3C
SOC 100	General Sociology	3	3C
	Arts and Humanities ¹	3	3B
	Biological and Physical Sciences ²	4	3A
	Historical Perspectives ³	3	3D
	Mathematics ⁴	3	1B
	Elective	2	
	TOTAL	<u>30-31</u>	
SOPHOMORE			
<i>Select one course from the following:</i>			
CO 300 ^P	Writing Arguments	3	2
CO 301C ^P	Writing in the Disciplines-Social Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
HDFS 277	Professional Skills Development I	1	
HDFS 310 ^P	Infant and Child Development in Context	3	
<i>Select one course from the following:</i>			
SOC 210 ^P	Quantitative Sociological Analysis	3	
STAT 201 ^P	General Statistics	3	
STAT 301 ^P	Introduction to Statistical Methods	3	
	Arts and Humanities ¹	3	3B
	Global and Cultural Awareness ⁵	3	3E
	Career Interest Elective ⁶	3	
	Electives	11	
	TOTAL	<u>30</u>	
JUNIOR			
HDFS 311 ^P	Adolescent/Early Adult Development in Context	3	
HDFS 312 ^P	Adult Development-Middle Age and Aging	3	
HDFS 334 ^P	Parenting Across the Lifespan	3	4A, 4B
HDFS 350 ^P	Applied Research Methods	3	
	Career Interest Electives ⁶	8-10	
	Electives	8-10	
	TOTAL	<u>30</u>	
SENIOR			
<i>Select two courses from the following:</i>			
HDFS 302 ^P	Marriage and Family Relationships	3	
HDFS 402 ^P	Family Studies	3	
HDFS 403	Families in the Legal Environment	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
HDFS 492 ^P	Seminar-Program Proposal Development	3	4C
	Career Interest Electives ⁶	3-6	
	Experiential Learning ⁷	9	
	Electives	6-9	
	TOTAL	30	

PROGRAM TOTAL = 120 credits

Career Interest Electives

<u>Course</u>	<u>Title</u>	<u>Credits</u>	<u>AUCC</u>
AHS 201 ^P	Perspectives in Gerontology	3	
ANTH 338 ^P	Gender and Anthropology	3	
BMS 300 ^P	Principles of Human Physiology	4	
BMS 301 ^P	Human Gross Anatomy	5	
BMS 345 ^P	Functional Neuroanatomy	4	
BMS 450 ^P	Pharmacology	3	
BZ 350 ^P	Molecular and General Genetics	4	
BZ 433 ^P	Behavioral Genetics	4	
CHEM 345 ^P	Organic Chemistry I	4	
D 324	Teaching Creative Movement for Children	2	
E 405	Adolescents' Literature	3	
EDUC 275 ^P	Schooling in the United States	3	3C
FACS 320	Finance—Personal and Family	3	
FSHN 150	Survey of Human Nutrition	3	
FSHN 444 ^P	Nutrition and Aging	1	
HES 344^P	Methods of Health Education	3	
HES 444 ^P	Successful Aging: Role of Physical Activity	2	
HDFS 217 ^P	Creative Experiences for Children	3	
HDFS 286 ^P	Practicum—Professional Skills	4	
HDFS 317 ^P	Special Needs in Early Childhood	3	
HDFS 318 ^P	Infancy and Toddlerhood	3	
HDFS 320 ^P	Cognitive and Language Development	3	
HDFS 332 ^P	Death, Dying, and Grief	3	
HDFS 351 ^P	Promoting Early Socioemotional Competence	3	
HDFS 375 ^P	Programming for Children and Families	3	
HDFS 401 ^P	Childhood Socialization	3	
HDFS 404 ^P	Child Life Theory and Practice	2	
HDFS 439 ^P	Administration of Early Childhood Programs	3	
HDFS 470 ^P	Campus Corps: Mentoring At-Risk Youth	3	
HDFS 484	Supervised College Teaching	1-3	
HDFS 497	Group Study ⁸ (Peer Advising)	3	
HDFS 497	Group Study ⁹ (Student Outreach and Undergraduate Leadership)	1-2	
HDFS 498A-B	Research	1-3	
HDFS 499 ^P	Thesis	1-6	
IU 170 ^P	A Call to Lead I: Theories and Skills ¹⁰	2	
IU 171 ^P	A Call to Lead II: Social Change Model ¹⁰	2	
IU 270 ^P	Leadership Styles I: Personal Application ¹⁰	2	
IU 271 ^P	Leadership Styles II: Prominent Leaders ¹⁰	2	
IU 470 ^P	Effective Leadership I: Success as a Leader ¹⁰	3	
IU 471 ^P	Effective Leadership II: Vision and Change ¹⁰	3	
LIFE 201A-B ^P	Introductory Genetics	3	3A
LIFE 205 ^P	Microbial Biology	3	
LIFE 210 ^P	Introductory Eukaryotic Cell Biology	3	
LSPA 346 ^P	Spanish for Health Care	3	

MIP	315 ^{A-B}	Human and Animal Disease	3-4
MU	241	Introduction to Music Therapy	3
OT	110	Introduction to Occupational Therapy	3
OT	215	Medical Terminology	1
OT	355	Handicapped Individual in Society	2
PHIL	210 ^P	Introduction to Formal Logic	3
PHIL	305B	Philosophical Issues in the Professions: Medical-Life Science	3
PHIL	305C	Philosophical Issues in the Professions: Caring Professions	3
PHIL	327 ^P	Philosophy of Behavioral Sciences	3
PHIL	415	Logic and Scientific Method	3
POLS	460 ^P	Public Policy Process	3
PSY	228	Psychology of Human Sexuality	3
PSY	252 ^P	Mind, Brain, and Behavior	3
PSY	310 ^P	Basic Counseling Skills	3
PSY	311A-B ^P	Basic Counseling Skills Laboratory	2
PSY	320 ^P	Abnormal Psychology	3
PSY	327 ^P	Psychology of Women	3
PSY	352 ^P	Learning and Memory	3
PSY	454 ^P	Biological Psychology	3
PSY	460 ^P	Childhood Exceptionality and Psychopathology	3
PSY	492A-F	Seminar	3
SOC	330 ^P	Social Stratification	3
SOC	332 ^P	Comparative Majority-Minority Relations	3
SOC	333 ^P	Gender and Society	3
SOCR	330 ^P	Principles of Genetics	3
SOWK	371A ^P	Social Work with Selected Populations: Children and Families	3
SOWK	371B ^P	Social Work with Selected Populations: Juvenile Offenders	3
SOWK	371C ^P	Social Work with Selected Populations: Adult Offenders	3
SOWK	371D ^P	Social Work with Selected Populations: Substance Abusers	3
SOWK	371E ^P	Social Work with Selected Populations: Social Gerontology	3
SOWK	550	Animal Assisted Therapy/Human-Animal Bond	3
SPCM	200	Public Speaking	3
SPCM	334	Co-Cultural Communication	3
SPCM	335	Gender and Communication	3
STAT	340 ^P	Multiple Regression Analysis	3
WS	200	Introduction to Women's Studies	3

^P 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.

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

² Select from the list of courses in category 3A in the AUCC.

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

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

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

⁶ Choose from department list of Career Interest Electives.

⁷ HDFS 477 (1 credit), and HDFS 488A-D, (5-8 credits), or a three course upper-division cognate defined with and approved by the advisor.

⁸ Select only the section on Peer Advising.

⁹ Select only the section on Student Outreach and Undergraduate Leadership.

¹⁰ Must be a member of the President's Leadership Program.



AS

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Minor courses ⁸ Second Field Requirement	6	
	Upper-division Arts and Humanities or Social Sciences ^{8,10}	6	
	Electives ^{12,14}	12	
	TOTAL	30	
PROGRAM TOTAL = 120 credits¹³			

^p 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.

¹ Select two courses from the list 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.

² Select from the list of courses in category 3A of the AUCC. One course must have a laboratory component.

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

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

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

⁶ Select from the list of courses in category 3E of the AUCC.

^{7,6} Choose courses not taken elsewhere from the following subject codes: ANTH, ART, CO, D, E, ECON, ETST, GR, HIST, JTC, L***, LB, MU, PHIL, POLS, PSY, SOC, SPCM, TH. [NOTE: Effective Fall 2007, 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.] Courses used to fulfill AUCC distribution requirements may not be double-counted toward this major requirement.

⁷ Select from the list of courses in category 3E of the AUCC.

⁸ Students must complete a minor in arts and humanities or social sciences discipline or one of the following interdisciplinary minors: Asian Studies, Environmental Affairs, Latin American and Caribbean Studies, Religious Studies, Women's Studies, or, with prior advisor approval, any other minor or interdisciplinary minor.

⁸ Select a total of 18 upper-division (300- to 400-level) credits not taken elsewhere from at least two of the following subject codes: ART, ANTH, CO, D, E, ECON, ETST, L***, GR, LB, HIST, JTC, MU, PHIL, POLS, PSY (only 6 credits may come from PSY), SOC, SPCM, TH.

⁹ Select from the list of courses in category 2 of the AUCC.

¹⁰ Select either LB/SPCM 455 or LB/JTC 456, or a course from the following list of 4B approved courses. Some courses may have prerequisites that will require extra coursework for Interdisciplinary Liberal Arts majors.

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
AMST 300 ^p E 300 ^p	<u>American Lives –Methods in American Studies</u>	3	4B
ANTH 400 ^p	<u>History of Anthropological Theory</u>	3	4B
ART 310 ^p	<u>History of American Art to 1945</u>	3	4B
ART 311 ^p	<u>Art of Africa</u>	3	4B
ART 312 ^p	<u>History of Pre-Columbian Art</u>	3	4B
ART 314 ^p	<u>Women in Art History</u>	3	4B
ART 315 ^p	<u>United States Art 1945-1980</u>	3	4B
ART 316 ^p	<u>Art of the Pacific</u>	3	4B
ART 319 ^p	<u>History of Graphic Design</u>	3	4B
ART 410 ^p	<u>Greek Art</u>	3	4B
ART 411 ^p	<u>History of Medieval Art</u>	3	4B
ART 412 ^p	<u>History of Renaissance Art</u>	3	4B
ART 414 ^p	<u>History of Baroque and Rococo Art</u>	3	4B
ART 415 ^p	<u>History of 19th Century European Art</u>	3	4B
ART 416 ^p	<u>History of European Art 1900 to 1945</u>	3	4B
ART 417 ^p		3	4B
E 300 ^p AMST 300 ^p	<u>American Lives –Methods in American Studies</u>	3	4B
E 341 ^p	<u>Literary Criticism and Theory</u>	3	4B
ECON 306 ^p	<u>Intermediate Microeconomics</u>	3	4B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
ECON 492 ^P	Seminar	3	4B
HIST 492 ^P	Capstone Seminar	3	4B
JTC 415 ^P	Communications Law	3	4B
JTC 456 ^{P/}	Documentary Film as Liberal Art	3	4B
LB 456 ^P			
LB 455 ^{P/}	Narrative Fiction Film as Liberal Art	3	4B
SPCM 455 ^P			
LB 456 ^{P/}	Documentary Film as Liberal Art	3	4B
JTC 456 ^P			
LFRE 492 ^P	Seminar—French Language, Literature, and Society	3	4B
LGEN 492 ^P	Language, Literature, and Society—General	3	4B
LGER 492 ^P	Seminar—German Language, Literature, and Society	3	4B
LSPA 492 ^P	Seminar—Spanish Language, Literature, and Society	3	4B
MU 334 ^P	Music History I	3	4B
MU 335 ^P	Music History II	3	4B
PHIL 462 ^P	Capstone Seminar	3	4B
POLS 302 ^P	U.S. Political Parties and Elections	3	4B
POLS 303 ^P	Politics of Organized Interests	3	4B
POLS 405 ^P	Race and Ethnicity in U.S. Politics	3	4B
POLS 420	History of Political Thought	3	4B
POLS 421	Contemporary Political Theories	3	4B
POLS 423 ^P	American Political Theories	3	4B
POLS 448 ^P	Comparative Racial/Ethnic Politics	3	4B
POLS 449 ^P	Middle East Politics	3	4B
SOC 311 ^P	Historical Speeches on American Issues	3	4B
SPCM 341	Evaluating Contemporary Television	3	4B
SPCM 342 ^P	Critical Media Studies	3	4B
SPCM 350	Evaluating Contemporary Film	3	4B
SPCM 411 ^P	Contemporary Speeches on American Issues	3	4B
SPCM 412 ^P	Evaluating Contemporary Rhetoric	3	4B
SPCM 455 ^{P/}	Narrative Fiction Film as Liberal Art	3	4B
LB 455 ^P			

¹¹ Students must take AUCC categories 4A, 4B, and 4C courses in their primary major.

¹² 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).

¹⁶ Eighteen upper-division credits in at least two subject codes in the arts and humanities or social sciences disciplines: ART, ANTH, CO, D, E, ECON, ETST, L*, GR, LB, HIST, JTC, MU, PHIL, POLS, PSY, SOC, SPCM, TH. [NOTE: You cannot double-count upper-division credits between your minor/interdisciplinary studies program and upper-division arts/humanities and social sciences.]

¹⁴ The number of free electives can vary. Students should take elective credits to get to a minimum of 120 total credits and 42 upper-division credits.

¹² Either take LB 455/SPCM 455 or LB 456/JTC 456, PSY 315, PSY 320, PSY 325, or any category 4B course in the College of Liberal Arts: ANTH 400, AMST 300/E 300, ART 311, ART 312, ART 314, ART 315, ART 316, ART 318, ART 319, ART 410, ART 411, ART 412, ART 414, ART 415, ART 416, ART 417, D 428, E 341, ECON 306, ECON 492, HIST 492, JTC 415, MU 334, MU 335, PHIL 462, any upper-division political science course, SOC 311, SPCM 311, SPCM 341, SPCM 342, SPCM 355, SPCM 411, SPCM 412, TH 341, TH 342.

¹³ Students must complete 120 credits, and a minimum total of 42 upper-division credits (at least 30 upper-division credits must be taken at or through CSU).



College of Veterinary Medicine and Biomedical Sciences
Department of Biomedical Sciences
Major in Biomedical Sciences

Effective Spring 2015

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FRESHMAN			
BMS 260 ^P	Biomedical Sciences ¹	3	
	OR		
	Selected course ¹	3	
CHEM 111 ^P	General Chemistry I	4	3A
CHEM 112 ^P	General Chemistry Laboratory I	1	3A
CHEM 113 ^P	General Chemistry II	3	
CHEM 114 ^P	General Chemistry Laboratory II	1	
CO 150 ^P	College Composition	3	1A
LIFE 102 ^P	Attributes of Living Systems	4	3A
MATH 155 ^P	Calculus for Biological Scientists I	4	1B
	OR		
MATH 160 ^P	Calculus for Physical Scientists I	4	1B
	Arts and Humanities ²	6	3B
	Social and Behavioral Sciences ³	3	3C
	TOTAL	<u>32</u>	
SOPHOMORE			
BMS 302 ^P	Laboratory in Principles of Physiology	2	
BMS 360 ^P	Fundamentals of Physiology	4	
	<i>Select one set from the following:</i>		
CHEM 341 ^P	Modern Organic Chemistry I	3	
CHEM 343 ^P	Modern Organic Chemistry II	3	
CHEM 344 ^P	Modern Organic Chemistry Laboratory	2	
	OR		
CHEM 345 ^P	Organic Chemistry I	4	
CHEM 346 ^P	Organic Chemistry II	4	
LIFE 201B ^P	Introductory Genetics-Molecular	3	
LIFE 210 ^P	Introductory Eukaryotic Cell Biology	3	
LIFE 212 ^P	Introductory Cell Biology Laboratory	2	
STAT 301 ^P	Introduction to Statistical Methods	3	
	OR		
STAT 307 ^P	Introduction to Biostatistics	3	
	Advanced Writing ⁴	3	2
	TOTAL	<u>28</u>	
JUNIOR			
BC 351 ^P	Principles of Biochemistry	4	
	<i>Select one course from the following:</i>		
BMS 301 ^P	Human Gross Anatomy	5	
BMS 305 ^P	Domestic Animal Gross Anatomy	4	
BMS 330 ^P	Microscopic Anatomy	4	
MIP 300 ^P	General Microbiology	3	
MIP 302 ^P	General Microbiology Laboratory	2	
PH 121 ^P	General Physics I	5	
PH 122 ^P	General Physics II	5	
	Global and Cultural Awareness ⁵	3	3E
	Historical Perspectives ⁶	3	3D
	Electives ⁷	2	
	TOTAL	<u>31-32</u>	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
SENIOR			
<i>Select one of the following 5-credit pairs:</i>			
BMS 345 ^P	Neuroanatomy	4	4B
BMS 400 ^P	Neuroanatomy Through Clinical Case Studies	1	4A, 4C
OR			
BMS 420 ^P	Cardiopulmonary Physiology	3	4B
BMS 421 ^P	Perspectives in Cardiopulmonary Diseases	2	4A, 4C
OR			
BMS 460 ^P	Essentials of Pathophysiology	4.3	4A, 4B, 4C
BMS 461 ^P	Pathophysiology Perspectives	2	4A, 4C
BMS 492 ^P	Seminar-Pathophysiology of Disease	1	4A, 4C
	Major related electives ⁸	12-15	
	Free electives ⁹	8-12	
	TOTAL	28-32	
PROGRAM TOTAL = 120 credits			

^P 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.

¹ Students must take BMS 260, or a selected elective from the department list (see footnote 8 below), or a free elective (see footnote 7 below), each with approval of advisor.

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

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

⁴ Select any advanced writing course listed in category 2 of the AUCC.

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

⁶ Select from the list of courses in category 3D in the AUCC.

⁷ Select electives to complete degree program as chosen by student and advisor.

⁸ Students must select 15 credits of major related electives from department lists, approved by BMS key advisor).

⁹ Select enough free electives at student's discretion to complete degree program of 120 credits. Enough upper division (300- and 400-level) credits must be taken to bring total number of upper division credits to 42.



All-University Core Curriculum

Category 3

A request by the Department of Sociology to include SOC 220, Global Environmental Issues, in category 3E of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015. This course will be submitted to the Colorado Department of Higher Education for approval in gtPathways category GT-SS3.

Request to Drop the Minor in Studio Art

A request by the Department of Art to drop the minor in Studio Art was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

Request to Drop the Minor in Art History

A request by the Department of Art to drop the minor in Art History was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2015.

52

University Curriculum Committee
September 12, 2014
Page 14

The meeting adjourned at 3:45 p.m.

(FC) 9/19/14

Carole Makela, Chair
Tom Hoehn, Secretary

53

MEMORANDUM

DATE: September 10, 2014
TO: Mary Stromberger, Chair Faculty Council
FROM: Rick Miranda, Provost and Executive Vice President
SUBJECT: Approval of Fall Degree Candidates – December 2014 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 2014 FALL SEMESTER.

54

BALLOT

October 7, 2014

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

Committee on Teaching and Learning

Deanna Olson
(Nominated by ASCSU)

Student Representative
(Undergraduate)

2015

Committee on University Programs

Holly Houston
(Nominated by ASCSU)

Student Representative
(Undergraduate)

2015

55

BALLOT

October 7, 2014

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

Committee on Teaching and Learning

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

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

<u>Andrew Bondi</u> (Nominated by ASCSU)	Student Representative (Graduate)	2015
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56

Date: September 22, 2014
To: Mary Stromberger, Chair
Executive Committee/Faculty Council
From: Don Estep, Chair
Committee on Faculty Governance
Subject: Department Name Changes within the College of Liberal Arts

The Committee on Faculty Governance submits the following amendment:

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

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

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

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

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

Rationale:

The field of journalism and communication has changed drastically since the department was originally created. A study conducted by the department indicated that potential students did not understand what “technical communication” meant. The name change reflects more accurately what the department has to offer students.

Date: September 22, 2014
 To: Mary Stromberger, Chair
 Executive Committee/Faculty Council
 From: Don Estep, Chair
 Committee on Faculty Governance
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MOVED, THAT SECTION C.2.3.1.e OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE AMENDED AS FOLLOWS:

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

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

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

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

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

Rationale:

The term "School" connotes the full range of performing arts activities in the discipline, from the skills and theory to a full complement of the practical application of those skills in a full season of public performances. The term "School" is also consistent with competing programs at other Universities.