

*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, April 5, 2016 – 4:00 p.m. – A202 Clark Building**

**I. Faculty Council Agenda – April 5, 2016 – A202 Clark Building – 4:00 p.m.**

**A. ANNOUNCEMENTS**

1. Next Faculty Council Meeting – May 3, 2016 – A202 Clark Building - 4 p.m
2. Executive Committee Meeting Minutes located on FC website – February 16 and 23, 2016; March 8, 2016

(<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agenda-minutes/>)

**B. MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – March 1, 2016 (pp. 1-19)

**C. UNFINISHED BUSINESS**

**D. REPORTS TO BE RECEIVED**

1. Provost/Executive Vice President – Rick Miranda
2. Faculty Council Chair – Mary Stromberger
3. Board of Governors Faculty Representative – Paul Doherty, Jr.

**E. CONSENT AGENDA**

1. UCC Minutes – February 26, 2016; March 4, 2016 (pp. 20-67)

**F. ACTION ITEMS**

1. Election –Faculty Council Standing Committee representatives – Committee on Faculty Governance (p. 68)

2. Election – University Benefits Committee - Committee on Faculty Governance (p. 69)
3. Freshman Accelerated Fresh Start Policy – Committee on Scholastic Standards (pp. 70-73)
4. New Degree: Plan C Masters Program in the Department of Finance and Real Estate, College of Business – *Effective Fall 2016* -University Curriculum Committee (pp. 74-78)

**G. DISCUSSION**

1. Course Survey Update (pp. 79-84)  
-Anton Betten, Matt Hickey

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

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March 1, 2016

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

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

**MINUTES**  
**Faculty Council Meeting**  
**Tuesday, March 1, 2016 – 4:00 p.m. – A202 Clark Building**

**CALL TO ORDER**

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

**ANNOUNCEMENTS**

1. Next Faculty Council Meeting – April 5, 2016 – A202 Clark Building – 4 p.m.

Stromberger announced that the next Faculty Council meeting would be held on April 5, 2016 at 4:00 p.m. in Room A202 Clark Building and noted the new room number for the spring semester.

2. Executive Committee Meeting Minutes located on FC website – November 10 and 17, 2015; December 8 and December 15, 2015; January 19 and 26, 2016; February 9, 2016 (<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

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

3. Revision to the 2014 – 2016 Academic Calendar – Acting for Faculty Council – Adopted by Executive Committee December 15, 2015.

Stromberger announced that Executive Committee approved to change the academic calendar, to add commencement on Sunday for Spring 2016 semester. The Warner College of Natural Resources no longer fits into LSC and requested to have commencement on a Sunday.

4. Adoption of the Hospital Provider Fee Letter – Acting for Faculty Council – Adopted by Executive Committee – February 9, 2016.

Stromberger announced that Executive Committee approved the letter and that Stromberger sent it to Governor Hickenlooper. Senator Kefalas and Representatives Arndt, Ginal, and Hamner were copied. Each confirmed receipt and responded with support.

5. Location of issues – Tracking list.

Stromberger noted activities of the standing committees. UCC is reviewing diversity courses and AUCC 3E courses and will make recommendations to Faculty Council in the future.

6. Monday, March 21, 2016, 12:00 – 1:00 p.m. Meena Balgopal, CSU Biology, Erica Suchman, CSU MIP: “Evaluating Teaching Effectiveness” presentation.

7. Re-Envision CSU. What’s your vision for CSU? Please share your vision through the Re-Envision CSU website at <http://source.colostate.edu/re-envision-csu/>. For more information on this initiative, please see the following Source article: <http://source.colostate.edu/re-envision-colorado-state-charts-course-future/>

8. Game-Day Parking and Transportation Logistics – The preliminary parking and transportation plan for game day operations is available on the stadium “Game Day” Website at <http://stadium.colostate.edu/gameday>. Feedback and comments can be submitted through this website as well. A campus forum will be held later this spring (TBD).

**MINUTES TO BE APPROVED**

1. Faculty Council Meeting Minutes – December 1, 2015

By unanimous consent, the minutes of the December 1, 2015 Faculty Council meeting were approved. The minutes will be placed on the FC website.

**MOTION TO SUSPEND THE RULES**

Bob Keller, Department of Economics, moved that Faculty Council suspend the rules, for the purpose of adding to the agenda a resolution on the budget cuts. The motion was seconded.

There was no discussion as the motion to suspend the rules is not debatable.

Stromberger explained the motion requires a 2/3 vote to pass. Stromberger asked those in favor of the motion to rise for a count. Those opposed rose and were counted. There were 37 in favor of the motion, and 22 against. The motion did not receive 2/3 vote and the motion to suspend the rules was lost.

### UNFINISHED BUSINESS

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

Quint Winger, Committee on Faculty Governance, moved that graduate student Alistair Cook be elected to the University Curriculum Committee, and that graduate student Lindsay Lammers be elected to the Committee on Teaching and Learning. Each term would begin immediately and would run through Spring 2016 (Cook) or Spring 2017 (Lammers).

Winger's motion was adopted. Cook and Winger were elected to the respective committees, effective immediately.

### REPORTS TO BE RECEIVED

1. President – Tony Frank

Frank reported on the following:

- a. National Higher Education News
  - i. The Association of Public & Land Grant University (APLU) Board just held its winter meeting; CSU has 2 representatives. Key issues receiving attention nationally that we'll be engaging via CRPGA and CTL include the following: a national report on research laboratory safety following a lab death at UCLA; updates to the Voluntary System of Accountability and utilization of the Student Achievement Metric (SAM) for the Department of Higher Education Scorecard; a revisit of a 2004 report on campus internationalization. Efforts around addressing the physical infrastructure of agricultural programs are underway and a joint program with the Business Higher Education Forum on a Water Network could also involve CSU faculty.
  - ii. The effects of changes to GASB 68 on accrediting agencies are also under discussion with the Department of Higher Education. Under the new public accounting, state pension plans (PERA) get written onto CSU books. By working with Board members with HLC and APLU, the other agencies are moderating that stance. We will avert a false crisis.
- b. State News
  - i. Discussions around the Hospital Provider Fee and TABOR continue with no clear outcome in sight. The Attorney General announced Provider Fee exemption is legal. It looks like this will provide opportunities for future. It seems budget cuts might come off the budgets due to this action.
  - ii. Dean Singleton, new member on BOG. Rancher in Colorado. Frank believes he will be a very good board member.

- iii. Board confirmation and reconfirmation hearings are scheduled for March 17<sup>th</sup>. Issues on fetal tissue research and campus gun policy have come up at other hearings. Reconfirmation hearings for two representatives. It seems there is interest in a Pro-Gun view re: guns on campus. In 2009, the FC took a position against concealed carry on campus. Others were pro. The BOG took a position of banning concealed guns on campus. Lawsuit against UC related to such. The Supreme Court decided, if higher ed was to ban concealed weapons, add them to the list in statute, which has not happened. Since that point, we have argued successfully in ticket venues with security, CSU provides security and concealed weapons are not permitted. Also in residence halls. Both examples could be revisited by cases around the country. Another university is considering guards at every entry of the campus and making it a protected entity. Oregon State has argued that if a student pays tuition, the student enters a secure location voluntarily and concealed weapons are not allowed. Concealed carry on campus discussions will continue.
- iv. Fetal tissue research. We have a faculty member who uses such for an NIH grant. CSU has responded to a Congressional inquiry. CSU worked with supplier so they would not have to work through Planned Parenthood. CSU's position is to stand by the faculty member's right to do research that does not violate the law. We protect the right to scientific inquiry. If FC members have positions, please let us know.
- c. System News
  - i. CSU Global Campus just finished its HLC accreditation site team visit.
  - ii. CSU Pueblo is preparing for their site team visit in the coming year. The preliminary visits have gone well.
- d. Campus News
  - i. The public phase of CSU's 2<sup>nd</sup> comprehensive campaign ("State Your Purpose") was launched on February 13<sup>th</sup> with a goal of \$1B by 2020. We are 55% of the way to the goal in 44% of the campaign's duration having raised more funds than were raised in the entire 1<sup>st</sup> campaign ("The Campaign for Colorado State"). One quarter = facilities; one quarter = research and ½ to endowments and fellowships and then endow the rest. We are 55% on the way to reaching the goal. If we hit the metrics, \$70 million would transfer to the University annually through philanthropy. The single largest portion of budget revenue and in descending order: 1) tuition, 2) research, 3) philanthropy, 4) misc. services, and 5) state funding.

#### Questions:

Antonio Pedros-Gascon (Languages, Literatures and Cultures) asked a question about CSU's policy on acquiring fetal tissue from Planned Parenthood, and why faculty cannot work with Planned Parenthood anymore. Frank clarified that once the federal

investigation is over and Planned Parenthood is cleared of allegations, CSU can resume business with Planned Parenthood.

2. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

- a. January budget process culminated in budget hearings. Budget area review committees reviewed proposals; approximately 7 were constituted. Miranda was pleased with diligence of review and thanked the chairs and all who reviewed them. Good feedback was received: 1) about the process; 2) we see a few areas of improvement to tweak (e.g. get review committees timed better and rubrics to score should be well understood by the proposers).
- b. Tom Satterly; new Director of Facilities. Steve Hultin's last day was last Friday. He did an excellent job the last five years.
- c. Looking at new degree programs coming forward - CVMBS, etc.
- d. COD's met two weeks ago. Had mini-review of P & T committee decisions. Examples were illustrative in several ways for the COD.
- e. CLA is looking for new dean. Miranda has met with 3 of 4. Search committee will give feedback.
- f. President Frank mentioned the budget for next year. Miranda re-iterated that we still don't know if they will cut CSU \$4 million dollars. We can do anything by cancelling reallocation and look at changes. There is a range of salary increase to look at as well. Stay tuned for more news about the budget. We may not know a great amount until later this year – even up to the end of June. We hope to have clarity by the time CSU presents the budget to the BOG. If it is past that time, and we do not have a precise budget, we could pass a contingent budget, or, we could come back in June and make adjustments.
- g. Semester at Sea is growing its operation at CSU. People are being moved from Virginia to Fort Collins. They are taking up residence at Drake Residence Hall. Will get new facility this summer. Loren Crabtree said all is in place for taking up academic sponsorship in the fall. The first three voyages are in place.
- h. The VPUA position has been announced. The closing date is in a couple weeks. Please make nominations. Thank you to David Gilkey for serving as acting interim VPUA.
- i. Cori Wong, Women and Gender Collaborative; addressing women issues on campus re: to equity and diversity. The Collaborative is not to be an umbrella that other groups "report to" but a collaborative to encourage existing different groups on campus that work on women's issues to work together. The Collaborative will be a point organization.

Questions:

Allison Bielak (Human Development and Family Studies) asked about the delay in the return to faculty of course survey responses from the fall semester.

Miranda: He checked with Gwen Gorzelsky, TILT. One of the obstacles is that this is a fairly manual process. The business is growing all the time. The business of the operation slowed down as they had trouble dealing with the manual nature of the process. For example, last spring, there were 3 versions of course surveys on campus, and this fall there were four versions. Each version has its own computer form. One scanner went down. There was lack of communication between ACNS and the Testing Center. ACNS didn't realize the timing issues of the surveys. This methodology is not sustainable at a manual process. Urge department heads NOT to rely on course surveys as only method to evaluate teaching effectiveness as a faculty member. A lot of different mechanisms should be used when evaluating faculty. The survey should not be the only assessment tool.

Miranda's report was received.

2. Faculty Council Chair – Mary Stromberger

Stromberger reported on the following:

a. CORA Update:

Following the November Council meeting, Stromberger received emails from faculty that either supported or opposed the proposed amendment that would require public records to be delivered in electronic form if requested. Because there was no strong majority opinion, Stromberger did not send a letter to the Senator in opposition to the proposed revision.

The bill was assigned to the State, Veterans and Military Committee, where it was defeated 3-2 on Wednesday, February 24, 2016.

b. Diversity Issues:

Stromberger is working with Irene Vernon, Albert Bimper and Dan Bush to develop recommendations regarding the recruitment and retention of faculty of color. They are of diverse faculty on our campus.

Two student groups have submitted recommendations that all students take one or two diversity-related courses. President Frank has submitted a response to the student recommendations, and communicated to the students that UCC will consider the student recommendations and will review CSU diversity courses and AUCC Global and Cultural Awareness courses.

c. Parking:

Stromberger has been meeting with Dave Bradford from Parking and Transportation and others (including AP and CP Council chairs), to talk about the parking situation and the



next parking plan. A timeline has been developed on how the plan will roll out and how to encourage comments as it moves forward. There is a lot of interest on campus to have a choice of plans to consider (e.g. sliding fee scale or tiered zone plan, or the current model, and increase the amount of subsidy for those with lower salaries).

d. Faculty Council Service Award:

Sue Pendell, former Faculty Council Chair, established an endowment for an annual Harry Rosenberg Faculty Council Service award, named after the first faculty member to serve as FC chair. Stromberger asked for volunteers among Executive Committee to form a subcommittee to develop the criteria, C.W. Miller (CVMBS) is chairing the selection committee. Margarita Lenk and Paul Doherty volunteered to be on the subcommittee to help with the process for nominating faculty for this award.

Question: Antonio Pedros-Gascon (Languages, Literatures and Cultures): Re: AUCC. Could we ask the committee to consider foreign language as meeting the students' recommendation for diversity courses? Stromberger: Good comment. Stromberger and Bradley Goetz will pass that recommendation along to the University Curriculum Committee.

Stromberger's report was received.

3. Board of Governors Faculty Representative – Paul Doherty, Jr.

*December 10-11, 2015 meeting:*

- a. Sabbatical requests approved
- b. Academic calendar was approved; Sunday commencement request by Warner College of Natural Resources
- c. Curriculum approved
- d. Open textbooks were discussed
- e. Reception held. Next day, stadium is on schedule.
- f. Partnership and Outreach was discussed (e.g. Western Stock Show)

*February 3-5, 2016 meeting – Primarily about Pueblo*

- a. Strategic planning at Pueblo. Raise their tuition? Competition with CSU online. 4 year regional colleges are struggling.
- b. Enrollments are up for spring in Pueblo
- c. They want to increase enrollment to 4470.
- d. Diversity issue

Graduate certificates passed. Honorary degrees were approved. Non-tenure track approved. CSU's acquisition of 8 properties along Whitcomb Street. ASCSU will not fund course surveys. Next BOG meeting is May 5-6, 2016.

Question: C.W. Miller (CVMBS) asked about the salary merit increases, which have lately been in the range of 1-2%. These raises are low compared to the large salaries received by several former BOG chancellors. People give to CSU for what faculty do, not chancellors. In the recent salary equity review, some faculty received salary raises. For some faculty, the amount that salaries were raised was not enough. CSU should invest in faculty salaries.

Doherty’s report was received.

4. UGO Annual Report

Annual Report of the University Grievance Officer for 2015

During calendar year 2015, Kirk Hallahan was the UGO from January 1 to June 30, and Richard Eykholt was the UGO from July 1 to December 31. One duty of the UGO is to oversee the disciplinary process for tenured faculty, as described in Section E.15 of the *Manual*. During calendar year 2105, this process was never initiated.

Another duty of the UGO is to manage the grievance process, as described in Section K of the *Manual*. During calendar year 2015, the two UGO’s dealt with cases from 19 faculty members and 9 administrative professionals. The distribution of the 19 faculty cases by college is as follows:

Agricultural Sciences	5
Business	2
Engineering	1
Liberal Arts	5
Natural Sciences	4
Vet. Med.& Biom. Sci.	2

The distribution of the 9 administrative professional cases is as follows:

Engineering	1
Liberal Arts	2
Natural Resources	1
Student Affairs	3
University Advancement	1
Vet. Med. & Biom. Sci.	1

Before summarizing these cases, it is important to note that, if a case is ruled not to be grievable, then it cannot be pursued through the grievance process. However, the UGO can choose to hold off on making this determination in order to have discussions with the persons involved and even to allow the case to proceed to formal mediation. However, a case cannot proceed to a formal hearing unless it is ruled to be grievable.

For the 9 cases involving administrative professionals, four cases involved termination. Three of these four cases were ruled not to be grievable, since administrative professionals are employed at-will, but the other case involved a claim of racial discrimination, so it was referred to OEO, and it was not pursued through the grievance process. One case involved a complaint about a supervisor from an employee who had already resigned, so it was ruled not to be grievable, but the person was referred to OEO for an exit interview. Four cases involved complaints about performance reviews. One of these four cases was ruled not to be grievable, since a performance improvement plan had been implemented. Two of these four cases were resolved through discussions between the UGO and the persons involved, with a new supervisor re-evaluating the two employees. The other case was resolved through formal mediation. None of these 9 cases resulted in a formal hearing, and only one of the cases resulted in formal mediation.

For the 19 cases involving faculty members, 12 cases involved tenure-track faculty, 6 cases involved special faculty, and one case involved an affiliate faculty. The affiliate faculty member did not feel that this classification was appropriate for his involvement with CSU. This was resolved through discussions between the UGO and the persons involved. For the 6 cases involving special faculty, one case involved a performance review, one case involved a dispute over a termination date, and one case involved workload and scheduling. All three of these cases were resolved through discussions between the UGO and the persons involved. One case involved a claim of salary inequity, and it was resolved through discussions between the UGO and the persons involved, with a salary restructuring occurring within the unit. One case involved a delay in processing an application for promotion, but it was resolved without the intervention of the UGO, so it was not pursued through the grievance process. One of these cases involved a dispute over the total amount of compensation. This was due to a misunderstanding of contract language and was resolved through discussions between the UGO and the persons involved. None of the 7 cases involving non-tenure-track faculty members resulted in a formal hearing, and none of these cases involved formal mediation.

For the 12 cases involving tenure-track faculty, five cases involved complaints about performance reviews. Three of these five cases were resolved through discussions between the UGO and the persons involved. One of these five cases involved a claim of sexual harassment, so it was referred to OEO, and it was not pursued through the grievance process. For the other case, the faculty member decided not to pursue the issue through the grievance process. One case involved a complaint about the amount of an annual salary increase, and this case was resolved through formal mediation. One case involved a claim of salary inequity by a female full professor, and, after a discussion between the UGO and the Provost, it is being addressed by the current initiative addressing such salary inequities. One case involved dissatisfaction with the change in salary after a change in employment status, and the faculty member decided not to pursue the issue through the grievance process. One case involved a dispute over travel reimbursement, and this was resolved through discussions between the UGO and the persons involved. One case involved a dispute between co-PI's on a grant, and it was ruled not to be grievable, since it was a dispute between faculty members. One case involved an administrator placing restrictions on the activities of a faculty member, and this case was resolved through formal mediation. One case involved a recommendation for denial of tenure, and this case is still active. Since this case is very recent, the UGO has not yet gotten involved officially. For the 11

cases involving tenure-track faculty members that have been resolved, none resulted in a formal hearing, and two resulted in formal mediation. The one case that is still active has not yet progressed beyond the initial contact stage.

In summary, there were 28 cases, with 12 cases involving tenure-track faculty members, 7 cases involved non-tenure-track faculty members, and 9 cases involving administrative professionals. One case involving a tenure-track faculty member is still active and has not progressed beyond the initial contact stage. Six cases were ruled not to be grievable (five for administrative professionals and one for a tenure-track faculty member). Two cases were referred to OEO, rather than being pursued through the grievance process (one for a tenure-track faculty member and one for an administrative professional). In three of the remaining cases, the person decided not to pursue the case through the grievance process (two tenure-track faculty members and one non-tenure track faculty member). Of the remaining 16 cases, none resulted in a formal hearing, three resulted in formal mediation (two for tenure-track faculty and one for an administrative professional), and the remaining 13 cases were resolved through discussions between the UGO and the persons involved.

Submitted by: Richard Eykholt, University Grievance Officer

### CONSENT AGENDA

1. UCC Minutes – November 6, 13 and 20, 2015; December 4, 2015  
(*revised January 15, 2016*) and December 11, 2015; January 15, 22 and 29, 2016; February 5, 12 and 19, 2016
2. Approval of degree candidates – Spring and Summer Semesters

Bradley Goetz, University Curriculum Committee, moved that Faculty Council approve the consent agenda, including the UCC minutes from November 6, 13 and 20, 2015; December 4, 2015 (*revised January 15, 2016*) and December 11, 2015; January 15, 22 and 29, 2016; February 5, 12 and 19, 2016, as well as the approval of degree candidates for Spring and Summer 2016.

The consent agenda was unanimously approved.

### ACTION ITEMS

1. Election –Faculty Council Chair – Committee on Faculty Governance – Mary Stromberger Nominated

Quint Winger, Committee on Faculty Governance, moved that Faculty Council elect Mary Stromberger, Department of Soil and Crop Sciences, as Chair of Faculty Council.

Vice Chair Clemons asked for nominations from the floor. Hearing no nominations, the nominations were closed.

Winger's motion was adopted, and Stromberger was elected as the Chair of Faculty Council for a one-year term July 1, 2016 through June 30, 2017.

2. Election – Faculty Council Vice Chair – Committee on Faculty Governance – Stephanie Clemons Nominated

Quint Winger, Committee on Faculty Governance, moved that Faculty Council elect Stephanie Clemons, Department of Design and Merchandising, as Vice Chair of Faculty Council.

Stromberger asked for nominations from the floor. Hearing no nominations, the nominations were closed.

Winger's motion was adopted, and Clemons was elected as Vice Chair of Faculty Council for a one-year term July 1, 2016 through June 30, 2017.

3. Election – Faculty Council Board of Governors Faculty Representative – Committee on Faculty Governance - Paul F. Doherty, Jr. Nominated

Quint Winger, Committee on Faculty Governance, moved that Faculty Council elect Paul Doherty, Jr., Department of Fish, Wildlife, and Conservation Biology, as the Faculty Representative to the Board of Governors.

Stromberger asked for nominations from the floor. Hearing no nominations, the nominations were closed.

Winger's motion was adopted, and Doherty was elected as Faculty Council Board of Governors Faculty Representative for a one-year term July 1, 2016 through June 30, 2017.

4. Proposed revisions to Section E.2.1.5 Temporary Appointments – *Academic Faculty and Administrative Professional Manual* – CoNTTF

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

### **E.2.1.5 Temporary Faculty Appointments** *(last revised May 8, 2015)*

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

- a. Temporary appointments are “at will” and are subject to termination by either party at any time (the process set forth in Section D.5.6 regarding the termination of “at will” appointments shall apply to temporary faculty appointments). Temporary appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation is for administrative convenience only and does not create a minimum or fixed duration of appointment.
- b. Temporary appointees are not eligible for tenure.
- c. Temporary appointees are required to enroll in the retirement program and if half-time or greater are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook*. Published annually by Human Resources and in Sections F and G of the *Manual*. Eligibility for sick leave is defined in Section F.3.2. Temporary appointees are eligible for faculty privileges described in Sections G.1 – G.3. Temporary appointees are not eligible for sabbatical leave (see Section F.3.4.1).
- d. The University recognizes that the nature of a temporary appointment is incompatible with recurring consecutive appointments over a long period of time with an assignment of 50% or more. Therefore, after the second consecutive semester for a 9-month assignment at 50% or more time (excluding summer session) or after the first year for a 12-month assignment at 50% or more time, the faculty member’s appointment shall be required to convert to a special appointment and cannot be renewed as a temporary appointment.

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*Rationale:*

*Section E.2.1.5.d is being proposed to clarify that temporary faculty on assignment for less than 50% time shall maintain a temporary appointment. This defines the nature of temporary faculty at the University and differentiates from those faculty who are hired on consistent basis with expectations of the assignment being at 50% or more time. As well, this change aligns with the Human Resource practices of denoting changes at 50% FTE such as automatically increasing the fringe rate of a faculty member who has been working at the University at 50% or more after one year of employment*

Jen Aberle, Chair, CoNTTF, moved that Faculty Council approve the proposed revisions to Section E.2.1.5 Temporary Appointments.

Aberle’s motion was adopted, pending final approval by the Board of Governors.

2. Biennial Reviews of CIOSUs

**The Committee on University Programs reviewed 45 Centers, Institutes, and Other Special Units (CIOSUs) as part of the biennial review oversight process for CIOSUs for the academic year 2015. The CUP recommendations to Faculty Council are to approve as follows:**

**New CIOSUs**

The Committee on University Programs approved an application for a new CIOSU:

TILT- C-ALT The Center for the Analytics of Learning and Teaching  
(Director, Dr. James Folkestad, School of Education)

**CIOSUs Consolidated, Discontinued or Denied Approval**

The following CIOSUs are reported discontinued or consolidated:

CAS- SGC Center for Shortgrass Steppe Long Term Ecological Research  
CHHS-CHN Consortium for Human Nutrition  
CLA-CBRM Center for Biomedical Research in Music  
CLA-REI Regional Economic Institute  
CVMBS-CCIPM Center for Comparative and Integrative Pain Medicine

CHHS-NCVECS National Center for Vehicle Emissions Control and Safety  
(Merged with CHHS-IBE Institute for the Built Environment)

**Continuing CIOSUs:**

The 45 Centers, Institutes, and Other Special Units listed as follows, were reviewed by the Committee on University Programs and are recommended for continuance by the Committee on University Programs:

CAS Agricultural Sciences - Research Associate Dean: Jan Leach				
1	CAS_CMSQ		Continuation	Center for Meat Safety & Quality
2	CAS_WCIRM		Continuation	Western Center for Integrated Resource Management
COB College of Business- Research Associate Dean: Dan Ganster				
3	COB_BBI		Continuation	Beverage Business Institute
4	COB_CASE		Continuation	Center for Advancement of Sustainable Enterprise (CASE)
5	COB_CPDBR		Continuation	Center for Professional Development and Business Research
6	COB_EREK		Continuation	Everitt Real Estate Center (EREK)
COE College of Engineering- Research Associate Dean: Sonia Kreidenweis				
7	COE_CCC		Continuation	Colorado Climate Center

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8	COE_CMMS		Continuation	Composite Materials Manufacture & Structures
9	COE_CHILL		Continuation	CSU Chill National Weather Radar Facility
10	COE_CIRA		Continuation	Cooperative Institute for Research in the Atmosphere
11	COE_EECL		Continuation	Engines and Energy Conversion Laboratory
12	COE_EUV		Continuation	EUV
13	COE_GEO		Continuation	Graduate Geo Environmental Room/Geo Technical Lab
14	COE_HHS_UWC		Continuation	Harold H. Short Civil Infrastructure Systems Laboratory
15	COE_HRL		Continuation	Hydraulic Research Lab
16	COE_ISWR		Continuation	International School of Water Resources
17	COE-REC		Continuation	Rural Energy Center
<b>CHHS Health and Human Sciences - Research Associate Dean: Patti Davies</b>				
18	CHHS_AMOM		Continuation	Avenir Museum of Design and Merchandising
19	CHHS_CFCT		Continuation	Center for Family and Couple Therapy
20	CHHS_CEP		Continuation	Center for Educator Preparation
21	CHHS_CFSPFD		Continuation	Center for Food Safety and the Prevention of Foodborne Disease at CSU
22	CHHS_Aging		Continuation	Center on Aging
23	CHHS_CHN		Continuation	Consortium for Human Nutrition
24	CHHS_HABIC		Continuation	Human Animal Bond in Colorado
25	CHHS_HPCRL		Continuation	Human Performance Clinical Research Lab.
26	CHHS_IBE		Continuation	Institute for the Built Environment
27	CHHS_SPI		Continuation	Scenario Planning Institute
<b>CLA Liberal Arts - Research Associate Dean: Stephan Weiler</b>				
28	CLA_CDRA		Continuation	Center for Disaster and Risk Analysis
29	CLA_PLHC		Continuation	Public Lands History Center
<b>CNS Natural Sciences - Research Associate Dean: Jim Sites</b>				
30	CNS_CMB		Continuation	Cell and Molecular Biology Graduate Program
31	CNS_MSND		Continuation	Materials Chemistry Program of Study
<b>CVMB CVMB – Research Associate Dean: Sue VandeWoude</b>				
32	CVMB_Argus		Continuation	Argus Institute
33	CVMB_CSUCCVR		Continuation	Colorado State University Center for Cardiovascular Research
34	CVMB_CCAS		Continuation	Center for Companion Animal Studies
35	CVMB_EC		Continuation	CSU Equine Center
36	CVMB_FACC		Continuation	Flint Animal Cancer Center
37	CVMB_HICAHS		Continuation	High Plains Intermountain Center for Agricultural Health and Safety
38	CVMB_MRL		Continuation	Mycobacterium Research Laboratories
<b>WCNR Warner College of Natural Resources - Research Associate Dean: Mark Paschke</b>				
39	WCNR_CCC		Continuation	Center for Collaborative Conservation
40	WCNR-Westfire		Continuation	Western Forest Fire Research Center



	<b>PROVOST</b> Office of the Provost – RAD Rep: Tammi Vacha-Haase			
41	Provost_CASA		Continuation	Center for Advising and Student Achievement
42	Provost_CSAL		Continuation	Center for the Study of Academic Labor
43	Provost_CNEE		Continuation	Center for New Energy Economy
44	Provost_STEM		Continuation	CSU STEM Center
45	Provost_SSS		Continuation	Society of Senior Scholars
	<b>TILT</b> The Institute for Learning and Teaching: Mark Brown			
46	TILT_CM		Continuation	CSU Center for Mindfulness

Eric Prince, Chair, Committee on University Programs (CUP), moved that Faculty Council approve the recommendations of CUP.

Prince's motion was adopted.

### **DISCUSSION**

1. None.

Stromberger adjourned the meeting 5:17 p.m.

Mary Stromberger, Chair  
 Stephanie Clemons, Vice Chair  
 Rita Knoll, Executive Assistant

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

**Agricultural Sciences**

<u>Gregory Perry</u>	Agricultural and Resource Economics	2016
<u>Stephen Coleman</u>	Animal Sciences	2018
<b>Scott Nissen</b>	Bioagricultural Sciences & Pest Management	2018
<b>Bradley Goetz</b>	Horticulture & Landscape Architecture	2016
<b>Francesca Cotrufo</b>	Soil and Crop Sciences	2017
<u>Milt Thomas</u>	College-at-Large	2016
<b>Jason Ahola</b>	College-at-Large	2017

**Health and Human Sciences**

<b>Stephanie Clemons</b>	Design and Merchandising	2016
<b>Brian Tracy</b>	Health and Exercise Science	2018
<b>David Sampson</b>	Food Science and Human Nutrition	2016
<b>Allison Bielak</b> (Substituting for Lisa Daunhauer – Sabbatical)	Human Development and Family Studies	2018
<b>Scott Glick</b>	Construction Management	2017
<b>Barb Hooper</b>	Occupational Therapy	2017
<b>Tom Chermak</b>	School of Education	2018
<b>Jennifer Portz</b>	School of Social Work	2016

**Business**

<b>Margarita Lenk</b>	Accounting	2016
<b>Stephen Hayne</b>	Computer Information Systems	2018
<b>Timothy Gallagher</b> (Substituting for Patricia Ryan-Spring 2016-Sabbatical)	Finance and Real Estate	2016
<b>Ray Hogler</b> (Substituting for Troy Mumford Fall 2015)	Management	2018
<b>Tuba Ustuner</b>	Marketing	2018

**Engineering**

<b>Jeff Pierce</b> (Substituting for Russ Schumacher)	Atmospheric Science	2018
<b>Qiang (David) Wang</b> (Substituting for Travis Bailey – sabbatical)	Chemical and Biological Engineering	2016
<b>Rebecca Atadero</b>	Civil and Environmental Engineering	2018
<u>Steve Reising</u> (excused)	Electrical and Computer Engineering	2016
<u>Azer Yalin</u>	Mechanical Engineering	2017
<u>J. Rockey Luo</u>	College-at-Large	2016
<b>Jose Chavez</b>	College-at-Large	2016
<u>Ted Watson</u>	College-at-Large	2018

**Liberal Arts**

<b>Michael Pante</b>	Anthropology	2017
<u>Marius Lehene</u>	Art	2017

<b>Elizabeth Williams</b>	Communication Studies	2016
<b>Robert Keller</b>	Economics	2016
<b>Sue Doe</b>	English	2018
<u>Ernesto Sagas</u>	Ethnic Studies	2017
<b>Antonio Pedros-Gascon</b>	Languages, Literatures and Cultures	2018
<b>Adrian Howkins</b>	History	2017
<b>Jangyul Kim</b>	Journalism and Technical Communication	2017
<b>Gary Moody</b>	Music, Theater, and Dance	2016
TBD	Philosophy	2018
<b>Kyle Saunders</b>	Political Science	2018
<b>Ken Berry</b>	Sociology	2016
<u>Eric Aoki</u> (Excused)	College-at-Large	2016
<b>Mohammed Hirchi</b>	College-at-Large	2017
<b>Jared Orsi</b>	College-at-Large	2018
<b>Angela Christian</b>	College-at-Large	2018
<b>Lori Peek</b>	College-at-Large	2018
<b>Natural Resources</b>		
<b>Monique Rocca</b>	Ecosystem Science and Sustainability	2017
<b>Julie Savidge</b> (thru Spring 2016)	Fish, Wildlife, & Conservation Biology	2016
<b>Maria Fernandez-Gimenez</b>	Forest and Rangeland Stewardship	2017
<b>William Sanford</b>	Geosciences	2017
<b>Stuart Cottrell</b>	HDNR in Warner College	2017
<b>Natural Sciences</b>		
<b>Tom Santangelo</b>	Biochemistry and Molecular Biology	2016
<u>Melinda Smith</u>	Biology	2018
<b>George Barisas</b>	Chemistry	2017
<b>Ross McConnell</b>	Computer Science	2016
Ranzo Cavaueri (Substituting for Iuliana Oprea)	Mathematics	2017
<u>Mingzhong Wu</u>	Physics	2017
<u>Zinta Byrne</u>	Psychology	2016
<u>Mary Meyer</u> (Excused)	Statistics	2016
<b>Ed DeLosh</b>	College-at-Large	2017
<u>Christos Papadopoulos</u>	College-at-Large	2016
<b>Janice Moore</b>	College-at-Large	2018
<b>Brad Conner</b>	College-at-Large	2018
<b>Alan Van Orden</b>	College-at-Large	2018

**Veterinary Medicine & Biomedical Sciences**

<b>Elaine Carnevale</b>	Biomedical Sciences	2016
<u>Howard Seim</u>	Clinical Sciences	2016
<u>Lucas Argueso</u>	Environmental & Radiological Health Sciences	2017
<b>Alan Schenkel</b>	Microbiology, Immunology and Pathology	2018
<b>Ryan Ferris</b>	College-at-Large	2017
<b>Gerald Callahan</b>	College-at-Large	2017
<b>Pete Hellyer</b>	College-at-Large	2016
<b>David Gilkey</b>	College-at-Large	2016
<u>E.J. Ehrhart</u>	College-at-Large	2016
<b>DN Rao Veeramachaneni</b>	College-at-Large	2016
<b>C.W. Miller</b>	College-at-Large	2018
<b>Stuart Tobet</b>	College-at-Large	2018

**University Libraries**

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

**Ex Officio Voting Members**

<b>Mary Stromberger</b>	Chair, Faculty Council/Executive Committee	2016
<b>Stephanie Clemons</b>	Vice Chair, Faculty Council	2016
<b>Paul Doherty, Jr.</b>	BOG Faculty Representative	2016
Don Estep, Chair	Committee on Faculty Governance	2016
Todd Donavan, Chair	Committee on Intercollegiate Athletics	2016
Jerry Magloughlin, Chair	Committee on Libraries	2016
<b>Jennifer Aberle, Chair</b>	Committee on Non-Tenure Track Faculty	2016
Bill Hanneman, Chair	Committee on Responsibilities & Standing of Academic Faculty	2016
Donald Samelson, Chair	Committee on Scholarship Research and Graduate Education	2016
<b>Liba Pejchar, Chair</b>	Committee on Scholastic Standards	2016
<b>Katharine Leigh, Chair</b>	Committee on Strategic and Financial Planning	2016
Anton Betten, Chair	Committee on Teaching and Learning	2016
<b>Eric Prince, Chair</b>	Committee on University Programs	2016
Carole Makela, Chair	University Curriculum Committee	2016

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

<b>Anthony Frank</b>	President
<b>Rick Miranda</b>	Provost/Executive Vice President
Brett Anderson	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Louis Swanson	Vice Provost for Engagement/Director of Extension
Robin Brown	Vice President for Enrollment and Access
<b>Dan Bush</b>	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
<b>David Gilkey (Interim)</b>	Vice Provost for Undergraduate Affairs
Amy Parsons	Vice President for University Operations
Ajay Menon	Dean, College of Agricultural Sciences
Jeff McCubbin	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Jodie Hanzlik	Dean, Graduate School
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
Toni-Lee Viney	Chair, Administrative Professional Council

A regular meeting of the University Curriculum Committee was held on February 26, 2016, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Ed DeLosh, Bradley Goetz, Mike Hogan, Paul Mallette, Beth Oehlerts, Brad Reisfeld, Howard Ramsdell, Sally Sutton, David Gilkey (IVPUA, ex-officio), Undergraduate representative Tyler Siri.

Curriculum Liaison Specialist: Shelly Ellerby.

Guests: Kelley Brundage.

Absent: Graduate representative Allistair Cook.

### **Minutes**

The Minutes of February 19, 2016 were approved.

### **Consent Agenda**

The Consent Agenda was approved.

### **New Courses**

### ***Effective Term***

#### **GES 141 3(3-0-0). Introduction to Sustainable Energy F.**

Fall 2016

Prerequisite: None.

Registration Information: None.

Fossil, nuclear, and renewable energy sources. Energy conversion, distribution, and storage. Energy and the environment. Energy economics and policy.

#### **HDFS 593 1(0-0-1). Seminar—Human Services Leadership F, S, SS.**

Fall 2016

Prerequisite: Concurrent registration in HDFS 475.

Registration Information: Junior standing. Admission in a graduate program at Colorado State University or consent of instructor. Sections may be offered: Online.

Investigates issues relevant to human development and family studies, such as human services, non-profits, and other enterprises related to helping individuals, couples, and families.

#### **HES 303 3(3-0-0). Biomechanics and Neurophysiology F, S.**

Fall 2016

Prerequisite: HES 207.

Registration Information: None.

Study and elementary analysis of human motion based on anatomical, neurophysiological, and mechanical principles.

#### **JTC 445 3(3-0-0). Communication in Human-Computer Interaction F.**

Fall 2016

Prerequisite: JTC 211.

Registration Information: Junior standing.

Evolution of human-computer interaction, from teletypewriters to virtual reality technologies.

#### **KEY 484 Var[1-2]. Supervised College Teaching F.**

Fall 2016

Prerequisite: None.

Registration Information: Junior standing. Students must be selected as Mentors for the Key Communities to serve as a Key Seminar Teaching Assistant.

Develop expertise in facilitating seminar discussions, promoting effective learning strategies, and encouraging academic success with students enrolled in a Key Community Seminar.

**Major Change to Courses**

- AM 421 3(24-24-0). Textiles Product Quality Assessment Textile Analysis F.** Spring 2017  
 Prerequisite: DM 120.  
 Registration Information: Must register for lecture and laboratory.  
Role of quality assurance in product development, production, performance, and user satisfaction with sewn products and the textile and other components of those products.  
Performance evaluation of selected fabrics through standard testing procedures; individual projects
- CS 455 4 (3-2-0). Introduction to Distributed Systems S.** Spring 2017  
 Prerequisite: CS 370 with a minimum grade of C.  
 Registration Information: CS majors and minors only. Must register for lecture and laboratory.  
 Sections may be offered: Online.  
Distributed systems including model of distributed computations; concurrency; thread pools and scalable servers; distributed mutual exclusion; cloud computing; distributed graph algorithms; data representation formats; atomic transactions; large-scale storage systems; distributed shared memory; and overlays. Fundamentals of distributed systems: concurrency, thread pools, scalable servers, graphs, data formats, transactions, secure systems, and overlays.
- D 340 2 (0-4-0). Contemporary Repertory Ensemble Tour Dance Company F, S.** Spring 2017  
 Prerequisite: None.  
 Registration Information: Written consent of instructor. Required field trips.  
Contemporary dance repertory performance for the stage. Development of touring dance lecture demonstrations and selected choreographic performances throughout Colorado.
- ECON 440 3 (3-0-0). Economics of International Trade Policy International Economics I F.** Spring 2017  
 Prerequisite: ECON 306.  
 Registration Information: Sections may be offered: Online.  
 Theory of international trade; payments, commercial policies, and economic integration.
- ECON 442 3 (3-0-0). Economics of International Finance and Policy International Economics II S.** Spring 2017  
 Prerequisite: ECON 304.  
 Registration Information: Sections may be offered: Online.  
 Balance of payments, adjustment mechanisms, and international monetary systems.
- ETST 487 3(0-0-9). Var[1-6]. Internship-Ethnic Studies F, S, SS.** Spring 2017  
 Prerequisite: ETST 100 and at least 15 credits from ETST 200-495 with a minimum grade of C in each course.  
 Registration Information: Junior standing. Written consent of instructor.  
Supervised work experience for Ethnic Studies Majors and Minors.
- FW 552 3 (23-0-10). Applied Sampling for Wildlife/Fish Studies S.** Spring 2017  
 Prerequisite: STAT 301 or STAT 307  
 Registration Information: Graduate standing. Must register for lecture and recitation. Sections may be offered: Online.  
 Survey sampling theory and techniques, including distance sampling, with emphasis on wildlife and fish studies.

[Offering Year: Odd Year]

**HES 319 4 3 (3-20-0). Neuromuscular Aspects of Human Movement F, S, SS.** Fall 2016

Prerequisite: HES 207 and BMS 300. (BMS 300 or BMS 360) and (BMS 301).

Registration Information: Must register for lecture and laboratory.

Neuromuscular anatomy and physiology of human movement. Applied/integrated topics: aging, muscle fatigue, training, force control, and neuromuscular disease.

**HES 456 455 3 (3-0-0). ~~Advanced Wellness Health Promotion Programming~~ F, S.** Fall 2016

Prerequisite: HES 355 and HES 386A and HES 403. HES 356, may be taken concurrently and HES 403.

Registration Information: Senior standing. Credit not allowed in both HES 455 and HES 456.

Investigation of established health promotion wellness programs with special emphasis on design, implementation, and evaluation of programming models.

[Approved this course for AUCC 4A and 4C for the following program:  
 Major in Health and Exercise Science, Health Promotion Concentration]

**PSY 152 3 (3-0-0). Science of Learning (AUCC 3C) F, S SS.** Fall 2016

Prerequisite: None.

Registration Information: Sections may be offered: Online.

The science of learning and remembering with an emphasis on strategies and methods that students can use to enhance their learning and studying.

**SOWK 560 3 (2-0-1). Social Work Practice in Schools S, SS.** Summer 2016

Prerequisite: None.

Registration Information: This is a partial-semester course. Completed master's degree in social work or enrollment in a master's in social work program. Online only course. Must register for lecture and recitation. Enrollment in MSW program or MSW can be substituted for enrollment in MSW program. Sections may be offered: Online.

Knowledge and skills essential to the practice of social work in educational settings. Topics explored: historical, legal, structural, and cultural context of social work in schools, the impact of disability on an individual and a family, and current issues challenging the practitioner in school settings.

**STAT 720 34 (34-0-0). Probability Theory S Offered as needed.** Fall 2016

Prerequisite: STAT 620, MATH 517 and STAT 520.

Registration Information: Graduate or professional standing.

Measure theoretic probability, characteristic functions; convergence; laws of large numbers; central limit, extreme value, asymptotic theory.



**New Undergraduate Certificate**

College of Agricultural Sciences  
 Department of Animal Sciences  
 Undergraduate Certificate in Meat Science

Effective Fall 2016

Code	Title	Credits
<u>ANEQ 362</u>	Advanced Meat Product Evaluation	1
<u>ANEQ 450</u>	Processed Meats	3
<u>ANEQ 460</u>	Meat Safety	2
<u>ANEQ 470</u>	Meat Processing Systems	4



Code	Title	Credits
Select one course from the following:		1
<u>ANEQ 487A</u>	Internship: Animal <sup>1</sup>	
<u>ANEQ 495</u>	Independent Study <sup>1</sup>	
<u>ANEQ 496</u>	Group Study <sup>1</sup>	1
<b>Program Total Credits</b>		<b>12</b>

<sup>1</sup> Must be related to meat evaluation, meat processing technology, product quality, microbiology, and/or food safety.



### Major Change to Curricula

College of Agricultural Sciences  
 Department of Animal Sciences  
 Major in Animal Science

Effective Fall 2016

A maximum of five credits is allowed for the following: ANEQ 352, ANEQ 353, ANEQ 354, ANEQ 355, ANEQ 356, ANEQ 357, ANEQ 361, ANEQ 362, ANEQ 363, and ANEQ 364.

A maximum of 12 credits is allowed for any combination of the following: ANEQ 352, ANEQ 353, ANEQ 354, ANEQ 355, ANEQ 356, ANEQ 357, ANEQ 361, ANEQ 362, ANEQ 363, ANEQ 364, ANEQ 384, ANEQ 487A, ANEQ 495, and ANEQ 496.

A minimum grade of 'C' (2.0) is required for each of the ANEQ courses which are required to complete the major.

<b>FRESHMAN</b>			
		<b>AUCC</b>	<b>CREDITS</b>
<u>AGRI 192</u> or <u>292</u>	Orientation to Agricultural Systems Transfer Seminar	-	4
<u>ANEQ 101</u>	Food Animal Science		4
<u>ANEQ 105</u>	Introduction to Large Animal Anatomy		1
<u>AREC 202</u> or <u>ECON 202</u>	Agricultural and Resource Economics (GT-SS1) Principles of Microeconomics (GT-SS1)	3C	3
Select one group from the following:			5
Group A:			
<u>CHEM 107</u>	Fundamentals of Chemistry (GT-SC2)	3A	
<u>CHEM 108</u>	Fundamentals of Chemistry Laboratory (GT-SC1)	3A	
Group B:			
<u>CHEM 111</u>	General Chemistry I (GT-SC2)	3A	
<u>CHEM 112</u>	General Chemistry Lab I (GT-SC1)	3A	
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	3A	4
Select at least three credits from the following:			3-4
<u>MATH 117</u>	College Algebra in Context I (GT-MA1)	1B	

<u>MATH 118</u>	College Algebra in Context II (GT-MA1)	1B	
<u>MATH 124</u>	Logarithmic and Exponential Functions (GT-MA1)	1B	
<u>MATH 125</u>	Numerical Trigonometry (GT-MA1)	1B	
<u>MATH 126</u>	Analytic Trigonometry (GT-MA1)	1B	
<u>MATH 141</u>	Calculus in Management Sciences (GT-MA1)	1B	
<u>MATH 155</u>	Calculus for Biological Scientists I (GT-MA1)	1B	

<u>Arts and Humanities</u>		3B	6
<u>Historical Perspectives</u>		3D	3

**Total Credits** **32-33**

### SOPHOMORE

Select one course from the following:			3-4
<u>ANEQ 230</u>	Farm Animal Anatomy and Physiology		
<u>ANEQ 305</u>	Functional Large Animal Anatomy/Physiology		
<u>BMS 300</u>	Principles of Human Physiology		

<u>ANEQ 250</u>	Live Animal and Carcass Evaluation		3
<u>ANEQ 293</u>	<u>Animal Science Career Exploration Seminar</u>	-	1
<u>ANEQ 310</u>	Animal Reproduction	4B	3
<u>ANEQ 328</u> or <u>SOCR 330</u>	Foundations in Animal Genetics Principles of Genetics		3
<u>SPCM 200</u>	Public Speaking		3
<u>RS 300</u> or <u>SOCR 320</u>	Rangeland Conservation and Stewardship Forage and Pasture Management		3

Select one course from the following:			3
<u>STAT 201</u>	General Statistics		
<u>STAT 301</u>	Introduction to Statistical Methods		
<u>STAT 307</u>	Introduction to Biostatistics		

<u>Advanced Writing</u>		2	3
Business/Economic Electives <sup>1</sup>			6

**Total Credits** **31-32**

### JUNIOR

<u>ANEQ 320</u>	Principles of Animal Nutrition	4B	4
<u>ANEQ 360</u>	Principles of Meat Science	4B	3
Advanced Animal Science Elective (see list below)		-	3
Applied Animal Science Elective <sup>2</sup>		-	2-6
<u>ANEQ 300A</u>	Topics in Animal Sciences: Livestock Handling	-	-
<u>ANEQ 300B</u>	Topics in Animal Sciences: Livestock Entomology	-	-
<u>ANEQ 300E</u>	Topics in Animal Sciences: Family Ranching	-	-
<u>ANEQ 300N</u>	Topics in Animal Sciences: Seedstock Merchandising	-	-

<u>ANEQ 300R</u>	Topics in Animal Sciences: Calving and Calf Care	-	-
<u>ANEQ 300U</u>	Topics in Animal Sciences: Seedstock Sale Management	-	-
<u>ANEQ 312</u>	Animal Ultrasonography	-	-
<u>ANEQ 322</u>	Pet Nutrition	-	-
<u>ANEQ 323</u>	Zoo Nutrition	-	-
<u>ANEQ 352</u>	Introduction to Horse Evaluation	-	-
<u>ANEQ 353</u>	Advanced Horse Evaluation	-	-
<u>ANEQ 354</u>	Introduction to Livestock Evaluation	-	-
<u>ANEQ 355</u>	Advanced Livestock Evaluation	-	-
<u>ANEQ 356</u>	Introduction to Dairy Evaluation	-	-
<u>ANEQ 357</u>	Advanced Dairy Evaluation	-	-
<u>ANEQ 361</u>	Introduction to Meat Product Evaluation	-	-
<u>ANEQ 362</u>	Advanced Meat Product Evaluation	-	-
<u>ANEQ 363</u>	Introduction to Wool and Fiber Evaluation	-	-
<u>ANEQ 364</u>	Advanced Wool and Fiber Evaluation	-	-
<u>ANEQ 384</u>	Supervised College Teaching	-	-
<u>ANEQ 495</u>	Independent Study	-	-
<u>ANEQ 496</u>	Group Study	-	-
One Equine Science Applied Elective Course		-	-
Business Electives <sup>†</sup>		-	6
Experience Animal Science Elective <sup>2,3</sup>		-	2-6
Select 5-8 credits from a minimum of two courses below:			5-8
<u>ANEQ 460</u>	Meat Safety		
<u>ANEQ 522</u>	Animal Metabolism		
<u>BC 351</u>	Principles of Biochemistry		
<u>BC 401</u>	Comprehensive Biochemistry I		
<u>BC 403</u>	Comprehensive Biochemistry II		
<u>CHEM 245</u>	Fundamentals of Organic Chemistry		
<u>CHEM 335</u>	Introduction to Analytical Chemistry		
<u>CHEM 341</u>	Modern Organic Chemistry I		
<u>CHEM 343</u>	Modern Organic Chemistry II		
<u>CHEM 345</u>	Organic Chemistry I		
<u>CHEM 346</u>	Organic Chemistry II		
<u>LIFE 205</u>	Microbial Biology		
<u>MIP 300</u>	General Microbiology		
<u>Global and Cultural Awareness</u>	3E		3
Applied Animal Science Elective (Select a minimum of 4 credits from a minimum of two courses -- see list below)			4

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Specialization Animal Science List (see list below)<sup>2</sup> 6

Electives <sup>2-4</sup>	0-4
<b>Total Credits</b>	<b>25-29</b>

**SENIOR**

Select one course from the following: 3-4

<u>ANEQ 313/VS 313</u>	Prevention and Control of Livestock Diseases
<u>ANEQ 346</u>	Equine Disease Management
<u>MIP 315A</u>	Course MIP 315A Not Found
<u>MIP 315</u>	<u>Human and Animal Disease</u>

<u>ANEQ 330</u>	Principles of Animal Breeding	4B	3
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Select two courses from the following: 6-7

<u>ANEQ 470</u>	Meat Processing Systems	4A,4C
<u>ANEQ 472</u>	Sheep Systems	4A,4C
<u>ANEQ 473</u>	Dairy Systems	4A,4C
<u>ANEQ 474</u>	Swine Systems	4A,4C
<u>ANEQ 476</u>	Feedlot Systems	4A,4C
<u>ANEQ 478</u>	Beef Systems	4A,4C

Advanced Animal Science Elective (see list below)	-	3
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Electives <sup>4</sup>	-	3-16
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Business/Economic Electives <sup>1</sup>		3
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Specialization Animal Science List (see list below) <sup>2</sup>	-	6
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Electives <sup>3</sup>	-	0-11
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<b>Total Credits</b>	<b>21-34</b>
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**Program Total Credits: 120**

**Specialization Animal Science List**

Code	Title	Credits
<u>ANEQ 334</u>	Principles of Equine Genetics	3
<u>ANEQ 345</u>	Principles of Nutrition: Equine Applications	3

May select one advanced judging evaluation course:

<u>ANEQ 354</u>	Introduction to Livestock Evaluation
<u>ANEQ 357</u>	Advanced Dairy Evaluation
<u>ANEQ 362</u>	Advanced Meat Product Evaluation
<u>ANEQ 364</u>	Advanced Wool and Fiber Evaluation

<u>ANEQ 450</u>	Processed Meats	3
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<u>ANEQ 460</u>	Meat Safety	2
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<u>ANEQ 470</u>	Meat Processing Systems	4
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<u>ANEQ 472</u>	Sheep Systems	3
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<b>Code</b>	<b>Title</b>	<b>Credits</b>
<u>ANEQ 473</u>	Dairy Systems	3
<u>ANEQ 474</u>	Swine Systems	3
<u>ANEQ 476</u>	Feedlot Systems	3
<u>ANEQ 478</u>	Beef Systems	3
<u>ANEQ 487A</u>	Internship: Animal	Var.
<u>ANEQ 495</u>	Independent Study	Var.
<u>ANEQ 496</u>	Group Study	Var.
<u>ANEQ 510</u>	Bovine Reproduction Management	4
<u>ANEQ 520</u>	Applied Comparative Nutrition	3
<u>ANEQ 420</u>	Applied Nutrition--Computer Diet Formulation	3
<u>ANEQ 522</u>	Animal Metabolism	3
<u>ANEQ 550A</u>	Basic Research Surgery: Farm Animal	2
<u>ANEQ 550B</u>	Basic Research Surgery: Rodent	2
<u>ANEQ 551</u>	Field Necropsy	2
<u>ANEQ 565</u>	Interpreting Animal Science Research	3
<u>ANEQ 567</u>	HACCP Meat Safety	2
<u>ANEQ 575</u>	Computational Biology in Animal Breeding	3
<u>BC 351</u>	Principles of Biochemistry	4
<u>BC 401</u>	Comprehensive Biochemistry-I	3
<u>BC 403</u>	Comprehensive Biochemistry-II	3
<u>BC 404</u>	Comprehensive Biochemistry-Laboratory	2
<u>BC 463</u>	Molecular Genetics	3
<u>BC 465</u>	Molecular Regulation of Cell Function	3
<u>BMS 305</u>	Domestic Animal Gross Anatomy	4
<u>BMS 409</u>	Human and Animal Reproductive Biology	3
<u>BMS 430</u>	Endocrinology	3
<u>BMS 450</u>	Pharmacology	3
<u>BSPM 462/BZ 462/MIP 462</u>	Parasitology and Vector Biology	5
<u>MIP 334</u>	Food Microbiology	3
<u>MIP 335</u>	Food Microbiology Laboratory	2
<u>MIP 342</u>	Immunology	4
<u>MIP 343</u>	Immunology Laboratory	2
<u>MIP 432</u>	Microbial Ecology	3
<u>MIP 433</u>	Microbial Ecology Laboratory	1
<u>MIP 436</u>	Industrial Microbiology	4
<u>MIP 443</u>	Microbial Physiology	4
<u>MIP 450</u>	Microbial Genetics	3

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Code	Title	Credits
<u>RS 400</u>	Rangeland Improvements	2
<u>RS 471</u>	Rangeland Planning and Grazing Management	2
<u>RS 472</u>	Rangeland Ecosystem Planning	4
<u>VS 331</u>	Histology	4

**Applied Animal Science List (Select a minimum of 4 credits from a minimum of 2 courses)**

Code	Title	Credits
<u>ANEQ 300A</u>	Topics in Animal Sciences: Livestock Handling	1
<u>ANEQ 300B</u>	Topics in Animal Sciences: Livestock Entomology	1
<u>ANEQ 300E</u>	Topics in Animal Sciences: Family Ranching	1
<u>ANEQ 300L</u>	Topics in Animal Sciences: Quality Assurance	2
<u>ANEQ 300N</u>	Topics in Animal Sciences: Seedstock Merchandising	2
<u>ANEQ 300R</u>	Topics in Animal Sciences: Calving and Calf Care	2
<u>ANEQ 300U</u>	Topics in Animal Sciences: Seedstock Sale Management	2
<u>ANEQ 312</u>	Animal Ultrasonography	2
<u>ANEQ 322</u>	Pet Nutrition	2
<u>ANEQ 323</u>	Zoo Nutrition	2
<u>ANEQ 352</u>	Introduction to Horse Evaluation	2
<u>ANEQ 354</u>	Introduction to Livestock Evaluation	3
<u>ANEQ 356</u>	Introduction to Dairy Evaluation	3
<u>ANEQ 361</u>	Introduction to Meat Product Evaluation	3
<u>ANEQ 363</u>	Introduction to Wool and Fiber Evaluation	1
<u>ANEQ 384</u>	Supervised College Teaching	1-5

Select a maximum of one Equine course from the following courses:		1-3
<u>ANEQ 201A</u>	Preparation of Horses for Competition: Western	
<u>ANEQ 201B</u>	Preparation of Horses for Competition: English	
<u>ANEQ 202</u>	Safety in Horse Handling	
<u>ANEQ 203</u>	Equine Management	
<u>ANEQ 204</u>	Equine Facilities Management	
<u>ANEQ 249</u>	Introduction to the Trail Riding Industry	
<u>ANEQ 315</u>	Equine Behavior	
<u>ANEQ 325</u>	Equine Exercise Physiology	
<u>ANEQ 340</u>	Horse Training and Sale Preparation I	
<u>ANEQ 341</u>	Horse Training and Sale Preparation II	
<u>ANEQ 349</u>	Packing and Outfitting	
<u>ANEQ 351</u>	Techniques in Therapeutic Riding	
<u>ANEQ 353</u>	Advanced Horse Evaluation	
<u>ANEQ 358</u>	Equine Event and Sales Management	

Code	Title	Credits
<u>ANEQ 359</u>	Equine Sales Production	
<u>ANEQ 365</u>	Principles of Teaching Therapeutic Riding	
<u>ANEQ 386B</u>	Equine Practicum: Equine Reproductive Management	
<u>ANEQ 386C</u>	Equine Practicum: Equine Farrier Management	
<u>ANEQ 442</u>	Riding Instructor Training	
<u>ANEQ 445</u>	Foaling Management	
<u>ANEQ 486</u>	Therapeutic Riding Instructor Practicum	
L*** 2** 200-Level Foreign Language		

- 1 Select a total of 15 credits from any AREC or ECON course or any business course, of which 3 credits may be a computer course. Access granted for the following business courses: ACT 205, BUS 205, FIN 305, MGT 305, MKT 305.
- 2 The combined total credits in the junior year for Applied Animal Science Electives, Experience Animal Science Electives, and free electives, may not exceed 13 credits. Select a total of 12 credits from the Specialization Animal Science List, or students may satisfy the requirement by completing a second major (Equine Science, Agricultural Business, Agricultural Education, or Journalism and Media Communication) or a minor (Food Science and Safety, Agricultural Business, or Business Administration).
- 3 Select one course from the department approved Experience Animal Science course list for Animal Science majors.
- 4 Students with specific career goals are strongly encouraged to consult with their advisor regarding selection of elective credits. Select enough elective credits to bring the program total to 120 credits with a minimum of 42 upper-division credits, of which at least 42 must be upper-division (300- to 400-level).
- 5 Selecting two courses from the list meets departmental requirements. One of those two courses may be used to meet AUCC category 4A and 4C requirements.



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

**Effective Fall 2016**

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

**FRESHMAN**

	AUCC	CREDITS
Select one course from the following: <sup>1</sup>		3-4
<u>BZ 101</u> Humans and Other Animals (GT-SC2)	3A	
<u>BZ 110</u> Principles of Animal Biology (GT-SC2)	3A	-
<u>LIFE 102</u> Attributes of Living Systems (GT-SC1)	3A	
<u>CO 150</u> College Composition (GT-CO2)	1A	3
<u>HDFS 101</u> Individual and Family Development (GT-SS3)	3C	3
<u>HDFS 217</u> Creative Experiences for Children		3
<u>HDFS 277</u> Professional Skills Development I		1
<u>PSY 100</u> General Psychology (GT-SS3)	3C	3
<u>Arts and Humanities</u>	3B	6

<u>Global and Cultural Awareness</u>		3E	3
<u>Historical Perspectives</u> <sup>2</sup>		3D	3
<u>Mathematics</u> <sup>3</sup>		1B	3
<b>Total Credits</b>			<b>31-32</b>

### SOPHOMORE

Select one course from the following:			3
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	2	
<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)	2	-
<u>EDUC 275</u>	Schooling in the United States (GT-SS3)	3C	3
<u>HDFS 310</u>	Infant and Child Development in Context		3
<u>HDFS 311</u>	Adolescent/Early Adult Development in Context		3
<u>HDFS 318</u>	Infancy and Toddlerhood		3
<u>HDFS 320</u>	Cognitive and Language Development		3
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle	-	3
Select one course from the following:			3
<u>STAT 201</u>	General Statistics		
<u>STAT 301</u>	Introduction to Statistical Methods		
<u>Biological and Physical Sciences</u> <sup>1</sup>		3A	3-4
Electives			3
<b>Total Credits</b>			<b>30-31</b>

### JUNIOR

<u>EDUC 331</u>	Educational Technology and Assessment		2
<u>EDUC 340</u>	Literacy and the Learner		3
<u>EDUC 400</u>	Diagnostic Teaching of Reading		3
<u>EDUC 425</u>	Early Childhood Education I		4
<u>FSHN 445/HDFS 445</u>	Early Childhood Health, Safety, and Nutrition		3
<u>HDFS 302 or 402</u>	Marriage and Family Relationships Couple and Family Studies	-	3
Select one course from the following:			3
<u>HDFS 317</u>	Special Needs in Early Childhood		
<u>PSY 460</u>	Child Exceptionality and Psychopathology		
<u>HDFS 350</u>	Applied Research Methods	4A	3
<u>HDFS 401</u>	Course HDFS 401 Not Found	-	3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science	-	3
<u>HDFS 410</u>	Socioemotional Development in Childhood	-	3
Elective			3-3



		Total Credits	30
<b>SENIOR</b>			
<u>EDUC 426</u>	Early Childhood Education II		4
<u>EDUC 485C</u>	Student Teaching: Early Childhood		12
<u>EDUC 493A</u>	Seminar: Professional Relations		1
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle	4A,4B	3
<u>HDFS 351</u> or <u>HDFS 375</u>	Course HDFS 351 Not Found Lifespan Intervention and Prevention Science	-	3
<u>HDFS 434</u>	Risk and Resilience Across the Lifespan	4B	3
<u>HDFS 439</u>	Administration of Early Childhood Programs		3
<u>HDFS 492</u>	Seminar-Program Proposal Development	4C	3
Elective		-	<u>2</u>
		Total Credits	28
<b>Program Total Credits:</b>			<b>120</b>

- <sup>1</sup> Students must select a total of 7 credits and a minimum of two courses, one of which must include a laboratory component, to fulfill the requirement for category 3A of the All-University Core Curriculum (AUCC). Select from among BZ 101, BZ 110, or LIFE 102 is required for the major in the freshman year. Select the remaining credits and course(s) from the list of courses in category 3A of the AUCC.
- <sup>2</sup> Select from the list of HIST courses in category 3D of the AUCC.
- <sup>3</sup> Any course listed under category 1B is acceptable. Recommended are MATH 117, MATH 118, MATH 124; or MATH 101; or MATH 105.



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**Department of Human Development & Family Studies**  
**Major in Human Development and Family Studies, Early Childhood Professions Concentration**

A minimum grade of C is required in all courses used to satisfy the requirements of the Major in Human Development and Family Studies, Early Childhood Professions Concentration. Courses used as substitutions also require a minimum grade of C. Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS subject code course and a minimum grade of C for each course chosen from the concentration list to fulfill the required credits. Courses used as substitutions also require a minimum grade of C.

<b>FRESHMAN</b>		<b>AUCC</b>	<b>CREDITS</b>
Select one course from the following:			3-4
<u>BZ 101</u>	Humans and Other Animals (GT-SC2)	3A	
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	3A	
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>HDFS 101</u>	Individual and Family Development (GT-SS3)	3C	3
<u>HDFS 277</u>	Professional Skills Development I		1
<u>PSY 100</u>	General Psychology (GT-SS3)	3C	3

<u>SOC 100</u>	General Sociology (GT-SS3)	3C	3
<u>Arts and Humanities</u>		3B	6
<u>Global and Cultural Awareness</u>		3E	3
<u>Historical Perspectives</u>		3D	3
<u>Mathematics</u>		1B	3
<b>Total Credits</b>			<b>31-32</b>

### SOPHOMORE

Select one course from the following:			3
<u>HDFS 302</u>	Marriage and Family Relationships	-	-
<u>HDFS 402</u>	Couple and Family Studies	-	-
<u>HDFS 403</u>	Families in the Legal Environment	-	-
<u>CO 300</u>	Writing Arguments (GT-CO3)	<u>2</u>	
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	<u>2</u>	
<u>HDFS 310</u>	Infant and Child Development in Context		3
<u>HDFS 311</u>	Adolescent/Early Adult Development in Context		3
<u>HDFS 312</u>	Adult Development-Middle Age and Aging		3
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle		3
<u>STAT 201 or 301</u>	General Statistics Introduction to Statistical Methods		3
Early Childhood Professions Concentration Courses (See list below) <sup>1</sup>			3-9
<u>Biological and Physical Sciences</u>		3A	3-4
Electives			6-3
<b>Total Credits</b>			<b>30-31</b>

### JUNIOR

Select one course from the following:			3
<u>CO 300</u>	Writing Arguments (GT-CO3)	<u>2</u>	-
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	<u>2</u>	-
<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)	<u>2</u>	-
Select one course not taken previously from the following:			3
<u>HDFS 302</u>	Marriage and Family Relationships	-	-
<u>HDFS 350</u>	Applied Research Methods	4A	3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science		3
<u>HDFS 402</u>	Couple and Family Studies		3
<u>HDFS 403</u>	Families in the Legal Environment	-	-
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle	4A,4B	3
<u>HDFS 434</u>	Risk and Resilience Across the Lifespan	4B	3
Early Childhood Professions Concentration Courses (See list below) <sup>1</sup>			6-3

Electives			11-42
<b>Total Credits</b>			<b>29</b>
<b>SENIOR</b>			
<u>HDFS 410</u>	Socioemotional Development in Childhood		3
<u>HDFS 477</u>	Professional Skills Development II		1
<u>HDFS 488B</u> <sup>2</sup>	Field Placement: Early Childhood		5-8
<u>HDFS 492</u>	Seminar-Program Proposal Development	4C	3
Early Childhood Professions Concentration Course (See list below) <sup>1</sup>			3
Electives <sup>3</sup>			11-14 15-20
<b>Total Credits</b>			<b>29</b>
<b>Program Total Credits:</b>			<b>120</b>

### Early Childhood Professions Concentration Courses<sup>1</sup>

Code	Title	AUCC	Credits
<u>D 324</u>	Teaching Creative Movement for Children		2
<u>EDUC 275</u>	Schooling in the United States (GT-SS3) <sup>4</sup>	3C	3
<u>FSHN 445/HDFS 445</u>	Early Childhood Health, Safety, and Nutrition		3
<u>HDFS 217</u>	Creative Experiences for Children		3
<u>HDFS 286</u>	Practicum-Professional Skills		3
<u>HDFS 317</u>	Special Needs in Early Childhood		3
<u>HDFS 318</u>	Infancy and Toddlerhood		3
<u>HDFS 320</u>	Cognitive and Language Development		3
<u>HDFS 351</u>	Course HDFS 351 Not Found		3
<u>HDFS 401</u>	Course HDFS 401 Not Found		3
<u>HDFS 439</u>	Administration of Early Childhood Programs		3
<u>IE 471</u>	Children and Youth in Global Context		3
<u>PSY 460</u>	Child Exceptionality and Psychopathology		3
<u>SOWK 371A</u>	Social Work with Selected Populations: Children and Families		3

- <sup>1</sup> Of the 12 required credits of concentration courses, a minimum of 6 credits must be HDFS courses and a minimum of 9 credits must be upper-division (300- to 400-level). Courses may not double-count for more than one HDFS concentration. Select from the list of Early Childhood Professions Concentration Courses. A minimum of 9 credits must be HDFS courses and a minimum of 12 credits must be upper-division (300- to 400-level).
- <sup>2</sup> Students with substantial career-relevant experience may petition to replace HDFS 488B with a three-course upper-division cognate defined with and approved by the advisor. The additional 1-4 credits required for the cognate can be double-counted as electives but not as concentration courses.
- <sup>3</sup> Select enough elective credits to bring the program to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).
- <sup>4</sup> Courses selected to fulfill All-University Core Curriculum (AUCC) requirements may not double count toward the Early Childhood Professions Concentration Course requirement.



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**Department of Human Development & Family Studies**  
**Major in Human Development and Family Studies, Human Development and Family Studies Concentration**

A minimum grade of C is required in all courses used to satisfy the requirements of the Major in Human Development and Family Studies, Human Development and Family Studies Concentration. Courses used as substitutions also require a minimum grade of C. Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS subject code course and a minimum grade of C for each course chosen from the concentration list to fulfill the required credits. Courses used as substitutions also require a minimum grade of C.

**FRESHMAN**

		<b>AUCC</b>	<b>CREDITS</b>
Select one course from the following:			3-4
<u>BZ 101</u>	Humans and Other Animals (GT-SC2)	3A	
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	3A	
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>HDFS 101</u>	Individual and Family Development (GT-SS3)	3C	3
<u>HDFS 277</u>	Professional Skills Development I		1
<u>PSY 100</u>	General Psychology (GT-SS3)	3C	3
<u>SOC 100</u>	General Sociology (GT-SS3)	3C	3
<u>Arts and Humanities</u>		3B	6
<u>Global and Cultural Awareness</u>		3E	3
<u>Historical Perspectives</u>		3D	3
<u>Mathematics</u>		1B	3
<b>Total Credits</b>			<b>31-32</b>

**SOPHOMORE**

Select one course from the following:			3
<u>HDFS 302</u>	Marriage and Family Relationships	-	-
<u>HDFS 402</u>	Couple and Family Studies	-	-
<u>HDFS 403</u>	Families in the Legal Environment	-	-
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	2	
<u>HDFS 310</u>	Infant and Child Development in Context		3
<u>HDFS 311</u>	Adolescent/Early Adult Development in Context		3
<u>HDFS 312</u>	Adult Development-Middle Age and Aging	-	3
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle		3
Select one course from the following:			3
<u>STAT 201</u>	General Statistics		
<u>STAT 301</u>	Introduction to Statistical Methods		
Human Development and Family Studies Concentration Courses (See list below)*		-	9
<u>Biological and Physical Sciences</u>		3A	3-4

Electives			12 3
<b>Total Credits</b>			<b>30-31</b>
<b>JUNIOR</b>			
Select one course from the following:		-	3
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	-
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	2	-
<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)	2	-
Select one course not taken previously from the following:		-	3
<u>HDFS 302</u>	Marriage and Family Relationships	-	-
<u>HDFS 312</u>	Adult Development-Middle Age and Aging		3
<u>HDFS 350</u>	Applied Research Methods	4A	3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science		3
<u>HDFS 402</u>	Couple and Family Studies		3
<u>HDFS 403</u>	Families in the Legal Environment	-	-
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle	4A,4B	3
<u>HDFS 434</u>	Risk and Resilience Across the Lifespan	4B	3
Human Development and Family Studies Concentration Courses (See list below) <sup>1</sup>			9 3
Electives			5 42
<b>Total Credits</b>			<b>29</b>
<b>SENIOR</b>			
<u>HDFS 477</u>	Professional Skills Development II		1
<u>HDFS 488A</u>	Field Placement: Human Development and Family Studies		5-8
<u>HDFS 492</u>	Seminar-Program Proposal Development	4C	3
Human Development and Family Studies Concentration Courses (See list below) <sup>1</sup>			6 3
Electives <sup>3</sup>			11-14 15-20
<b>Total Credits</b>			<b>29</b>
<b>Program Total Credits:</b>			<b>120</b>

**Human Development and Family Studies Concentration Courses<sup>1</sup>**

Code	Title	Credits
<u>AHS 201</u>	Course AHS 201 Not Found	3
<u>D 324</u>	Teaching Creative Movement for Children	2
<u>ETST 405</u>	Ethnicity, Class, and Gender in the U.S.	3
<u>FSHN 150</u>	Survey of Human Nutrition	3
<u>FSHN 444</u>	Nutrition and Aging	1
<u>HDFS 201</u>	Perspectives in Gerontology	3
<u>HDFS 217</u>	Creative Experiences for Children	3

Code	Title	Credits
<u>HDFS 286</u>	Practicum-Professional Skills	3
<u>HDFS 317</u>	Special Needs in Early Childhood <sup>3</sup>	3
<u>HDFS 318</u>	Infancy and Toddlerhood	3
<u>HDFS 320</u>	Cognitive and Language Development	3
<u>HDFS 332</u>	Death, Dying, and Grief	3
<u>HDFS 351</u>	Course HDFS 351 Not Found <sup>3</sup>	3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science	3
<u>HDFS 401</u>	Course HDFS 401 Not Found	3
<u>HDFS 403</u>	Families in the Legal Environment <sup>4</sup>	3
<u>HDFS 404</u>	Child Life Theory and Practice	2
One course from the following may count toward this concentration:		3
<u>HDFS 410</u>	Socioemotional Development in Childhood	
<u>HDFS 411</u>	Developmental Transitions in Adolescence	
<u>HDFS 412</u>	Mental and Physical Health in Adulthood	
<u>HDFS 439</u>	Administration of Early Childhood Programs	3
<u>HDFS 470</u>	Campus Corps: Mentoring At-Risk Youth	3
<u>HDFS 497A</u>	Group Study: Peer Advising <sup>4 5</sup>	1-3
<u>HDFS 497B</u>	Group Study: Undergraduate Outreach and Leadership <sup>4 5</sup>	1-3
<u>HES 444</u>	Successful Aging: Role of Physical Activity	2
<u>HONR 499</u>	Senior Honors Thesis	3
<u>IE 471</u>	Children and Youth in Global Context	3
<u>OT 355</u>	The Disability Experience in Society	2
<u>PHIL 205</u>	Introduction to Ethics	3
<u>PHIL 327</u>	Philosophy of Behavioral Sciences	3
<u>POLS 460</u>	Public Policy Process	3
<u>PSY 228</u>	Psychology of Human Sexuality	3
<u>PSY 252</u>	Mind, Brain, and Behavior	3
<u>PSY 310</u>	Basic Counseling Skills	3
<u>PSY 320</u>	Abnormal Psychology	3
<u>PSY 454</u>	Biological Psychology	3
<u>PSY 460</u>	Child Exceptionality and Psychopathology	3
<u>PSY 492A</u>	Seminar: Applied Social Psychology	1-3
<u>PSY 492B</u>	Seminar: Cognitive Psychology	1-3
<u>PSY 492C</u>	Seminar: Counseling/Clinical Psychology	1-3
<u>PSY 492D</u>	Seminar: Industrial/Organizational Psychology	1-3
<u>PSY 492E</u>	Seminar: Perceptual and Brain Sciences	1-3

Code	Title	Credits
<u>PSY 492F</u>	Seminar: Special Topics in Psychology	1-3
<u>SOWK 371A</u>	Social Work with Selected Populations: Children and Families	3
<u>SOWK 371B</u>	Social Work with Selected Populations: Juvenile Offenders	3
<u>SOWK 371C</u>	Social Work with Selected Populations: Adult Offenders	3
<u>SOWK 371D</u>	Social Work with Selected Populations: Substance Abusers	3
<u>SOWK 371E</u>	Social Work with Selected Populations: Social Gerontology	3
<u>SPCM 334</u>	Co-Cultural Communication	3

- <sup>1</sup> Of the required total of 15 credits, a minimum of 9 credits must be HDFS courses. A minimum of 12 credits must be upper-division (300- to 400-level). Courses may not double-count for more than one HDFS concentration.
- <sup>2</sup> Students with substantial career-relevant experience may petition to replace HDFS 488A with a three-course upper-division (300- to 400-level) cognate defined with and approved by the advisor. The additional 1-4 credits required for the cognate can be double-counted as electives but not as concentration courses.
- <sup>3</sup> ~~Offered only online.~~
- <sup>3</sup> Select enough elective credits to bring the program to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).
- <sup>4</sup> ~~If HDFS 403 is selected to fulfill the major requirement, it may not also count toward fulfilling the Human Development and Family Studies Concentration Course requirement.~~
- <sup>4</sup><sup>5</sup> Students may take a maximum of 3 credits of HDFS 497A and HDFS 497B to fulfill the Human Development and Family Studies Concentration Course requirement.



**College of Health and Human Sciences** **Effective Fall 2016**  
**Department of Human Development & Family Studies**  
**Major in Human Development and Family Studies, Leadership and Entrepreneurial Professions Concentration**

A minimum grade of C is required in all courses used to satisfy the requirements of the Major in Human Development and Family Studies, Leadership and Entrepreneurial Professions Concentration. Courses used as substitutions also require a minimum grade of C. Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS subject code course and a minimum grade of C for each course chosen from the concentration list to fulfill the required credits. Courses used as substitutions also require a minimum grade of C.

**FRESHMAN**

	AUCC	CREDITS
Select one course from the following:		3-4
<u>BZ 101</u> Humans and Other Animals (GT-SC2)	3A	
<u>LIFE 102</u> Attributes of Living Systems (GT-SC1)	3A	
<u>CO 150</u> College Composition (GT-CO2)	1A	3
<u>HDFS 101</u> Individual and Family Development (GT-SS3)	3C	3
<u>HDFS 277</u> Professional Skills Development I		1
<u>PSY 100</u> General Psychology (GT-SS3)	3C	3
<u>SOC 100</u> General Sociology (GT-SS3)	3C	3

<u>Arts and Humanities</u>	3B	6
<u>Global and Cultural Awareness</u>	3E	3
<u>Historical Perspectives</u>	3D	3
<u>Mathematics</u>	1B	3
<b>Total Credits</b>		<b>31-32</b>

**SOPHOMORE**

Select one course from the following:		3
<u>HDFS 302</u>	Marriage and Family Relationships	
<u>HDFS 402</u>	Couple and Family Studies	
<u>HDFS 403</u>	Families in the Legal Environment	
<u>CO 300</u>	Writing Arguments (GT-CO3)	2
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	2
<u>HDFS 310</u>	Infant and Child Development in Context	3
<u>HDFS 311</u>	Adolescent/Early Adult Development in Context	3
<u>HDFS 312</u>	Adult Development-Middle Age and Aging	-
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle	3
Select one course from the following:		3
<u>STAT 201</u>	General Statistics	
<u>STAT 301</u>	Introduction to Statistical Methods	
Leadership and Entrepreneurial Professions Concentration Courses (See list below): <sup>†</sup>	-	9
<u>Biological and Physical Sciences</u>	3A	3-4
Electives		12-3
<b>Total Credits</b>		<b>30-31</b>

**JUNIOR**

Select one course from the following:		-	3
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	-
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	2	-
<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)	2	-
Select one course not taken previously from the following:		-	3
<u>HDFS 302</u>	Marriage and Family Relationships	-	-
<u>HDFS 312</u>	Adult Development-Middle Age and Aging		3
<u>HDFS 350</u>	Applied Research Methods	4A	3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science		3
<u>HDFS 402</u>	Couple and Family Studies		3
<u>HDFS 403</u>	Families in the Legal Environment	-	-
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle	4A,4B	3
<u>HDFS 434</u>	Risk and Resilience Across the Lifespan	4B	3



Leadership and Entrepreneurial Professions Concentration Courses (See list below): <sup>1</sup>	9-3
Electives	5-12
<b>Total Credits</b>	<b>29</b>
<b>SENIOR</b>	
<u>HDFS 475</u>	Entrepreneurs and Leaders in Human Services 3
<u>HDFS 477</u>	Professional Skills Development II 1
<u>HDFS 488E</u> <sup>2</sup>	Field Placement: Leadership/Entrepreneurship 5-8
<u>HDFS 492</u>	Seminar-Program Proposal Development 4C 3
Leadership and Entrepreneurial Professions Concentration Course (See list below): <sup>1</sup>	3
Electives <sup>3</sup>	11-14 15-20
<b>Total Credits</b>	<b>29</b>
<b>Program Total Credits:</b>	<b>120</b>

### Leadership and Entrepreneurial Professions Courses<sup>1</sup>

Code	Title	AUCC	Credits
<u>ACT 205</u>	Fundamentals of Accounting		3
<u>BUS 205</u>	Legal and Ethical Issues in Business		3
<u>ECON 202</u>	Principles of Microeconomics (GT-SS1) <sup>4</sup>	3C	3
<u>ECON 204</u>	Principles of Macroeconomics (GT-SS1) <sup>4</sup>	3C	3
<u>ECON 211</u>	Gender in the Economy (GT-SS1) <sup>4</sup>	3E	3
<u>ETST 316/JTC 316</u>	Multiculturalism and the Media		3
<u>ETST 404</u>	Race Formation in the United States		3
<u>ETST 405</u>	Ethnicity, Class, and Gender in the U.S.		3
<u>FACS 320</u>	Finance-Personal and Family		3
<u>FIN 305</u>	Fundamentals of Finance		3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science		3
<u>HDFS 201</u>	Perspectives in Gerontology		3
<u>HDFS 403</u>	Families in the Legal Environment <sup>5</sup>		3
One course from the following may count toward this concentration:			3
<u>HDFS 410</u>	Socioemotional Development in Childhood		
<u>HDFS 411</u>	Developmental Transitions in Adolescence		
<u>HDFS 412</u>	Mental and Physical Health in Adulthood		
<u>HDFS 439</u>	Administration of Early Childhood Programs		3
<u>HDFS 470</u>	Campus Corps: Mentoring At-Risk Youth		3
<u>HDFS 497A</u>	Group Study: Peer Advising <sup>5 6</sup>		1-3
<u>HDFS 497B</u>	Group Study: Undergraduate Outreach and Leadership <sup>5 6</sup>		1-3
<u>HDFS 497C</u>	Group Study: Student Respect/Wellness Education <sup>5 6</sup>		1-3

Code	Title	AUCC	Credits
<u>HDFS 497D</u>	Group Study: Asian/Pacific American Cultural Center <sup>5 6</sup>		1-3
<u>HDFS 497E</u>	Group Study: Black/African American Cultural Center <sup>5 6</sup>		1-3
<u>IU 170</u>	A Call to Lead I: Theories and Skills		2
<u>IU 270</u>	Leadership Styles I: Personal Application		2
<u>IU 470</u>	Effective Leadership I: Success as a Leader		3
<u>MGT 305</u>	Fundamentals of Management		3
<u>MGT 340</u>	Fundamentals of Entrepreneurship		3
<u>MGT 360</u>	Social and Sustainable Venturing		3
<u>MKT 305</u>	Fundamentals of Marketing		3
<u>PHIL 205</u>	Introduction to Ethics		3
<u>POLS 460</u>	Public Policy Process		3
<u>SOC 332</u>	Comparative Majority-Minority Relations		3
<u>SPCM 334</u>	Co-Cultural Communication		3
<u>SPCM 335</u>	Gender and Communication		3
<u>SPCM 436</u>	Conflict Management and Communication		3

- <sup>1</sup> Of the 12 required credits of concentration elective courses, a minimum of 6 credits must be HDFS courses and a minimum of 9 credits must be upper-division (300- to 400-level). Courses may not double-count for more than one HDFS concentration. Select from department list of Leadership and Entrepreneurial Professions Concentration Courses. A minimum of 9 credits must be HDFS courses and a minimum of 12 credits must be upper-division (300- to 400-level).
- <sup>2</sup> Students with substantial career-relevant experience may petition to replace HDFS 488E with a three-course upper-division (300- to 400-level) cognate defined with and approved by the advisor. The additional 1-4 credits required for the cognate can be double-counted as electives but not as concentration courses.
- <sup>3</sup> Select enough elective credits to bring the program to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).
- <sup>4</sup> Courses selected to fulfill All-University Core Curriculum (AUCC) requirements may not double count toward the Leadership and Entrepreneurial Professions Concentration Course requirement.
- <sup>5</sup> If HDFS 403 is selected in the sophomore or junior years to fulfill the selection requirement, it may not double count toward the Leadership and Entrepreneurship Concentration Course requirement.
- <sup>5 6</sup> Students in the concentration may select a maximum of 6 credits of HDFS 497A, HDFS 497B, HDFS 497C, HDFS 497D, HDFS 497E, with a maximum of 3 credits per subtopic.



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

**Effective Fall 2016**

A minimum grade of C is required in all courses used to satisfy the requirements of the Major in Human Development and Family Studies, Pre-Health Professions Concentration. Courses used as substitutions also require a minimum grade of C. Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS subject code course and a minimum grade of C for each course chosen from the concentration list to fulfill the required credits. Courses used as substitutions also require a minimum grade of C.

<b>FRESHMAN</b>			<b>AUCC</b>	<b>CREDITS</b>
Select one course from the following:				3-4
<u>BZ 101</u>	Humans and Other Animals (GT-SC2)		3A	
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)		3A	
<u>CO 150</u>	College Composition (GT-CO2)		1A	3
<u>HDFS 101</u>	Individual and Family Development (GT-SS3)		3C	3
<u>HDFS 277</u>	Professional Skills Development I			1
<u>PSY 100</u>	General Psychology (GT-SS3)		3C	3
<u>SOC 100</u>	General Sociology (GT-SS3)		3C	3
<u>Arts and Humanities</u>			3B	6
<u>Mathematics</u>			1B	3
Electives				6
			<b>Total Credits</b>	<b>31-32</b>
<b>SOPHOMORE</b>				
Select one course from the following:				3
<u>CO 300</u>	Writing Arguments (GT-CO3)		2	
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)		2	
<u>HDFS 310</u>	Infant and Child Development in Context			3
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle			3
Select one course from the following:				3
<u>STAT 201</u>	General Statistics			
<u>STAT 301</u>	Introduction to Statistical Methods			
Pre-Health Professions Concentration Course (See list below) <sup>1</sup>				3-9
<u>Biological and Physical Sciences</u>			3A	3-4
<u>Global and Cultural Awareness</u>			3E	3
<u>Historical Perspectives</u>			3D	3
Electives				6
			<b>Total Credits</b>	<b>30-31</b>
<b>JUNIOR</b>				
Select one course from the following:			-	3
<u>CO 300</u>	Writing Arguments (GT-CO3)		2	-
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)		2	-
<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)		2	-
Select two courses from the following:			-	6
<u>HDFS 302</u>	Marriage and Family Relationships		-	-
<u>HDFS 311</u>	Adolescent/Early Adult Development in Context			3

<u>HDFS 312</u>	Adult Development-Middle Age and Aging		3
<u>HDFS 350</u>	Applied Research Methods	4A	3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science		3
<u>HDFS 402</u>	Couple and Family Studies		3
<u>HDFS 403</u>	Families in the Legal Environment	-	-
<u>HDFS 434</u>	Risk and Resilience Across the Lifespan	4B	3
Pre-Health Professions Concentration Courses (See list below) <sup>1</sup>			6-3
Electives			6
<b>Total Credits</b>			<b>30</b>
<b>SENIOR</b>			
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle	4A,4B	3
<u>HDFS 477</u>	Professional Skills Development II		1
<u>HDFS 488C<sup>2</sup></u>	Field Placement: Pre-Health		5-8
<u>HDFS 492</u>	Seminar-Program Proposal Development	4C	3
Pre-Health Professions Concentration Courses (See list below) <sup>1</sup>			6-3
Electives <sup>3</sup>			10-13 12-17
<b>Total Credits</b>			<b>28</b>
<b>Program Total Credits:</b>			<b>120</b>

### Pre-Health Professions Concentration Courses<sup>1</sup>

Code	Title	AUCC	Credits
<u>BMS 300</u>	Principles of Human Physiology		4
<u>BMS 301</u>	Human Gross Anatomy		5
<u>BMS 302</u>	Laboratory in Principles of Physiology		2
<u>BMS 345</u>	Functional Neuroanatomy		4
<u>BZ 350</u>	Molecular and General Genetics		4
<u>CHEM 245</u>	Fundamentals of Organic Chemistry		4
<u>CHEM 341</u>	Modern Organic Chemistry I		3
<u>FSHN 150</u>	Survey of Human Nutrition		3
<u>FSHN 444</u>	Nutrition and Aging		1
<u>FSHN 445/HDFS 445</u>	Early Childhood Health, Safety, and Nutrition		3
<u>HDFS 201</u>	Perspectives in Gerontology		3
<u>HDFS 317</u>	Special Needs in Early Childhood <sup>4</sup>		3
<u>HDFS 320</u>	Cognitive and Language Development		3
<u>HDFS 332</u>	Death, Dying, and Grief		3
<u>HDFS 401</u>	Course HDFS 401 Not Found		3
<u>HDFS 404</u>	Child Life Theory and Practice		2

Code	Title	AUCC	Credits
One course from the following may count toward this concentration:			3
<u>HDFS 410</u>	Socioemotional Development in Childhood		
<u>HDFS 411</u>	Developmental Transitions in Adolescence		
<u>HDFS 412</u>	Mental and Physical Health in Adulthood		
<u>HES 444</u>	Successful Aging: Role of Physical Activity		2
<u>LIFE 205</u>	Microbial Biology		3
<u>LIFE 206</u>	Microbial Biology Laboratory		2
<u>MIP 300</u>	General Microbiology		3
<u>MIP 302</u>	General Microbiology Laboratory		2
<u>OT 110</u>	Introduction to Occupational Therapy		3
<u>OT 215</u>	Medical Terminology		1
<u>OT 355</u>	The Disability Experience in Society		2
<u>PH 121</u>	General Physics I (GT-SC1) <sup>4 5</sup>	3A	5
<u>PH 122</u>	General Physics II (GT-SC1) <sup>4 5</sup>	3A	5
<u>PSY 252</u>	Mind, Brain, and Behavior		3
<u>PSY 320</u>	Abnormal Psychology		3
<u>PSY 454</u>	Biological Psychology		3

- <sup>1</sup> Of the required total of 15 credits, a minimum of 9 credits must be HDFS courses. A minimum of 12 credits must be upper-division (300- to 400-level). Courses may not double-count for more than one HDFS concentration.
- <sup>2</sup> Students with substantial career-relevant experience may petition to replace HDFS 488C with a three-course upper-division (300- to 400-level) cognate defined with and approved by the advisor. The additional 1-4 credits required for the cognate can be double-counted as electives but not as concentration courses.
- <sup>3</sup> Select enough elective credits to bring the program to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).
- <sup>4</sup> Offered only online.
- <sup>4 5</sup> All-University Core Curriculum (AUCC) courses may not be used to fulfill both AUCC requirements and Pre-Health Professions Concentration Course requirements.



**College of Health and Human Sciences** **Effective Fall 2016**  
**Department of Human Development & Family Studies**  
**Major in Human Development and Family Studies, Prevention and Intervention Sciences Concentration**

A minimum grade of C is required in all courses used to satisfy the requirements of the Major in Human Development and Family Studies, Prevention and Intervention Sciences Concentration. Courses used as substitutions also require a minimum grade of C. Completion of the major in Human Development and Family Studies requires a minimum grade of C in each HDFS subject code course and a minimum grade of C for each course chosen from the concentration list to fulfill the required credits. Courses used as substitutions also require a minimum grade of C.

**FRESHMAN**

		<b>AUCC</b>	<b>CREDITS</b>
Select one course from the following:			3-4
<u>BZ 101</u>	Humans and Other Animals (GT-SC2)	3A	
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	3A	
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>HDFS 101</u>	Individual and Family Development (GT-SS3)	3C	3
<u>HDFS 277</u>	Professional Skills Development I		1
<u>PSY 100</u>	General Psychology (GT-SS3)	3C	3
<u>SOC 100</u>	General Sociology (GT-SS3)	3C	3
<u>Arts and Humanities</u>		3B	6
<u>Global and Cultural Awareness</u>		3E	3
<u>Historical Perspectives</u>		3D	3
<u>Mathematics</u>		1B	3
<b>Total Credits</b>			<b>31-32</b>

**SOPHOMORE**

Select one course from the following:			3
<u>HDFS 302</u>	Marriage and Family Relationships	-	-
<u>HDFS 402</u>	Couple and Family Studies	-	-
<u>HDFS 403</u>	Families in the Legal Environment	-	-
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	2	
<u>HDFS 310</u>	Infant and Child Development in Context		3
<u>HDFS 311</u>	Adolescent/Early Adult Development in Context		3
<u>HDFS 312</u>	Adult Development Middle Age and Aging	-	3
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle		3
Select one course from the following:			3
<u>STAT 201</u>	General Statistics		
<u>STAT 301</u>	Introduction to Statistical Methods		
Prevention and Intervention Science Concentration Courses (See list below) <sup>†</sup>		-	9
<u>Biological and Physical Sciences</u>		3A	3-4
Elective			12 3
<b>Total Credits</b>			<b>30-31</b>

**JUNIOR**

Select one course from the following:			3
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	

<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	2	
<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)	2	
Select one course not taken previously from the following:			3
<u>HDFS 302</u>	Marriage and Family Relationships		
<u>HDFS 312</u>	Adult Development-Middle Age and Aging		3
<u>HDFS 350</u>	Applied Research Methods	4A	3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science		3
<u>HDFS 402</u>	Couple and Family Studies		3
<u>HDFS 403</u>	Families in the Legal Environment	-	-
<u>HDFS 334</u>	Family and Parenthood Across the Life Cycle	4A,4B	3
<u>HDFS 434</u>	Risk and Resilience Across the Lifespan	4B	3
Prevention and Intervention Science Concentration Course (See list below) <sup>1</sup>			9 3
Electives			5 12
<b>Total Credits</b>			<b>29</b>

**SENIOR**

<u>HDFS 477</u>	Professional Skills Development II		1
<u>HDFS 488D<sup>2</sup></u>	Field Placement: Prevention/Intervention Science		5-8
<u>HDFS 492</u>	Seminar-Program Proposal Development	4C	3
Prevention and Intervention Science Concentration Courses (See list below) <sup>1</sup>			6 3
Electives <sup>3</sup>			11-14 15-20
<b>Total Credits</b>			<b>29</b>

**Program Total Credits: 120**

**Prevention and Intervention Science Concentration Courses<sup>1</sup>**

Code	Title	Credits
<u>AHS 201</u>	<u>Course AHS 201 Not Found</u>	3
<u>ANTH 340</u>	Medical Anthropology	3
<u>ANTH 343</u>	Applied Medical Anthropology	3
<u>ANTH 441</u>	Method in Cultural Anthropology	3
<u>ANTH 443</u>	Ethnographic Field Methods	3
<u>ETST 404</u>	Race Formation in the United States	3
<u>ETST 405</u>	Ethnicity, Class, and Gender in the U.S.	3
<u>FACS 320</u>	Finance-Personal and Family	3
<u>HDFS 201</u>	Perspectives in Gerontology	3
<u>HDFS 286</u>	Practicum-Professional Skills	3
<u>HDFS 332</u>	Death, Dying, and Grief	3
<u>HDFS 351</u>	<u>Course HDFS 351 Not Found</u> <sup>4</sup>	3
<u>HDFS 375</u>	Lifespan Intervention and Prevention Science	3

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Code	Title	Credits
<u>HDFS 401</u>	Course HDFS 401 Not Found	3
<u>HDFS 403</u>	Families in the Legal Environment <sup>5</sup>	3
One course from the following may count toward this concentration:		3
<u>HDFS 410</u>	Socioemotional Development in Childhood	
<u>HDFS 411</u>	Developmental Transitions in Adolescence	
<u>HDFS 412</u>	Mental and Physical Health in Adulthood	
<u>HDFS 470</u>	Campus Corps: Mentoring At-Risk Youth	3
<u>HDFS 498A</u>	Research: Human Development	1-3
<u>HDFS 498B</u>	Research: Family Studies	1-3
<u>HDFS 499</u>	Thesis	1-6
<u>HONR 499</u>	Senior Honors Thesis	3
<u>IE 470</u>	Women and Development	3
<u>IE 471</u>	Children and Youth in Global Context	3
<u>MU 241</u>	Introduction to Music Therapy	3
<u>OT 355</u>	The Disability Experience in Society	2
<u>PHIL 327</u>	Philosophy of Behavioral Sciences	3
<u>PHIL 415</u>	Logic and Scientific Method	3
<u>POLS 460</u>	Public Policy Process	3
<u>PSY 228</u>	Psychology of Human Sexuality	3
<u>PSY 310</u>	Basic Counseling Skills	3
<u>PSY 327</u>	Psychology of Women	3
<u>PSY 370</u>	Psychological Measurement and Testing	3
<u>PSY 460</u>	Child Exceptionality and Psychopathology	3
<u>PSY 492A</u>	Seminar: Applied Social Psychology	1-3
<u>PSY 492B</u>	Seminar: Cognitive Psychology	1-3
<u>PSY 492C</u>	Seminar: Counseling/Clinical Psychology	1-3
<u>PSY 492D</u>	Seminar: Industrial/Organizational Psychology	1-3
<u>PSY 492E</u>	Seminar: Perceptual and Brain Sciences	1-3
<u>PSY 492F</u>	Seminar: Special Topics in Psychology	1-3
<u>SOC 311</u>	Methods of Sociological Inquiry	3
<u>SOWK 371A</u>	Social Work with Selected Populations: Children and Families	3
<u>SOWK 371B</u>	Social Work with Selected Populations: Juvenile Offenders	3
<u>SOWK 371C</u>	Social Work with Selected Populations: Adult Offenders	3
<u>SOWK 371D</u>	Social Work with Selected Populations: Substance Abusers	3
<u>SOWK 371E</u>	Social Work with Selected Populations: Social Gerontology	3
<u>STAT 340</u>	Multiple Regression Analysis	3



Code	Title	Credits
<u>STAT 372</u>	Data Analysis Tools	3
Course List		
<ol style="list-style-type: none"> <li>1 <del>Of the 15 credits of concentration courses</del>, a minimum of 9 credits must be HDFS courses and a minimum of 12 credits must be upper-division (300- to 400-level). <u>Courses may not double-count for more than one HDFS concentration.</u></li> <li>2 Students with substantial career-relevant experience may petition to replace <u>HDFS 488D</u> with a three-course upper-division cognate defined with and approved by the advisor. The additional 1-4 credits required for the cognate can be double-counted as electives but not as concentration courses.</li> <li>3 Select enough elective credits to bring the program to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).</li> <li>4 <del>Offered only online.</del></li> <li>4<sup>s</sup> If <u>HDFS 403</u> is selected in the sophomore or junior years to fulfill the selection requirement, it may not double count toward the Prevention and Intervention Science Concentration Course requirement.</li> </ol>		



**College of Liberal Arts**  
**Department of Ethnic Studies**  
**Master of Arts in Ethnic Studies, Plan A**

**Effective Fall 2016**

Core Courses		
<u>ETST 501</u>	Ethnic Studies History and Theory	3
<u>ETST 502</u>	Research Methods	3
<u>ETST 503</u>	Contemporary Ethnic Studies Issues	3
<b>Electives</b>		
Select 12 credits from the following:		12
ANTH 513/ETST 513	<u>Course ANTH 513 Not Found</u>	
<u>ETST 510</u>	Ethnicity, Race, and Health Disparities in U.S.	
<u>ETST 520</u>	Race and U.S. Social Movements	
<u>ETST 531</u>	Latina/o Politics in the U.S.	
<u>ETST 535</u>	Chicana Feminism: Theory and Form	
<u>ETST 540</u>	Race in Latin America	
<u>ETST 541</u>	Gender, Violence and Indigenous Peoples	
<u>ETST 544/POLS 544</u>	National Identities and Nation Building	
<u>ETST 545</u>	Immigration and Citizenship in U.S. History	
<u>ETST 550</u>	Indigenous Law, Policy, and Peoples	
<u>ETST 555</u>	African American Intellectual Thought	
<u>ETST 560</u>	Race, Ethnicity, and Higher Education	
<u>ETST 573</u>	Critical Disability Studies	
<u>WS 510</u>	Women and Sustainability	
<u>ETST 699</u>	Thesis	3-6

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<b>Additional Credits</b> <sup>1</sup>		3-6
<u>ETST 684</u>	Supervised College Teaching	
Select 3-6 credits from the following: <sup>2</sup>		3-6
<u>ETST 687</u>	Internship	
<u>ETST 695</u>	Independent Study	
<u>ETST 699</u>	Thesis	
<u>ETST 696</u>	Group Study	
<u>ETST 698</u>	Research in Ethnicity	
<u>WS 692</u>	Seminar in Women's Studies	
<b>Program Total Credits</b>		<b>30</b>

A minimum of 30 credits are required to complete this program.

<sup>1</sup> ~~Nine credits are required.~~ Select enough additional credits to bring the program total to a minimum of 30 credits.

<sup>2</sup> ~~Students pursuing Plan A are required to take a minimum of three credits of thesis (maximum of six credits).~~

The following are specific requirements for the Ethnic Studies Master of Arts, Plan A: ~~A degree:~~

- Minimum of 24 semester credits earned in residence at CSU, 21 credits must be earned after admission to the Graduate School.
- At least 21 credits must be 500-level courses or higher and at least 12 credits must be in regular courses.
- ~~For Plan A, three (3) thesis credits are required and a maximum of 6 credits allowed.~~
- Additional elective courses include any ETST or other subject code graduate level course. ~~and one ETST 400-level course is allowed.~~
- ~~Successful completion of an oral defense of a master's thesis.~~
- ~~Successful completion of a master's thesis.~~



**College of Liberal Arts**  
**Department of Ethnic Studies**  
**Master of Arts in Ethnic Studies, Plan B**

**Effective Fall 2016**

<b>Core Courses</b>		
<u>ETST 501</u>	Ethnic Studies History and Theory	3
<u>ETST 502</u>	Research Methods	3
<u>ETST 503</u>	Contemporary Ethnic Studies Issues	3
<b>Electives</b>		
Select 12 credits from the following:		12
ANTH 513/ETST 513	<span style="border: 1px solid black; padding: 2px;">Course ANTH 513 Not Found</span>	
<u>ETST 510</u>	Ethnicity, Race, and Health Disparities in U.S.	
<u>ETST 520</u>	Race and U.S. Social Movements	
<u>ETST 531</u>	Latina/o Politics in the U.S.	
<u>ETST 535</u>	Chicana Feminism: Theory and Form	
<u>ETST 540</u>	Race in Latin America	

<u>ETST 541</u>	Gender, Violence and Indigenous Peoples	
<u>ETST 544/POLS 544</u>	National Identities and Nation Building	
<u>ETST 545</u>	Immigration and Citizenship in U.S. History	
<u>ETST 550</u>	Indigenous Law, Policy, and Peoples	
<u>ETST 555</u>	African American Intellectual Thought	
<u>ETST 560</u>	Race, Ethnicity, and Higher Education	
<u>ETST 573</u>	Critical Disability Studies	
<u>WS 510</u>	Women and Sustainability	
<u>ETST 687</u> or <u>ETST 695</u>	Internship Independent Study	3-6
<b>Additional Credits <sup>1</sup></b>		<b>5-8</b>
<u>ETST 684</u>	Supervised College Teaching	
Select 3-6 credits from the following: <sup>2</sup>		3-6
<u>ETST 687</u>	Internship	
<u>ETST 695</u>	Independent Study	
<u>ETST 696</u>	Group Study	
<u>ETST 698</u>	Research in Ethnicity	
<u>WS 692</u>	Seminar in Women's Studies	

**Program Total Credits** **32**

A minimum of 32 credits are required to complete this program.

- <sup>1</sup> Eleven credits are required. Select enough additional credits to bring the program total to a minimum of 32 credits.
- <sup>2</sup> Students pursuing Plan B are required to take a minimum of three credits of internship (maximum of six credits) or independent study (maximum of six credits).

The following are specific requirements for the Ethnic Studies Master of Arts, Plan B degree:

- Minimum of 24 semester credits earned in residence at CSU, 21 credits must be earned after admission to the Graduate School.
- At least 21 credits must be 500-level or higher courses and at least 12 credits must be in regular courses.
- Additional elective courses include any ETST or other subject code graduate level course. -and one ETST 400-level course is allowed.
- Successful completion of a specialized research/professional paper.
- Community presentation of professional paper/project.



College of Natural Sciences  
 Department of Statistics  
 Major in Statistics

Effective Fall 2016

A minimum grade of C is required in each mathematics, statistics, and computer science course required for the major.

**FRESHMAN**

		<b>AUCC</b>	<b>CREDITS</b>
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>MATH 160</u>	Calculus for Physical Scientists I (GT-MA1)	1B	4
<u>MATH 161</u>	Calculus for Physical Scientists II (GT-MA1)	1B	4
<u>STAT 192</u>	First-Year Seminar in Statistics	-	4
<u>STAT 158</u>	Introduction to R Programming		1
<u>STAT 315</u>	Statistics for Engineers and Scientists		3
<u>Global and Cultural Awareness</u>		3E	3
<u>Historical Perspectives</u>		3D	3
Electives			9-10
<b>Total Credits</b>			<b>30</b>

**SOPHOMORE**

<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)	2	3
<u>MATH 261</u>	Calculus for Physical Scientists III		4
<u>MATH 369</u>	Linear Algebra I		3
<u>STAT 341</u>	Statistical Data Analysis I		3
<u>STAT 342</u>	Statistical Data Analysis II		3

Select one group from the following:

Group A:

<u>CS 160</u>	Foundations in Programming	-	-
<u>CS 163 or 164</u>	Java (CS1) No Prior Programming Java (CS1) Prior Programming		

Group B:

<u>CS 155</u>	Introduction to Unix		
<u>CS 156</u>	Introduction to C Programming I		

In addition, to complete Group B, to CS 155 and CS 156, select at least two of the following:

<u>CS 157</u>	Introduction to C Programming II		
<u>CS 158/MATH 158</u>	Mathematical Algorithms in C		
<u>MATH 151</u>	Mathematical Algorithms in Matlab I		
<u>MATH 152</u>	Mathematical Algorithms in Maple		

<u>Biological and Physical Sciences</u>		3A	7
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<u>STAT 301</u>	Introduction to Statistical Methods	-	-
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<u>STAT 307</u>	Introduction to Biostatistics	-	-	
<u>STAT 315</u>	Statistics for Engineers and Scientists	-	-	
Electives				3 6
<b>Total Credits</b>				<b>30</b>
<b>JUNIOR</b>				
<u>MATH 317</u>	Advanced Calculus of One Variable			4
<u>STAT 420</u>	Probability and Mathematical Statistics I			3
<u>STAT 430</u>	Probability and Mathematical Statistics II	4A		3
<u>STAT 358</u>	Introduction to Statistical Computing in SAS			2
Select one course from the following:				3
<u>STAT 400</u>	Statistical Computing			
<u>STAT 440</u>	Bayesian Data Analysis			
Select one course from the following:				3
<u>STAT 305</u>	Sampling Techniques			
<u>STAT 321</u>	Elementary Probabilistic-Stochastic Modeling	-	-	
<u>STAT 460</u>	Applied Multivariate Analysis			
<u>STAT 340</u>	Multiple Regression Analysis	-		3
<u>STAT 350</u>	Design of Experiments	-		3
<u>Arts and Humanities</u>		3B		6
<u>Social and Behavioral Sciences</u>		3C		3
Upper-Division CS/MATH/STAT Electives <sup>1</sup>				3 6
<b>Total Credits</b>				<b>30</b>
<b>SENIOR</b>				
<u>STAT 372</u>	Data Analysis Tools	-		3
<u>STAT 420</u>	Probability and Mathematical Statistics I	-		3
<u>STAT 430</u>	Probability and Mathematical Statistics II	4A		3
<u>STAT 472</u>	Statistical Consulting	4A,4B,4C		3
Upper-Division CS/MATH/STAT Elective <sup>1</sup>				3
Electives <sup>2</sup>				24 16
<b>Total Credits</b>				<b>30</b>
<b>Program Total Credits:</b>				<b>120</b>

<sup>1</sup> Select upper-division (300- to 400-level) computer science, mathematics, or statistics courses (excluding courses ending in -82 to -99).

<sup>2</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



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**Other Business**

The request for a distance degree code for the Master of Natural Resources Stewardship, Plan C, Ecological Restoration Specialization was approved.

The meeting adjourned at 4:00 p.m.

(FC)

Carole Makela, Chair  
Shelly Ellerby, Curriculum Liaison Specialist

A regular meeting of the University Curriculum Committee was held on March 4, 2016, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Ed DeLosh, Bradley Goetz, Mike Hogan, Paul Mallette, Beth Oehlerts, Brad Reisfeld, Howard Ramsdell, Sally Sutton, Undergraduate representative Tyler Siri.

Curriculum Liaison Specialist: Shelly Ellerby.

Guests: Kelley Brundage, Linda Selkirk.

Absent: Graduate representative Allistair Cook, David Gilkey (IVPUA, ex-officio).

### Minutes

The Minutes of February 26, 2016 were approved.

### Consent Agenda

The Consent Agenda was approved.

## CORRECTIONS TO PREVIOUS MINUTES

### December 4, 2015

#### Minutes stated:

**CHEM 105 01(1-0-0). Problem Solving in General Chemistry. F, S.**

**Fall 2016**

Prerequisite: MATH 118 or MATH 141 or MATH 155 or MATH 160 or MATH 161 or MATH 229 or MATH 261.

Restriction:

Registration information:

Foundational problem-solving skills in general chemistry to support students for success in general chemistry courses.

#### Changed to:

**CHEM 105 ~~201~~(1-0-10). Problem Solving in General Chemistry. F, S.**

**Fall 2016**

Prerequisite: MATH 118 or MATH 141 or MATH 155 or MATH 160 or MATH 161 or MATH 229 or MATH 261.

Restriction:

Registration information:

Foundational problem-solving skills in general chemistry to support students for success in general chemistry courses.

### February 19, 2016

#### Minutes stated:

**HES ~~232~~ ~~232B~~ 1(0-2-0). Techniques of Teaching Group Exercise ~~Physical Activity~~ F, S.**

**Fall 2016**

Prerequisite: HES 207.

Registration Information: None.

Provides opportunities to learn practical skills for the instruction of various group fitness activities. Emphasis is placed on physiological principles related to group fitness, as well as choreography, safety, and modifications for diverse populations and current trends. Practical and theoretical aspects of teaching individual sports with special emphasis on materials, teaching techniques, and analyzing skills

#### Changed to:

**HES ~~232~~ ~~232B~~ 1(0-2-0). Techniques of Teaching Group Exercise ~~Physical Activity~~ F, S.**

**Spring 2017**

Prerequisite: HES 207.

Registration Information: None.

Provides opportunities to learn practical skills for the instruction of various group fitness activities. Emphasis is placed on physiological principles related to group fitness, as well as choreography, safety, and modifications for diverse populations and current trends. Practical and theoretical aspects of teaching individual sports with special emphasis on materials, teaching techniques, and analyzing skills

**New Courses**

***Effective Term***

**DM 192 1(0-0-1). Design and Merchandising First Year Seminar F, S.**

Fall 2016

Prerequisite: None.

Registration Information: None.

Introduction to the Apparel and Merchandising and Interior Design majors, career options, campus resources, tools for academics, and industry topics.

**GES 130 1(1-0-0). Introduction to Sustainability Engagement F.**

Fall 2016

Prerequisite: None.

Registration Information: Written consent of instructor. Undergraduate standing only. Must be enrolled in the Eco-Leaders Peer Education Program.

Introduction to sustainability engagement via experiential learning.

**GES 441 3(3-0-0). Analysis of Sustainable Energy Solutions S.**

Spring 2017

Prerequisite: GES 141.

Registration Information: Sophomore standing.

Methods of evaluating sustainable energy technologies, including life cycle assessment, energy return on investment, technoeconomic analysis, and political ecology.

**INST 301 3(3-0-0). Global Commodities Across the Disciplines F, S, SS.**

Fall 2016

Prerequisite: GR 100; INST 200.

Registration Information: Undergraduate standing. International Studies, International Engineering, Interdisciplinary Liberal Arts majors, or International Development Studies Minors only.

Uses an interdisciplinary lens to explore the nature and significance of global commodities. Analyzes the cultural, political, economic, and environmental dimensions of everyday objects and objectification. Familiarizes students with the research content and methods of International Studies, illustrating applications of interdisciplinary research.

**Study/Travel Abroad Courses**

***Effective Term***

**FW 382A 3(3-0-0). Travel Abroad: Wildlife Conservation S.**

Spring 2017

Prerequisite: None.

Registration Information: 2.5 GPA. Written consent of instructor

Study tour of various overseas ecosystems and natural resources conservation programs; discussions with local ecologists/managers.

**FW 482A 3(3-0-0). Travel Abroad: Conserving Desert/Marine Animals S.**

Spring 2017

Prerequisite: LIFE 320.

Registration Information: 2.5 GPA. Written consent of instructor

Ecology of desert and marine animals and application to problems of animal conservation.

**Major Change to Courses**

***Effective Term***

**CS 555 4(3-~~2~~3-0) Distributed Systems F.**

Fall 2016

Prerequisite: CS 455.

Registration Information: Computer Science graduate students only. Must register for lecture and laboratory. Sections may be offered: Online.

Principles, paradigms, protocols and algorithms underlying modern distributed systems.



**HES 307 ~~43(3-20-0)~~ Biomechanical Principles of Human Movement F, S, SS.**

Fall 2016

Prerequisite: (HES 207 or BMS 301) and (PH 121 or PH 141).

Registration Information: Must register for lecture and laboratory.

Identify with and utilize biomechanical principles pertinent to human movement. Study and elementary analysis of human motion based on anatomical and mechanical principles.

**JTC 335 3(2-2-0). Digital Photography F, S.**

Spring 2017

Prerequisite: JTC 211.

Registration Information: Must register for lecture and laboratory. Sections may be offered: Online.

Basic photographic theory and practice using digital camera and image processing technology.



**Major Change to Existing Programs**

College of Agricultural Sciences  
 Department of Horticulture and Landscape Architecture  
 Major in Horticulture, Horticultural Business Management Concentration

Effective Fall 2016

<b>FRESHMAN</b>		<b>AUCC</b>	<b>CREDITS</b>
<u>AGRI 192</u> or <u>292</u>	Orientation to Agricultural Systems Transfer Seminar		1
<u>AREC 202</u>	Agricultural and Resource Economics (GT-SS1)	3C	3
<u>BZ 120</u>	Principles of Plant Biology (GT-SC1)	3A	4
<u>CHEM 107</u>	Fundamentals of Chemistry (GT-SC2)	3A	4
<u>CHEM 108</u>	Fundamentals of Chemistry Laboratory (GT-SC1)	3A	1
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>ECON 204</u>	Principles of Macroeconomics (GT-SS1)	3C	3
<u>HORT 100</u>	Horticultural Science	3A	4
<u>MATH 117</u>	College Algebra in Context I (GT-MA1)	1B	1
<u>MATH 118</u>	College Algebra in Context II (GT-MA1)	1B	1
<u>MATH 124</u>	Logarithmic and Exponential Functions (GT-MA1)	1B	1
Elective			3
<b>Total Credits</b>			<b>29</b>
<b>SOPHOMORE</b>			
<u>ACT 205</u>	Fundamentals of Accounting		3
<u>BUS 150</u> or <u>CS 110</u>	Business Computing Concepts and Applications Personal Computing		3-4
<u>CHEM 245</u>	Fundamentals of Organic Chemistry		4
<u>HORT 260</u>	Plant Propagation		4
<u>SOCR 240</u>	Introductory Soil Science		4

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<u>SPCM 200</u>	Public Speaking		3
<u>Advanced Writing</u>		2	3
Electives			5-6
<b>Total Credits</b>			<b>30</b>

**JUNIOR**

<u>AREC 375</u> or <u>BUS 205</u>	Agricultural Law Legal and Ethical Issues in Business		3
<u>AREC 408</u> or <u>FIN 305</u>	Agricultural Finance Fundamentals of Finance		3
<u>BSPM 302</u>	Applied and General Entomology	-	2
<u>BSPM 361</u>	Elements of Plant Pathology	-	3
<u>BZ 440</u>	Plant Physiology		3
<u>MGT 305</u>	Fundamentals of Management		3
<u>MKT 305</u>	Fundamentals of Marketing		3
<u>STAT 204</u>	Statistics for Business Students		3
Horticulture, Upper-Division <sup>1</sup>			6
<u>BSPM, Upper Division</u>		-	5
<b>Total Credits</b>			<b>29</b>

**SENIOR**

Select one from the following:			3-4
<u>HORT 310</u>	Greenhouse Management	4B	
<u>HORT 460/SOCR 460</u>	Plant Breeding		
<u>HORT 454</u>	Horticulture Crop Production and Management	4A,4C	2
<u>HORT 476</u>	Environmental Plant Stress Physiology		3
Horticulture, upper division <sup>1</sup>			6
<u>Arts and Humanities</u>		3B	6
<u>Global and Cultural Awareness</u>		3E	3
<u>Historical Perspectives</u>		3D	3
Upper-Division Agricultural Economics, Business, or Economics <sup>2</sup>			3
Electives <sup>3</sup>			3-4
<b>Total Credits</b>			<b>32</b>

**Program Total Credits: 120**

- <sup>1</sup> Select any upper-division (300- to 400-level) HORT course not required elsewhere in the program.
- <sup>2</sup> Select any upper-division (300- to 400-level) course not required or selected elsewhere in the program from the following subject codes: ACT, AREC, BUS, CIS, FIN, MGT, MKT, QNT, REL; or ECON 335, ECON 340, ECON 346.
- <sup>3</sup> Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



**Intra-University  
 School of Global Environmental Sustainability  
 Interdisciplinary Minor in Sustainable Water**

**Effective Fall 2016**

<b>Core Courses</b>		<b>9</b>
<u>AREC 240/ECON 240</u>	Issues in Environmental Economics (GT-SS1)	3
<u>AREC 342</u>	Water Law, Policy, and Institutions	3
<u>GR 304/WR 304</u>	Sustainable Watersheds	3
<b>THE FOUNDATIONS OF WATER</b>		<b>6</b>
Select a minimum of 6 credits from the following Foundation course groups:		
Select no more than one course from the following:		
<u>BZ 104</u>	Basic Concepts of Plant Life (GT-SC2)	
<u>BZ 110</u>	Principles of Animal Biology (GT-SC2)	
<u>BZ 120</u>	Principles of Plant Biology (GT-SC1)	
<u>FW 204</u>	Introduction to Fishery Biology	
<u>LIFE 103</u>	Biology of Organisms-Animals and Plants	
Select no more than one course from the following:		
<u>CHEM 103</u>	Chemistry in Context (GT-SC2)	
<u>CHEM 107</u>	Fundamentals of Chemistry (GT-SC2)	
<u>CHEM 113</u>	General Chemistry II	
Select no more than one course from the following:		
<u>ESS 210/GR 210</u>	Physical Geography	
<u>GR 100</u>	Introduction to Geography (GT-SS2)	
Select no more than one course from the following:		
<u>ESS 211</u>	Foundations in Ecosystem Science	
<u>ESS 311</u>	Ecosystem Ecology	
<u>LAND 220/LIFE 220</u>	Fundamentals of Ecology (GT-SC2)	
<u>LIFE 320</u>	Ecology	
Select no more than one course from the following:		
<u>GEOL 120</u>	Exploring Earth: Physical Geology (GT-SC2)	
<u>GEOL 122</u>	The Blue Planet: Geology of Our Environment (GT-SC2)	
<u>GEOL 124</u>	Geology of Natural Resources (GT-SC2)	
<u>GEOL 150</u>	Physical Geology for Scientists and Engineers	
Select no more than one course from the following:		
<u>PH 110</u>	Descriptive Physics (GT-SC2)	
<u>PH 121</u>	General Physics I (GT-SC1)	
<u>PH 141</u>	Physics for Scientists and Engineers I (GT-SC1)	

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<b>THE CONTEXTS OF WATER <sup>1</sup></b>		<b>6</b>
Select a minimum of 6 credits from the following Context courses:		
Sociological-Economic Context		
<u>AGRI 270/IE 270</u>	World Interdependence-Population and Food (GT-SS3)	
<u>AREC 341</u>	Environmental Economics	
<u>CON 476</u>	Sustainable Practice-Design and Construction <sup>2</sup>	
<u>E 339</u>	Literature of the Earth	
<u>GES 101</u>	Foundations of Environmental Sustainability	
<u>JTC 461</u>	Writing About Science, Health, and Environment	
<u>NR 320</u>	Natural Resources History and Policy	
<u>PHIL 320</u>	Ethics of Sustainability	
<u>PHIL 345</u>	Environmental Ethics	
<u>POLS 361</u>	U.S. Environmental Politics and Policy	
<u>SOC 323</u>	Sociology of Environmental Governance	
<u>SOC 461</u>	Water, Society, and Environment	
Ecological-Biological Context		
<u>BZ 321</u>	Aquatic Vascular Plants	
<u>BZ 415</u>	Marine Biology	
<u>BZ 471</u>	Stream Biology and Ecology	
<u>BZ 474</u>	Limnology	
<u>ERHS 320</u>	Environmental Health - Water and Food Safety	
<u>FW 300</u>	Biology and Diversity of Fishes	
<u>FW 400</u>	Conservation of Fish in Aquatic Ecosystems	
<u>HORT 368/LAND 368</u>	Landscape Irrigation and Water Conservation	
Physical Context		
<u>ATS 150</u>	Science of Global Climate Change	
<u>CIVE 322</u>	Basic Hydrology	
<u>CIVE 330</u>	Ecological Engineering	
<u>CIVE 413</u>	Environmental River Mechanics	
<u>CIVE 423</u>	Groundwater Engineering	
<u>CIVE 440</u>	Nonpoint Source Pollution	
<u>GEOL 452</u>	Hydrogeology	
<u>SOCR 370</u>	Irrigation Principles	
<u>SOCR 371</u>	Irrigation of Field Crops	
<u>WR 406</u>	Seasonal Snow Environments	
<u>WR 416</u>	Land Use Hydrology	
<u>WR 418</u>	Land Use and Water Quality	

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WR 474

Snow Hydrology

A minimum of 21 credits are required. At least 12 credits of upper division courses must be included.

- 1 ~~Only one context course~~ No more than 4 credits per subject code may be counted toward the minor Context of Water requirement.
- 2 Enrollment in CON 476 is limited to Construction Management majors only.

The meeting adjourned at 3:30 p.m.

(FC) 3/25/16

Carole Makela, Chair  
Shelly Ellerby, Curriculum Liaison Specialist

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University Curriculum Committee  
 March 4, 2016  
**CONSENT AGENDA**

**Minor Changes to Courses**

	<b>Course Title</b>	<b>Requested Change</b>	<b>Effective Term</b>
BIOM 441	Biomechanics and Biomaterials	Prerequisites: BMS 300 or concurrent registration; CIVE 360; <del>and MECH 324 or concurrent registration, may be taken concurrently and</del> MECH 331 or concurrent registration; MECH 342. <del>may be taken concurrently.</del>	Fall 2016
Reason for Request:	Solid and fluid biomechanics are advanced engineering topics that build on the fundamental solid and fluid mechanical engineering concepts presented in CIVE 360 (Mechanics of Solids) and MECH 342 (Mechanics and Thermodynamics of Flow Processes). MECH 342 and CIVE 360 are already included in the BME-MECH curriculum; this modification simply ensures that student have this important foundation prior to BIOM 441.		

**Experimental Courses**

	<b>Course Title</b>	<b>1<sup>st</sup>/2<sup>nd</sup> Offering; Request date</b>	<b>Effective Term</b>
ART 380A3	Issues in Art Education and the Public	1 <sup>st</sup> Offering Request date: 2/3/16	Summer 2016
BMS 480A2	Neuroscience Research	3 <sup>rd</sup> Offering <i>See attached memo after Consent Agenda</i>	Fall 2016
ETST 380A4	Perspectives from War	2 <sup>nd</sup> Offering	Fall 2016

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MEMORANDUM

February 25, 2016

To: University Curriculum Committee

From: <sup>ST</sup> Susan Tsunoda and Leslie Stone-Roy  
Department of Biomedical Sciences

RE: Third request for experimental course (BMS 480)

We are asking for approval to offer the four credit experimental course, BMS 480—Neurosciences Research, a third time in Fall, 2016. It was offered in Fall, 2015 (n = 10) and is currently being offered Spring, 2016 (n = 8). Since we wish to incorporate constructive comments from current students before proposing a regular course, the timeframe necessitates the offering of this course a third time. Attached are the course syllabi for the Fall, 2015 (Stone-Roy) and Spring, 2016 (Tsunoda).

Course description. This course is expected to give undergraduate students “hands-on” experience in real research projects, supervised directly by research faculty, in an environment that mimics a regular research laboratory. All students in the course will work individually on projects that stem from larger research projects in BMS research laboratories. Projects will be selected to be suitable for an inexperienced undergraduate student with a basic neuroscience background, and to allow the students to experience what it is like to follow a research question, propose hypotheses, design experiments to test hypotheses, analyze and interpret data.

Issues which need to be worked out include: could students enroll in the course a second time; what more intensive feedback needs to be provided to each student relative to their experiments; should the department expand the course to encompass other disciplines beside neuroscience; funding sources for resource needs for the class; role and funding of GTA's.

The following individuals/office support this request as required by UCC policies:

Colin Clay (Department Head): Colin Clay 2/25/16

John Walrond (Curriculum Committee Chair): John Walrond 2-25-16

Howard Ramsdell (CVMBS UCC Repr): Howard Ramsdell 2/25/16

Sandra Quackenbush (CVMBS Assoc. Dean): Sandra Quackenbush 2-25-16

Susan Tsunoda (Professor) and Leslie Stone-Roy (Assistant Professor)

Department of Biomedical Sciences, 491-6187

Susan.Tsunoda@colostate.edu

Leslie.Stone-Roy@colostate.edu

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## **BMS480: Undergraduate Neuroscience Research**

**Days/Times:** 9am-1pm, Tuesdays and Thursdays

**Place:** Physiology 203-204

**Instructor:** Professor Susan Tsunoda

**TAs:** Nathan Byers and Max Vallejos

**Office Hours:** Class/lab time, or by appointment outside of designated class time

**Contact:** [susan.tsunoda@colostate.edu](mailto:susan.tsunoda@colostate.edu)

**Course Description:** This course is expected to give undergraduate students "hands-on" experience in real research projects, supervised directly by research faculty, in an environment that mimics a regular research laboratory. All students in the course will work individually on projects that stem from larger research projects in BMS research laboratories. Projects will be selected to be suitable for an inexperienced undergraduate student with a basic neuroscience background, and to allow the students to experience what it is like to follow a research question, propose hypotheses, design experiments to test hypotheses, analyze and interpret data.

**Reading/Reference Material:** Primary and review papers.

**Expected Time Commitment Outside of Class Time:** This will vary from weekly, depending on experiments and project. On average, this will be 1-4 hours/week.

### **Rules in Lab:**

- No cell phone/music in lab; you are free to send single, quick texts or to step into the hall to take a phone call.
- Card access 7-5:30pm, Monday-Friday
- Printing –work/papers relevant to this course
- No food/drink in Phys 203
- Wash your own glassware, clean up after yourselves, label your things

### **Facilities:**

- Main Lab: Physiology 203-204
- Ice Machine –across the hall
- Autoclave: Phys. 212 –ask for directions before using
- Cold Room: Phys. 212, designated area
- Computers: 3 in lab, shared "M" drive, print downstairs

### **Expectations/Grade Basis:**



Overall Understanding of Research Project	25%
Quality and Quantity of Work Done	25%
Lab/Small Group Discussion Participation/Engagement	10%
Lab Notebooks:	
• turn in for evaluation/feedback before 1 <sup>st</sup> meeting with PI	5%
• turn in at the end of semester	5%
Lab Etiquette	10%
Project Presentation towards end of semester	20%

### Group and Individual Meetings:

- Subgroup meetings once every 1-2 weeks—discuss papers, talk about projects, look at data together; TAs will schedule these
- Individual meeting with PI twice during the semester to give more formal feedback (see schedule)

### Schedule:

Week 1 (1/19-22): Intro to class and projects, begin training in experimental techniques

Week 2 (1/25-29): Training in techniques, first experiments, reading/discussing papers

Week 3 (2/1-5): Experiments

Week 4 (2/8-12): Experiments

Week 5 (2/15-19): Experiments

Week 6 (2/22-26): Experiments; turn in lab notebooks on Thursday, 2/25

Week 7 (2/29-3/4): Individual meetings with PI

Week 8 (3/7-11): Experiments

Week 9 (3/14-18): Spring Break

Week 10 (3/21-25): Experiments

Week 11 (3/28-4/1): Experiments

Week 12 (4/5-8): Individual meetings with PI

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**Week 13 (4/11-15): Experiments**

**Week 14 (4/18-22): Experiments**

**Week 15 (4/25-29): Experiments**

**Week 16 (5/2-6): Last week of classes –Student Project Presentations**

**Week 17 (5/9-13): Finals week –no final exam; if needed, continue presentations**

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BMS 480 – Neuroscience Research, Section 1  
Fall 2015, Tuesdays and Thursdays 9 a.m. – 1 p.m. Physiology, rooms 203 and 204

Coordinator: Dr. Leslie Stone-Roy  
Office: W326 Anatomy building  
Phone: 491-3801  
Email: [Leslie.Stone-Roy@colostate.edu](mailto:Leslie.Stone-Roy@colostate.edu)

### **Description of course:**

This course is designed to give undergraduate students experience with laboratory research projects that are supervised directly by faculty in an environment that mimics a regular research laboratory. All students in the course will work individually, and in small groups, on projects that stem from larger research projects in Biomedical Sciences. Projects for the class are selected to be suitable for inexperienced undergraduate students with a basic neuroscience background, and to allow the students to experience what it is like to follow a research question, propose hypotheses, design experiments to test hypotheses, analyze and interpret data, and discuss, summarize and present research findings to others.

After successful completion of the course, it is expected that students will be able to:

- Formulate a testable hypothesis for a research-based question in neuroscience
- Perform a small number of scientific techniques with confidence and expertise
- Maintain an organized, complete laboratory notebook
- Discuss a research project with their peers and faculty members
- Describe how a lab meeting is organized and undertaken
- Describe how basic research is done in a university laboratory
- Work independently on a research project in the laboratory
- Describe the training and safety measures that are needed for specific types of research

Methods to achieve the listed course learning objectives will include initial lectures about scientific method, formulating hypotheses and laboratory safety, followed by hands-on instruction for solution, reagent and equipment use. Most course objectives will be learned during active participation in question-driven research and interactive learning via lab meetings with other students and the instructor. Weekly progress and participation, laboratory notebook checks, lab etiquette and safety, 2 oral presentations to the class, and 1 final report will be used for assessment. There are multiple opportunities for earning participation points (noted by PG in schedule) including 12 laboratory meetings where each group will discuss project progress. There is potential for 10 points per lab meeting for presenting progress (10 X 12 = 120 points total). In addition, points can be earned by asking questions or providing insight during presentations or during lab meetings.

Required supplies: Bound laboratory notebook and gloves. For some experiments lab coats and safety glasses will also be required. Pants and closed toed shoes are required in lab when doing an experiment or making up solutions. Notebook will be turned in at end of semester and will stay with lab.

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## Grading:

Participation in lab meetings	30 %	150 points
Lab notebook checks	20 %	100 points
Lab etiquette and safety	20 %	100 points
2 formal presentations to class	20 %	100 points
1 final paper	10 %	50 points
		<u>500 total points possible</u>

## Course schedule

<u>Dates</u>	<u>Goals, topics, tasks and presentations (PG = points for participation grade are possible)</u>
Aug 25 & 27	Introduction to the course and to the project and questions being addressed by research in the laboratory class Initial readings assigned (protocols and papers associated with research project) Required training (hazardous waste, human subjects training, RCR training) Completion of each & certificate in notebook = 50 pts total toward lab safety grade)
Sept 1 & 3	Scientific method review, laboratory notebook rules, formulation of hypotheses for group projects, PROP paper production
Sept 8 & 10	Experiments to test hypotheses, analysis of data, interpretation of results, 1 <sup>st</sup> lab meeting to discuss project, readings and protocols (Participation Grade; PG)
Sept 15 & 17	Experiments, analyses & interpretation. 2nd lab meeting and discussion (PG). Notebook check 1 (25 points)
Sept 22 & 24	Experiments, analyses, interpretation. 3 <sup>rd</sup> lab meeting and discussion (PG)
Sept 29 & Oct 1	Experiments, analyses, interpretation. 4 <sup>th</sup> lab meeting and discussion (PG)
Oct 6	Experiments, analyses, interpretation. 5 <sup>th</sup> lab meeting and discussion (PG) Notebook check 2 (25 points)
Oct 8	First presentations to class 50 points possible (PG – questions during or after presentation)
Oct 13 & 15	Experiments, analyses, interpretation. 6 <sup>th</sup> lab meeting and discussion (PG)

Lab etiquette and safety assessed (25 points possible)

- Oct 20 & 22 Experiments, analyses, interpretation. 7<sup>th</sup> lab meeting and discussion (PG)
- Oct 27 & 29 Experiments, analyses, interpretation. 8<sup>th</sup> lab meeting and discussion (PG)  
Notebook check 3 (25 points)
- Nov 3 & 5 Experiments, analyses, interpretation. 9<sup>th</sup> lab meeting and discussion (PG)
- Nov 10 & 12 Experiments, analyses, interpretation. 10<sup>th</sup> lab meeting and discussion (PG)
- Nov 17 & 19 Experiments, analyses, interpretation. 11<sup>th</sup> lab meeting and discussion (PG)  
Notebook check 4 (25 points)
- Nov 24 & 26 Fall Recess – No classes
- Dec 1 & 3 Experiments, analyses, interpretation. 12<sup>th</sup> lab meeting and discussion (PG)  
Last lab etiquette and safety assessment (25 points possible)
- Dec 8 & 10 Final presentations to class (50 pts possible) (PG)
- Dec 17 Final paper due (50 pts)

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**BALLOT**  
**Academic Faculty Nominations to Faculty Council Standing Committees**  
**April 5, 2016**

**COMMITTEE ON NON-TENURE TRACK FACULTY**

**Term Expires**

**STEVE BENOIT** \_\_\_\_\_ Natural Sciences 2019  
(Nominated by Committee on Faculty Governance)

**PATTY STUTZ-TANENBAUM** \_\_\_\_\_ Health and Human Sciences 2019  
(Nominated by Committee on Faculty Governance)

**UNIVERSITY CURRICULUM COMMITTEE**

**ED DELOSH** \_\_\_\_\_ Natural Sciences 2019  
(Nominated by Committee on Faculty Governance)

**COMMITTEE ON TEACHING AND LEARNING**

**BENJAMIN CLEGG** \_\_\_\_\_ Natural Sciences 2019  
(Nominated by Committee on Faculty Governance)

**COMMITTEE ON FACULTY GOVERNANCE**

**TROY OCHELTREE** \_\_\_\_\_ WCNR 2019  
(Nominated by Committee on Faculty Governance)

**COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING**

**JOHN RIDLEY** \_\_\_\_\_ WCNR 2019  
(Nominated by Committee on Faculty Governance)

**KATHARINE LEIGH** \_\_\_\_\_ Health and Human Sciences 2019  
(Nominated by Committee on Faculty Governance)

**COMMITTEE ON LIBRARIES**

**JERRY MAGLOUGHLIN** \_\_\_\_\_ WCNR 2019  
(Nominated by Committee on Faculty Governance)

**COMMITTEE ON INTERCOLLEGIATE ATHLETICS**

**KEVIN CROOKS** \_\_\_\_\_ WCNR 2019  
(Nominated by Committee on Faculty Governance)

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**BALLOT**  
**University Committee Nominations**  
**UNIVERSITY BENEFITS COMMITTEE**  
**(4-year term)**  
**April 5, 2015**

		<b>Term Expires</b>
<b><u>KIM HENRY</u></b>	Natural Sciences	Spring 2020
(Nominated by Committee on Faculty Governance)		
<b><u>HONG MIAO</u></b>	Business	Spring 2020
(Nominated by Committee on Faculty Governance)		

Date: February 19, 2016

To: Mary Stromberger, Chair  
Executive Committee/Faculty Council

From: Liba Pejchar, Chair, Committee on Scholastic Standards

Subject: Proposed Revisions to the *General Catalog* – Scholastic Standards

The following is a proposed revision to the **General Catalog – Scholastic Standards** that would create a new section titled “**Freshman Accelerated Fresh Start**”. The current Fresh Start Policy requires that students leave CSU for a minimum of four regular semesters. This new policy would create an accelerated route for returning to the University for first-time freshmen with an initial term GPA below 1.000. The proposed semester for implementation is Fall 2017.

The Committee on Scholastic Standards submits the following amendment and moves that the Faculty Council adopt the proposed revisions to the General Catalog – Scholastic Standards to be effective Fall 2017 upon approval by Faculty Council, as follows:

Please note: additions underlined, deletions ~~overscored~~.

#### Freshman Accelerated Fresh Start

The Freshman Accelerated Fresh Start opportunity is available for first-time first-year students who finish their first semester at CSU with a GPA below 1.000.

#### 1. Students who meet these eligibility criteria will have the following option:

- Leave the University for 1 – 3 semesters (the summer session is not included in this count)
- Reapply/return to CSU and begin earning a new cumulative GPA (first semester grades remain on the student’s transcript but will not be calculated in their cumulative GPA)
- To return, a student must complete a returning student application accompanied by supplemental documentation that addresses a combination of factors, including evidence of maturity and/or academic success at another institution as well as their strengthened preparation for academic success at CSU.

#### 2. Students are eligible for only one Fresh Start opportunity (regardless of whether it is a Freshman Accelerated Fresh Start or a standard Fresh Start)

3. First-time freshmen students who finish their first semester at CSU with a GPA below 1.000 and choose to continue to take courses at CSU in the next regular (fall, spring) semester will be eligible for only one semester on probation unless their term GPA in that semester is 2.000 or higher.



## Rationale for the revision of the Fresh Start Policy in the General Catalog:

A review of six years of data on entering first-year students at CSU shows that only 4% (37 students out of 924) who earned less than a 1.000 in their first term freshman year graduated; another 5% (47) were still enrolled over six years after their first year. Under existing policies and practices, approximately two-thirds of those students return for a second semester after earning less than a 1.000 in their first semester, and over one-third continue through two semesters on probation. It is clear that we are not helping those students and their families by creating a set of practices that lead so many to continue through one or two academically fruitless and costly semesters.

The proposed changes to the Fresh Start and Probation policies are designed to:

- Provide an incentive – through an accelerated fresh start opportunity – for first-time freshmen students who earn a term GPA below 1.000 in their first semester at CSU to stop out for 1-3 semesters. In fall 2014, 156 first-time freshmen earned a term GPA below 1.000. [Note: students who stop-out for more than three semesters will be eligible for a Fresh Start under the existing policy, which requires that students not be enrolled at CSU for a minimum of four semesters.]
- Clarify that students are eligible for only one Fresh Start opportunity.
- Provide an incentive for first-time freshmen students who earned a GPA below 1.000 in their first semester and decide to continue by requesting they complete 12 graded credits and earn at least a 2.000 term GPA in their second semester.
- Protect first-time freshmen students who earned a GPA below 1.000 in their first semester and were unable to earn a term GPA of 2.000 or above in their second semester from doing even more harm to their cumulative GPA and their financial situation by continuing into a second semester on probation.

In sum, the proposed changes will directly aid a significant number of students (there were 156 in this category in fall 2014) by:

- Lessening the unnecessary damage to their personal confidence and health – and that of their families – that would be created by adding a second or third unsuccessful semester to their first.
- Providing an accelerated opportunity for a fresh start that is more likely to generate hope and an incentive to act in ways that will help them successfully restart their education at CSU.
- Encouraging them to avoid digging an even deeper academic hole before they are ready to succeed.
- Reducing the likelihood that they will waste the money and time that they are investing in their education and – for the approximately one-third of the students in this category are Pell recipients – lessen the chances that they will prematurely and unproductively exhaust their eligibility for federal financial aid.

Transfer students and first-time students who have been matriculated at CSU for longer than their initial semester in their freshmen year would not be eligible for this Freshmen Accelerated Fresh Start. The rationale for restricting an accelerated fresh start to first year students after their initial semester is straightforward: they constitute a distinctive category of students, individuals whose application materials indicate they have the potential to succeed at CSU but have had a first-semester experience that suggests they are not yet ready to successfully complete university-level work. These students often simply need a break to mature and re-think their academic goals.

It is expected that this proposed Freshmen Accelerated Fresh Start Policy would be implemented in the following way. First-year students who earned a GPA of less than 1.000 in their initial semester at CSU and were interested in taking advantage of a Freshmen Accelerated Fresh Start would:

1. Leave CSU for one to three semesters.
2. Revisit academic interests, plans, and goals.
3. Build new credentials by successfully completing one or more of the following:
  - Be successful in a job or volunteer experience and be able to supply letters of recommendation from supervisor.
  - Attend another institution, take at least 15 credits of academic courses, and earn a 2.500 or higher cumulative GPA.
  - Successfully complete one or more technical, occupational, or similar certificate program of at least 3 months in length or at least 15 credits toward a certificate.
4. Write a statement discussing
  - Why they would like to return to CSU
  - Why they think they are now ready to succeed. This discussion should include an analysis of their past behavior and a review of any evidence of change and success since leaving CSU.
  - An action plan for academic success that describes specifically how they will utilize campus advising and resources. (<http://osp.casa.colostate.edu/campus-resources.aspx>.)
5. Submit all information to the Office of Admissions.

Fall 2017 is proposed as the semester that this policy would be implemented for the following reasons. Because this policy is a major change to both the Fresh Start and Scholastic Standards Policies, it will require additional thoughtful work to implement appropriately. Issues include providing adequate time for communicating this policy change to the campus community, and establishing alternative registration and admission processes. In addition, this policy should be listed in the General Catalog before admissions recruitment begins.

The following campus stakeholders have been consulted about these proposed changes: Student Financial Services, Registrar's Office, Residence Life, CASA, and Athletics. While there will need to be some adjustments in procedures if these changes are adopted, no issues were

identified. It is of particular importance that Residence Life will not charge a fee for students who would need to break their housing contract to stop-out mid-year.

Institutional Research has done an analysis of the potential cost in terms of maximum possible net revenue loss. In the fall of 2014, 156 first-time freshmen earned a term GPA less than 1.000. In spring 2015, 100 of those 156 students returned. If none of those 100 had returned, the net revenue loss in spring 2015 would have been \$548,452. Of the 100 students who returned in spring 2015, 62 returned in fall 2015. If none of those 62 had returned – and if none of those who stopped out in spring 2015 returned in fall 2015 – the fall 2015 net revenue loss would have been \$399,435.

These are not trivial costs. It is, of course, hoped that any initial drops in net tuition revenue will be offset by students successfully returning through the Freshmen Accelerated Fresh Start Program or the regular Fresh Start Program. However, even if those losses in revenue are not fully recouped, it would seem unconscionable not to advise these students to stop-out to reassess and then restart their university education given the data on the low likelihood that first-time freshmen students who earn less than a GPA of 1.000 in their first semester will succeed if they continue their enrollment at CSU without a break.

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March 4, 2016

TO: Mary Stromberger, Chair  
Executive Committee and Faculty Council

FROM: Carole Makela, Chair  
University Curriculum Committee

SUBJECT: New Degree: Plan C Masters Program

The University Curriculum Committee moves Faculty Council adopt the following:

**A new Master of Finance, Plan C be established effective Fall 2016**  
in the Department of Finance and Real Estate, College of Business.

According to the request submitted:

Description:

The Master of Finance includes content, study, and application of financial theory and empirical methods to analyze money, time, and risk.

Rationale:

The curriculum covers the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management, with hands-on application of concepts to analysis of current financial data to offer a master's degree that allows students to pursue advanced study in the area of finance with more focused advanced training than general business degrees. Important applications include valuation (of projects and companies), portfolio management decisions, and the assessment and management of financial risks.

The program emphasizes rigorous quantitative skills with data analysis and computer programming. These skills are highly advanced and provide foundational training for highly-desirable professional designations and job opportunities. The curriculum is official recognized by the Financial Risk Manager® designation administered by the Global Association of Risk Managers and is closely aligned with the curriculum in the rigorous post-graduate Chartered Financial Analyst® designation. These designations are sought by students/graduates separate from the degree.

The Department of Finance and Real Estate will be dropping the Financial Risk Management Specialization in the Business Administration M.S.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 12/3/15 and by the University Curriculum Committee on 2/19/16.

Enclosure

# PROGRAM CHANGE REQUEST 75

## NEW PROGRAM PROPOSAL

Date Submitted: 11/11/15 3:42 pm

VIEWING: : **MASTER OF FINANCE PLAN C**

LAST EDIT: 03/04/16 11:41 AM

Changes proposed by: 820576849

Proposal Contact(s)

### IN WORKFLOW

1. BU Graduate Programs Committee Chair
2. 1272 Chair
3. 1272 Chair
4. BU University Curriculum Committee Rep
5. BU Dean
6. Phase I Completion Check
7. RO Banner - prep
8. CoSRGE prep
9. CoSRGE Chair
10. RO Banner - prep
11. Provost
12. UCC Secretary
13. University Curriculum Committee Chair - pending
14. Curriculum Liaison Specialist - hold for FC approval
15. RO Banner - approved
16. CIP Code
17. Provost - Board of Governors
18. Provost - CCHE
19. HOLD for Future Catalog

Name	Title	Phone	
Vickie Bajtelsmit	Tenure Track Faculty	970-491-0610	vickie.bajtelsmit
Program available to students	Fall 2016		
College			

T2. 02/12/16 3:42 pm  
 Shelly Ellerby (shelly.ellerby):  
 Rollback to Provost for UCC Secretary  
 13. 02/12/16 3:53 pm

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Business

Department/Unit 1272 - Finance and Real Estate

Academic Level Graduate

Program Type Degree

Degree Type MAST - Master Degree Unspecified

Program Title  
Master of Finance Plan C

Carrie Middleton  
(carrie.middleton):  
Approved for  
Provost  
14. 02/23/16 4:06 pm  
Shelly Ellerby  
(shelly.ellerby):  
Approved for UCC  
Secretary  
15. 03/04/16 11:41  
am  
Carole Makela

#### Program Description

The Master of Finance prepares students for careers in the rapidly changing finance industry, with an emphasis on quantitative analysis and real-world application. The curriculum covers the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management, with hands-on application of course concepts to analysis of current financial data.

#### Program Catalog

##### Copy

The Master of Finance prepares students for careers in the rapidly changing finance industry, with an emphasis on quantitative analysis and real-world application. The curriculum covers the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management, with hands-on application of course concepts to analysis of current financial data.

The learning objectives for the Master of Finance are:

- Describe and apply quantitative statistical methods to analyze securities, manage portfolios and estimate financial volatility
- Describe and apply methods for valuing financial assets
- Compare and contrast parametric and non-parametric approaches for estimating financial risk
- Evaluate the design and use of financial instruments to mitigate financial risk

In addition to core classes covering financial statistics, security analysis, corporate finance, and international finance, students have the opportunity for more specialized study through their selection of elective courses.

Admissions criteria include: undergraduate GPA, acceptable score on the GRE or GMAT, acceptable TOEFL or IELTS (international applicants only), and completion of prerequisite courses in calculus, statistics, and finance.

The program does not require previous work experience and is open to both part-time and full-time students.

Part of state-wide agreement No

Offered as  
Main Campus Face-to-Face and Online

Justification for Request

The Department of Finance and Real Estate proposes to replace their current Master of Science in Business Administration with a Specialization in Financial Risk Management (Plan B) to a Master of Finance (Plan C) for the following reasons 1) to better meet the needs of the market; 2) to facilitate offering the program online; and 3) to be consistent with other graduate degree offerings in the College of Business (which are all Plan C). Although this proposal falls in the category of a new degree program, the new program will be essentially similar to the existing masters program offered by the department, which will be discontinued once this program is approved and all current students have graduated. Additional details on the reasons for this change are included in the Phase I and Phase II documentation for the New Program Planning.

#### Program Level

#### Learning Objectives

- Describe and apply quantitative statistical methods to analyze securities, manage portfolios and estimate financial volatility
- Describe and apply methods for valuing financial assets
- Compare and contrast parametric and non-parametric approaches for estimating financial risk
- Evaluate the design and use of financial instruments to mitigate financial risk

#### Program Requirements

## EFFECTIVE FALL 2016

Course List		
Code	Title	Credits
<b>Required Courses</b>		
<u>FIN 524/STAT 524</u>	Financial Statistics	3
<u>FIN 605</u>	Enterprise Valuation	3
<u>FIN 610</u>	Debt Securities Analysis	3
<u>FIN 655</u>	Investments	3
<u>FIN 665</u>	Financial Engineering	3
<u>FIN 670</u>	Risk Management Theory and Application	3
<u>FIN 675</u>	International Finance	3
<b>Electives</b>		
Select a minimum of 9 credits from the following:		9
<u>FIN 603</u>	Corporate Risk Management	
<u>FIN 604</u>	Employee Benefits	
<u>FIN 625</u>	Quantitative Methods in Finance	
<u>FIN 630</u>	Financial Modeling	
<u>FIN 661</u>	Advanced Portfolio Management	
<u>FIN 669</u>	Financing, Evaluating Sustainable Enterprise	
<u>REL 601</u>	Fundamentals of Real Estate Finance	
<b>Program Total Credits</b>		<b>30</b>

Major Completion  
Map

Additional  
Information

Full supporting documentation for the proposal are provided in the attached documents.

10/23/2015 Approval from Jodie Hanzlik to proceed with expedited review for Phase 1 and 2 simultaneously

11/5/2015 Approval from Dean Beth Walker

11/9/2015 The program was presented to and received simultaneous Phase 1 and Phase 2 approval from the Committee on Strategic and Financial Planning (Katherine Leigh, Chair)

Affected  
Departments

## Department Name(s)

1272 - Finance and Real Estate

## Attach File(s)

[Attachment Faculty CVs.docx](#)

## Attach File(s)

[Master of Finance Phase II Budget RI only.xlsx](#)

## Attach File(s)

[Master of Finance Program Proposal Documentation JH reviewed.docx](#)

## Program Reviewer

## Comments

**Carrie Middleton (carrie.middleton) (10/02/15 3:41 pm):** Rollback: Doesn't have Phase One approval.

**Carrie Middleton (carrie.middleton) (11/24/15 1:40 pm):** FIN 661 was approved at UCC 11/13/15.

**Carrie Middleton (carrie.middleton) (11/24/15 1:42 pm):** Need to obtain catalog copy from Vickie.

**Carrie Middleton (carrie.middleton) (12/08/15 7:32 am):** FIN 661 approved on 11/13/15 minutes.

**Shelly Ellerby (shelly.ellerby) (02/08/16 3:42 pm):** Rollback: Carrie: We do not see the Phase I and II documents, nor the program description for the "Program Catalog Copy" field. Did you receive those from the department? Thanks! Shelly

**Carrie Middleton (carrie.middleton) (02/12/16 3:53 pm):** All missing components completed. Admin approve.

**Shelly Ellerby (shelly.ellerby) (02/15/16 9:22 am):** Attached Phase I and II documents received from the Provost's Office.

**Shelly Ellerby (shelly.ellerby) (02/23/16 4:06 pm):** UCC approved 2/19/16.

**Carole Makela (makela) (03/04/16 11:41 am):** UCC approved minutes 2/26/16, special action prepared for April 5, Faculty Council consideration.



**TILT/UDTS Task Force on Evaluating Teaching Effectiveness**  
**Brief Overview**  
**April 5, 2016**

**Task Force Impetus:**

- Faculty-initiated effort that seeks to contribute to the ongoing conversation on effectively evaluating teaching effectiveness (TE) and mentoring faculty in pursuit of teaching excellence.
- Previous TILT/UDTS Task Force on TE led to modifications to Faculty Manual E12.1 in 2013 (E12.1 language is appended below); this group seeks to follow-up on that effort by *beginning the process* of providing tools to respond to E12.1 as it pertains to evaluating and mentoring TE.

**Task Force Assumptions:**

- We are a community of teachers and scholars
- We should promote student learning and student success
- Evaluations of TE should be conducted within the context of faculty governance
- Evaluation of TE requires departmental commitment and significant investments of faculty time

**Task Force Recommendations on how to evaluate teaching effectiveness:**

1. Good teaching should be rewarded (contribute to T&P, compensation, recognition)
2. TE should be evaluated using evidence-based approaches
3. TE should involve the use of multiple sources of evidence and tools
4. Evaluations of TE should involve a peer-review process
5. Evaluations of TE should include peer review or reflective statements from faculty member being evaluated
6. Evaluations of TE should entail the use of processes and strategies appropriate to discipline or profession
7. Departmental evaluation processes should reward faculty members for engaging in professional development activities related to teaching and learning.
8. CSU should promote the design and implementation of additional professional development resources and scholarly initiatives related to understanding and enhancing learning and TE across the institution.

**Task Force Report Link:** <http://tilt.colostate.edu/sotl/taskForces/effectiveness/>

**Professional Development Resource Link:** <http://tilt.colostate.edu/proDev/resources/>

**E.12.1 Teaching and Advising** *(last revised August 2, 2013)*

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, advise, and facilitate student academic and professional development. Teaching includes, but is not limited to, classroom and/or laboratory instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; service learning; outreach/engagement; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study. Outreach/engagement activities such as service learning, conducting workshops, seminars, and consultations, and the preparation of educational materials for those purposes, may be integrated into teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; formation of interrelationship among fields of knowledge; energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; use of clear grading criteria; and respectful responses to student questions and ideas. Departments shall foster a culture that values and recognizes excellent teaching, and encourages reflective self-assessment. To that end, departmental codes should, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness.

Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning. Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work.

Evaluation of teaching shall involve multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; appropriate course surveys of teaching; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code.

Evaluation of teaching effectiveness should take into account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's

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teaching assignments, in particular the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as systems to create and assess teaching portfolios, access to exemplary teaching portfolios, and professional development programs focusing on teaching and learning.

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. Advising is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating teaching advising effectiveness and shall evaluate advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes

### Recommendation for Course Survey

We recommend the new survey:

- 1) Be online and easily accessible (e.g., connect to Learning Management System)
- 2) Have a block of standard questions that are asked in every class, but the rest of the survey is customizable where instructor can pick from a pool of vetted items and groups of items that have been shown to assess specific relevant constructs. The customization allows for selecting items relevant for a specific discipline, class structure and format, and focus of course development or improvement
- 3) Have clear and standard communications about how to administer and when, as well as what to say for administration (i.e., provide a script)
- 4) Be accompanied by reminder emails as necessary or appropriate depending on when it is given
- 5) Be given at the beginning of the semester before the course starts to obtain pre-biasing information that can be controlled for later, at mid-semester, and at the end. Minimum is mid- and end-of-semester offerings.
- 6) Be given at least once within 1-2 years of graduation, to ask students to reflect on what they recall they learned from the class now that they are no longer in the position of the naive learner of that course material
- 7) Be confidential but not anonymous
- 8) Open/accessible for a two-week window
- 9) Be accompanied by incentives for completion (e.g., coupons, raffle, access to overall ratings)
- 10) Be behaviorally based rather than require an inference of knowledge or skill (i.e., ask for a rating of how teacher behaves in class and during offices hours – behavior that students can observe)
- 11) Include open-ended comment areas
- 12) Focus on the multidimensional nature of teaching
- 13) Not be used for administrative purposes, such as Promotion and Tenure decisions, and contract signing or renewals, or Best Teacher Awards where the criteria is supposed to be performance-based and outcome learning based as opposed to popularity/liking. The course survey is not a performance appraisal instrument.
- 14) Results be used for improving teaching and the course itself, exclusively (this is not a performance appraisal instrument)
- 15) Results be provided in a format that includes a report template for easy generation and reading of results
- 16) Results be provided in a format that enables the ability to sort and create averages for trending year to year, without requiring the user to know statistics or create formulas for creating averages

In addition, we recommend that the course survey be distinct from other surveys desired by the university, such as the library, facilities, or other one-time polling events (such as feedback on parking, building projects, fees, or other events).

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Component	Sub-component	Recommendation	Evidence	References	Additional notes
Administration	Communication	Specific, standardized, and clear communications on how to administer and when; include emphasis that student feedback is meaningful	Clarifies what do, by when, and exactly how; student motivation to participate is impacted by expectation of meaningful feedback	Berk (2013) Brown (2008) Burden (2008) Chen & Hoshower (2003) Crews & Curtis (2011) Marlin (1987) Norris & Conn (2005)	
Administration	Method	Online survey	Quick and easy access to results; smoother/easier administration of the survey itself; flexible design options, customizable, greater accessibility; qualitative responses tend to be longer, more detailed, more formative (versus summative) and more positive; cheaper relative to paper & pencil to produce, administer, and score; easily changed; survey takers are more satisfied with the method compared to paper & pencil respondents; Can improve reliability by asking more questions than time permits on paper-pencil administration.	THE ADVISORY BOARD COMPANY Anderson, Cain, & Bird (2005) Avery et al. (2006) Ballantyne (2003) Berk (2013; develop online inhouse) Bothell & Henderson (2003) Burton, Chivano, & Steiner-Donovan, Mader, & Shinsky (2006) Crews & Curtis (2011) Garnier & Davidovitz (2005) Gnager (2007) Hardy (2003) Hmieleski & Champagne (2000) Layne, Decristoforo, & McGinty (1999) Norris & Conn (2005) Wiegold, Wiegold, & Russell (2013) ASCSU approved Focus Groups on Campus	
Administration	Method	Email reminders for completion	Emails sent in advance to encourage responses; reminder emails improved response rates, especially if emails sent later in the week and had link to exact information on how to take the survey; emails sent during the evaluation cycle increased response rates	Crews & Curtis (2011) Gnager (2007) Nair (2013) Norris & Conn (2005) Ravenscroft & Enwert (2009) Stowell et al (2012)	
Administration	Method	Give at least 2-3 times during semester and once 1-2 years later: 1) start of semester, 2) midsemester, 3) near end of semester, and follow-up 1-2 years later. Minimum should be mid-semester and end-of-semester offerings.	Control for initial expectations (anticipated grades negatively related to evals), can make changes while semester is underway, get feedback after students have had time to reflect on what they learned AFTER they have actually had a chance to learn.	Adams & Umbach (2012) Bedard & Kuhn (2008) Brown (2008) Ewing (2012) Marsh (1982, 1987) Murnz & Murnz (1997) Ravenscroft & Enwert (2009) Focus Groups on Campus	
Administration	Method	Non-anonymous but confidential to access characteristics of students automatically, which will include gender, grade-level, GPA, major, and previous courses histories. These characteristics can then be used as control variables, to assess differences in ratings due to developmental levels or courses, and assess for systematic biases.	Multiple data events and potentially also using repeated measures throughout semester increases reliability of data validity of conclusions, provides potential trend analysis which increases validity of conclusions regarding change/growth or improvement, enables better predictive/stable models of effectiveness, and offers the potential for actually assessing change over time (e.g., improvement from beginning of class to end).  If each survey is used to create a general average score, they should not be given more frequently than once every 2-3 weeks because of threats to validity, such as practice, sensitivity, and carry-over (Greenwald, 1976). If the surveys ask different questions, more frequently than 2-3 weeks in between offerings works because there is no carry-over, practice, or sensitivity concerns that would threaten the validity of the conclusions.	Adams & Umbach (2012) Barbati & Williams (2010) Bedard & Kuhn (2008) Campbell & Waters (1990) Charalain (2015) Dodson (2013) James et al. (2015) Layne et al. (1999) Marsh (1982, 1987) Marsh & Roche (2000) Meade & Craig (2012) Ong & Waisel (2000) Rientics (2014) ASCSU In-agreement	
Administration	Method	Control for core sources of bias: major or not-major, actual grade, class size, gender of faculty member, gender of student, student year in school, race/ethnicity of faculty member, race/ethnicity of student, tenured vs non-tenured faculty member, workload demanded of students.	Identified responses result in less careless (random and nonrandom) responses (Meade & Craig, 2012). Although anonymous may be helpful for very sensitive behaviors (e.g., cheating; Ong & Weisz, 2000), difference between anonymous and confidential conditions was minimal and did not affect response rates (Campbell & Waters, 1990).	Marsh (1980) Marsh & Overall (1981) Marsh & Hocover (1984) Marsh & Roche (1997) Norris & Conn (2005)	
Administration	Method	Provide adequate time to complete the survey - at least 2 weeks			

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Administration	Response rate	Incentives for completion (e.g., all students, random drawing, coupons, access to results, etc)	Response rates improve if given an incentive. Incentives may include only letting those students who submit responses access the averages from reviews when choosing the next classes. Incentive of early access to grades is not as effective as other forms of incentives in boosting response rate. Other incentives include raffle tickets, random drawings for coupons at the USC, or other money related events that may be funded using the money ASCSU used to spend on processing paper surveys. Since students want to access these ratings to decide what class to take next semester, when appropriate, they should have a vested interest in the accuracy of the data and the overall response rate.	Anderson, Cain, & Bird (2005) Avery et al. (2006) Crewe & Curtis (2013) Dommever et al. (2004) Gaughey (2007) Nair (2013) Ravenscroft & Enyver (2009) Stowell, Addison, & Smith (2012)
Survey content	Make majority of items behavioral assessment		Students can see behavior - they cannot hear knowledge or expertise, or judge whether the way a course is taught is the best for that content. The items should be relevant to their abilities for assessment and not ask them to provide feedback for which they are not capable (London & Beatty, 1993).	Keely, Smith, & Buskirk (2006) London & Beatty (1993) Mazer & Graham (2015) Miller, Maryellen, & Thornadyke (2011) Richardson (2005) Spooren, Mortelmans, & Denckens (2007)
Survey content	Include open-ended comment area		Provides voice and opportunity to share ideas for improvement, innovation, and/or concerns not well expressed/captured by survey items. Dissatisfied individuals are more inclined to write in comments, with comments being more negative, than are satisfied respondents. Thus, relying heavily on the comments means more than the quantitative results of the survey may result in biased conclusions based on an unrepresentative group of respondents.	Burton, Cuiheno, & Steiner-Grossman (2012) Harman (2008) Focus Groups on Campus
Survey content	Standard set of items and items that can be customized per discipline		Allows for trend analysis, comparison when desired, and ability to provide department averages. Customization honors uniqueness of discipline, type of course, and developmental feedback desires of the faculty member	Miller et al. (2011) Focus Groups on Campus
Survey content	Multidimensional		Teaching is multidimensional and the assessment should capture the different dimensions desired or that a faculty member wants to focus on that year	Marsh (1997)
Survey content	Consider asking about paper assignments, expressed teacher passion, timeliness of instructor, inclusivity, respectfulness, and questions of student for personal reflection such as effort during semester and motivation		Students do not always or reliably hold a realistic evaluation of their own learning. Thus, they cannot provide valid assessments of whether they learned the material or not. Students associate rigor with negative instructor characteristics. Academic discipline is an important variable.	Focus Groups on Campus
Survey content	do not require students to evaluate their own learning		Students do not always or reliably hold a realistic evaluation of their own learning. Thus, they cannot provide valid assessments of whether they learned the material or not. Students associate rigor with negative instructor characteristics. Academic discipline is an important variable.	Clayson (2009)
Use	Provide report template for faculty that makes it easy to sort, obtain averages, trend from year to year			Kirkpatrick (1959) Focus Groups on Campus
Use	Not used to evaluate faculty or instructors		Do not use in administrative decisions. Surveys for development ask different questions and are designed for a different purpose than those for administrative decisions that rely on ratings of performance and not development (London & Beatty, 1993). When surveys are used for administrative decisions, employees "deliver to the survey", which means they are not focused on doing the right job but rather on impressing/influencing the ratings. Improvement in development is evidenced by long-range outcomes, not short-term end-of-semester outcomes (Cohen, 1980). Best assessed over time (Centra, 1973). Within-class improvement, which is focused on that class and those particular students, is appropriate for student-ratings (Cohen, 1980), but each class is unique - thus comparisons from class to class or teacher to teacher are not appropriate.	Berk (2013) Centra (1973) Cohen (1980) Hughes & Pate (2012) London & Beatty (1993) Rienties (2014) Spruille (2002) Focus Groups on Campus
Use	Improving teaching and improving the course		Students' top desired outcomes of the evaluation surveys are improvement in teaching and improvement in course content and format; concern over effort to "buy" higher ratings with grade inflation (especially when used for administrative decisions). Instructors afraid to try new things for fear of punishment via course survey.	Chen & Hoshower (2003) Ewing (2012) Spruille (2002) Focus Groups on Campus

Note for design of P&T Faculty Evaluation: Research on within-source agreement shows ratings from peers are more reliable than subordinates (in this case students; Greguras & Robie, 1998).