

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

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

AGENDA

Faculty Council Meeting

Tuesday, May 2, 2017 – 4:00 p.m. – A101 Behavioral Sciences

I. Faculty Council Agenda – May 2, 2017 – A101 BSB- 4:00 p.m.

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting, September 5, 2017
-A201 Clark– 4:00 p.m.
2. Executive Committee Meeting Minutes located on FC website –
March 28, 2017; April 11, 2017; April 18, 2017
(<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)
3. Graduate Student Council Faculty Mentor awards
4. Faculty Council Harry Rosenberg Service Award

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – April 4, 2017 (pp. 3-31)

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.
4. Committee on Teaching and Learning – Matt Hickey
5. Committee on Libraries – Nancy Hunter

E. CONSENT AGENDA

1. UCC Minutes – March 31, 2017; April 7, 2017; April 14, 2017 (pp. 32-77)

F. ACTION ITEMS

G. DISCUSSION

Bullying policy

-Dan Turk, Chair, CoRSAF (pp. 78-117)

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

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

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

MINUTES
Faculty Council Meeting
April 4, 2017– 4:00 p.m. – A101 BSB

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 – May 2, 2017 – A101 BSB – 4 p.m.

Stromberger announced that the next Faculty Council meeting would be held on May 2, 2017 at 4:00 p.m. in A101 BSB.

2. Executive Committee Meeting Minutes located on FC website – February 21 and 28, 2017; March 21, 2017

[\(http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/\)](http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/)

Stromberger announced there have been several forums on the Salary Equity Study. The next presentation will be Wednesday, April 5, 2017, 10:30-11:30 am in the Longs Peak room at LSC.

Nominations are still being accepted for the Harry Rosenberg FC Service Award, which honors service to Faculty Council and shared governance. Please send nomination materials to Rita Knoll by Friday, April 14, 2017.

MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – March 7, 2017

Antonio Pedros-Gascon noted corrections to a couple comments he made, and will email the corrections to Rita Knoll.

By unanimous consent, the amended minutes of the March 7, 2017 Faculty Council meeting were approved. The amended minutes will be placed on the FC website.

UNFINISHED BUSINESS

1. None.

REPORTS TO BE RECEIVED

1. President – Tony Frank

Frank reported on the following:

Updates on State and Federal legislative affairs:

State: The State's budget bill has passed the Senate and is now under debate in the House. It proposes to exempt the Hospital Provider Fees from TABOR. If the bill holds, it would protect the proposed \$30 million increase in state appropriations to Higher Ed. If it doesn't pass, the Higher Ed budget, including ~\$2.9 million that would go to CSU, will likely be cut from the state budget. If SB 17-057 holds, additional funding will be available for controlled maintenance and capital improvements. Caution: if SB 17-057 does not go through, then the State budget will be off balance. The money for higher ed would go away and the Joint Budget Committee would likely further deplete certain cash funds. Resident undergraduate tuition cap for CSU is set at 5% but there will likely be an adjustment if this bill falls through. The Long Bill should be decided in May. All CSU communications re: budget will be held up until this bill is decided.

BOG: Formal nomination to replace Joe Zimlich, who was the BOG representative. Kim Jordan (CSU alum) and co-founder and CEO of New Belgium Brewery, has been nominated to the CSU System Board of Governors. She fits the statutory requirements. She will be going through the confirmation process.

Federal: R & D budget. There is a lot to be worried about re: draft budget. All seem to be hearing the same thing--that the Fed budgets will be dead on arrival. Federal relation folks are also keeping their eye on education policy changes

Other updates:

CSU Campaign to fundraise \$1B is doing well and is ahead of schedule.

CSU-Pueblo presidential search is coming to an end. Interviews have been completed. Announcement coming up shortly.

Frank attended the Association of Governing Boards annual meeting. Sandy Baum, student debt analyst, gave a presentation that supports what our data have shown. Of the trillion in student debt; when you look at debt per student, relative to earnings of college: 50% of the debt rests with the top quartile of income earners (typically physicians and other professionals). Only 11% of the debt rests at the bottom quartile. A majority of defaults reside with the 10% of students who attended for profit institutions, many of whom unfortunately never finished their degree.

Page 3 - Faculty Council Meeting Minutes
April 4, 2017

At CSU, we have increased graduation rates. Unemployment rate is wide between those with and without a degree. This narrative “that higher ed” in the U.S. is broken is exaggerated. There is still this narrative that a lot of disruptive change is coming and higher ed is slow to act. There is work ahead on the national level to convince national boards that this system works well. It should not be “whole-sale” dismantled. Our BOG is already in the spot of trust with us. We’ve spent time to get data to the Board and they attend the national meetings. We do not want them to lose confidence in our institution.

Frank extended a thank you to Mary, Stephanie and Paul for their work and shared governance and looks forward to working our incoming representative -- Tim, Sue and Margarita.

Questions:

Antonio Pedros-Gascon (CLA): We are in the middle of the presidential evaluation at this time. Would you be willing to be evaluated alphanumerically?

President Frank: I don’t believe it’s up to me on how I’m evaluated; however, if you’re asking for my opinion, I am fine with however you wish to do it.

Marie Legare (CVMBS): Any discussion on negotiating indirect costs from NIH?

Frank: The Feds have talked about renegotiating indirect cost rates. There is a lot of process around that which involves thousands of grant recipient organizations. This is re-negotiated every five years. I would be surprised if the attorneys did not view this as a contractual agreement. This goes back to the Reagan administration re: rights of the universities and the costs to be responsible by the Federal government.

Marie Legare (CVMBS): re: International students; visa status. Do the international programs have enough staff to respond quickly?

Frank: Yes. Frank explained some of the responses from the International Programs office to international students.

Frank’s report was received.

2. Provost/Executive Vice President – Rick Miranda

Miranda presented a new draft of the incremental E & G budget, version 3.0. Miranda compared the new version to the February draft budget, broken down by revenues and expenses. Projected revenue is \$2.3M less than projected in February, due to a drop in enrollment in Spring 2017. To balance the budget, Miranda proposes to reduce expenses as follows:

Page 4 - Faculty Council Meeting Minutes
April 4, 2017

- \$475,000 cut to multi-year central investments in strategic initiatives (now set at \$1.2M instead of \$1.7M)
- \$1.4M cut to academic incentive funding (now set at \$7M instead of \$8.4M)
- \$400K cut to quality enhancements (now set at \$1M instead of \$1.4M)

In addition, mandatory costs will decrease by ~\$0.9M due to some bill payments not beginning until next FY19.

The reallocation has been reduced from \$3M to \$2M.

Questions:

Robert Keller (CLA): Differential tuition. Is this caused by a couple hundred students?

Miranda: We are anticipating more differential tuition next year. The first column is our best guess now.

Robert Keller (CLA): Conceptually, a scholarship should be considered a “discount” on tuition. Misleading narrative.

Miranda: That is why I gave you the option to think about it as a discount or a get/give back scenario. The net new resources is now more visible on the budget.

Robert Keller (CLA): This is a cleaner way to present the budget.

Jenni Morse (CoNTTF chair): Are NTTF factored into the salary exercise?

Miranda: Yes.

Michael Pante (Anthropology): Faculty and staff compensation. You quoted a 3.5% increase in salaries last fall. It has been years since we have had more than 2.25%. Essentially, I am making less money than when I came to CSU and expenses have increased.

Miranda: This is concerning all of us. We are trying to the extent we can to get more to our employees. We can't do it and balance the budget.

Michael Pante (Anthropology): The President's comment about state funds going away is also concerning. Is there a long-term plan to address salaries? I'm at 80% at what my peers are making when I came in at 90%. Is it better to make adjustments as new people come in?

Miranda: The academic incentive funding is the second largest number in the budget. Enrollment growth monies go back to colleges. We have not used the funds for salary increases. The programs are to incentivize growth. Consciously, we have not asked deans to use incentive funding for something else. But, we could ask them to give back to salaries. However, we have a very large freshmen class this year and we wanted to have more faculty rather than raise existing faculty salaries.

Mary Meyer (CNS): re: subsidy for athletics. This goes up every year.

Miranda: The only increase to the athletic budget in the draft budget is the increase in some scholarships for the athletic programs.

Miranda's report was received.

3. Faculty Council Chair – Mary Stromberger

Stromberger gave some updates on standing committee activities:

Committee on Responsibilities and Standing of Academic Faculty (CoRSAF, chair Dan Turk) met with Don Estep, chair of CoFG last week to discuss coordinating CoRSAF's and CoFG's efforts on the NTTF proposals.

CoRSAF met several times to discuss the draft revisions to the bullying policy. They will meet with Executive Committee this month to present their recommendations. Afterwards, CoRSAF will return their attention to the CoNTTF proposals.

Committee on Faculty Governance are working on NTTF proposals. They also are working on the Manual language to create a new University Policy Review Committee

Committee on Teaching and Learning continue to discuss the course survey redesign, with a focus on clarification on how the survey is to be used (and NOT used), and identifying the "core" elements and questions that are in common across disciplines, course styles. The committee also voted on and approved a statement of support for the ongoing work of CoNTTF. CoTL also studied a report on exam proctoring and how to fund; recommendations will go to Executive Committee this month. They are hearing from the Unizin task force on faculty needs regarding Unizin

Stromberger's report was received.

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

Doherty reported the following:

BOG will meet at the CSU campus May 2-3, 2017.

Doherty's report was received.

CONSENT AGENDA

1. UCC Minutes – March 3, 10, 17, and 24, 2017

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

The consent agenda was unanimously approved by Faculty Council.

ACTION ITEMS

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

Steve Reising, Co- Chair, CoFG, moved that Faculty Council elect the following nominees to Faculty Council Standing Committees:

Academic Faculty Nominations to Faculty Council Standing Committees

April 4, 2017

COMMITTEE ON FACULTY GOVERNANCE

	Term Expires
<u>RUTH HUFBAUER</u> _____ Ag Sciences (Nominated by Committee on Faculty Governance)	2020

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

<u>SHANE KANATOUS</u> _____ Natural Sciences (Nominated by Committee on Faculty Governance)	2020
<u>MARK SHELSTAD</u> _____ Libraries (Nominated by Committee on Faculty Governance)	2020
<u>HONG MIAO</u> _____ CoB (Nominated by Committee on Faculty Governance)	2020

COMMITTEE ON LIBRARIES

HYE SEUNG CHUNG _____ CoLA 2020
 (Nominated by Committee on Faculty Governance)

KELLIE ENNS _____ Ag Sciences 2020
 (Nominated by Committee on Faculty Governance)

COMMITTEE ON NON-TENURE TRACK FACULTY

JENNY MORSE _____ CoB 2020
 (Nominated by Committee on Faculty Governance)

COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

RICHARD EYKHOLT _____ Natural Sciences 2020
 (Nominated by Committee on Faculty Governance)

COMMITTEE ON SCHOLASTIC STANDARDS

KRISTY DOWERS _____ CVMBS 2020
 (Nominated by Committee on Faculty Governance)

JASON FRAZIER _____ CoLA 2020
 (Nominated by Committee on Faculty Governance)

COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING

DANIEL DRAPER _____ Libraries 2020
 (Nominated by Committee on Faculty Governance)

COMMITTEE ON TEACHING AND LEARNING

JENNIFER MCLEAN _____ CVMBS 2020
 (Nominated by Committee on Faculty Governance)

COMMITTEE ON UNIVERSITY PROGRAMS

ANIREDDY REDDY _____ Natural Sciences 2020
 (Nominated by Committee on Faculty Governance)

UNIVERSITY CURRICULUM COMMITTEE

BRADLEY GOETZ _____ Ag Sciences 2020
 (Nominated by Committee on Faculty Governance)

MIKE HOGAN _____ CoLA 2020
(Nominated by Committee on Faculty Governance)

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

The above faculty were elected to their respective Standing Committees starting July 1, 2017.

2. Elections – University Grievance Panel - Committee on Faculty Governance

Steve Reising, Co-Chair, CoFG moved that Faculty Council elect the following nominee to the Grievance Panel:

**University Committee Nominations
UNIVERSITY GRIEVANCE PANEL
April 4, 2017**

ANTONIO PEDROS-GASCON _____ CoLA 2020
(Nominated by Committee on Faculty Governance)

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

Faculty Council elected Antonio Pedros-Gascon to the Grievance Panel starting July 1, 2017.

3. Elections – University Discipline Panel – Committee on Faculty Governance

Steve Reising, Co-Chair, CoFG moved that Faculty Council elect the following nominees to the University Discipline Panel:

**University Committee Nominations
UNIVERSITY DISCIPLINE PANEL
April 4, 2017**

		Term Expires
<u>BRADLEY T. CONNER</u> _____ (Nominated by Committee on Faculty Governance)	Natural Sciences	2020
<u>KATE GIBSON</u> _____ (Nominated by Committee on Faculty Governance)	CLA	2020

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

Faculty Council elected the nominees to the University Discipline starting July 1, 2017.

4. University Benefits Committee – Committee on Faculty Governance

Steve Reising, Co-Chair, CoFG moved that Faculty Council elect the following nominee to the University Benefits Committee:

University Committee Nominations
UNIVERSITY BENEFITS COMMITTEE
4 year term
April 4, 2017

		Term Expires
<u>GAMZE CAVDAR</u> (Nominated by Committee on Faculty Governance)	CoLA	2021

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

Faculty Council elected Gamze Cavdar to the University Benefits Committee starting July 1, 2017 for a four-year term.

5. Proposed revisions to Sections C.2.1.9.3 and C.2.1.9.4 – CoFG

Don Estep, Chair, CoFG moved that Faculty Council approve the proposed revisions to Sections C.2.1.9.3 and C.2.1.9.4:

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

C.2.1.9.3 Membership and Organization (last revised ~~August 8, 2014~~)

The membership of each standing committee is specified to fit the functions of that committee. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for certain standing committees. Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and nontenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above.

Page 10 - Faculty Council Meeting Minutes
April 4, 2017

A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee ~~committee~~ chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

~~Membership on standing committees of the Faculty Council shall be spread as widely as possible among faculty members so that newer members of the faculty may serve on these committees. Standing committee leadership shall be rotated as good judgment allows.~~ Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name ex officio or associate members, who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex officio and associate members and others with whom it has regularly conferred. All ex officio and associate members shall be non-voting, unless specified otherwise.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee or advisory committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

The Chairperson of ~~the Executive Committee~~ Faculty Council shall be an ex officio, non-voting member of each standing committee of the Faculty Council.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of his or her term as chairperson. The chairperson may designate a committee member to substitute as ex officio voting member provided prior notice is given to the Chairperson of Faculty Council.

C.2.1.9.4 Election to Membership and Term of Service (~~last revised August 8, 2014~~)

Unless otherwise specified by the University Code, the terms of service for all elected faculty members of standing committees of the Faculty Council shall be three (3) years with ~~terms of~~ the intent of approximately one-third (1/3) expiring each year. An exception is the Executive Committee, where faculty members serve one (1) year terms. The terms of service for all elected student members of standing committees of the Faculty Council shall be one (1) year. Terms of office for newly elected members of all standing committees are to begin July 1 for faculty members and October 25 for student members. Student members may serve on at most two (2) standing committees at any given time.

~~The Committee on Faculty Governance shall fill vacancies on standing committees of the Faculty Council occurring between normal elections in one (1) of the following ways:~~

- ~~a. Immediate election in the same manner as the original position was filled.~~
 - ~~b. Temporary appointment by the Committee on Faculty Governance.~~
 - ~~c. Regular appointment with the appointee to be nominated by the Committee on Faculty Governance and approved by the Faculty Council.~~
- ~~Vacancies other than those occurring because of expiring memberships are to be filled for the unexpired terms only.~~

Nominations for the elected faculty membership on all standing committees other than Executive Committee (see Section C.2.1.9.5.a) shall be made by the Committee on Faculty Governance, with the slate of nominees to be placed on the agenda of the April meeting of Faculty Council. Nominations may be made from the floor. Voting shall be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. Election shall be by plurality. In the event of a tie for any position, the Faculty Council shall ballot again at the next regular meeting.

Nominations of undergraduate students to standing committees of the Faculty Council shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Nominations of graduate student members to Faculty Council standing committees shall be made by the University Graduate Student Council. Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Student nominations shall be submitted to the Faculty Council at its October meeting. After nominations have been closed, a vote shall be taken on the floor of the Faculty Council. In the event of a tie, the Faculty Council shall vote again. Election shall be by plurality.

The Committee on Faculty Governance may fill vacancies on standing committees of the Faculty Council occurring between normal elections either by making a temporary appointment to serve a period of time not more than the length of the vacancy being filled or by nominating a replacement to serve for a three year term ending on June 30 three years hence. A three year term beginning between the end of spring semester of the previous academic year and December 31 of the current academic year includes the current academic year and two more years. A three year term beginning between January 1 and end of the spring semester of the current academic year will include the rest of the current spring semester and then three more academic years. A temporary appointment shall be approved by majority vote of the Committee on Faculty Governance. A replacement serving for a three year term shall be elected using the regular election procedure as described in C.2.1.9.4 (this section). The Committee on Faculty Governance will communicate with chairs of affected standing committees when replacing a vacancy that occurs between normal elections.

RATIONALE

In order of the proposed changes:

1. Eliminate repeated word.
2. The first sentence is not enforceable since the CoFG can only nominate faculty that agree to be nominated and who have the approval of the nominees' chairs and deans. Standing Committees elect committee officers following the procedures outlined in the Manual and we must presume that committee members use good judgment in electing committee officers.
3. Simple correction
4. In practice, Faculty Council members and standing committee members resign their appointments early for various professional and personal reasons at scattered times throughout the year. This leads to two issues:
 - a. The need to provide the opportunity for a mechanism that provides the opportunity for steady rotation of faculty members in Faculty Council service must be balanced against the need for Faculty Council members to develop the experience and knowledge required for effective operation and to develop faculty capable of assuming leadership roles in Faculty Council obtained by serving full terms of service.
 - b. Because Faculty Council and its standing committees require full membership to operate, elections to fill vacancies on Faculty Council and its standing committees is an ongoing process. The effectiveness of nominee searches decreases significantly with the number of searches that are required. Having nominees serve full three year terms where appropriate greatly reduces the number of times nominees must be sought. Also, this effectively presents a pseudo-random approach to fulfilling the goal of approximately 1/3 replacement each year since the mid-appointment vacancies occur more or less randomly. There are variations from year to year, but practice over many years shows that appointing nominees to full terms when possible means that the number of replacements sought in the regular election varies reasonably around 1/3.

April 4, 2017

5. The procedure for filling mid-term vacancies should be described after the regular nomination process, so this language has been moved to the end of this section. It was also altered.
6. The CoFG should have the flexibility to nominate replacements to serve a temporary appointment (typically for a temporary absence, e.g. due to sabbatical) or for a full three year term depending on the needs of the standing committee in question and the interest of the nominees. In the case of appointments lasting a significant amount of time, the standard election process should be used. It appears that item a. in the original list was superfluous. The proposed accounting of a three year term is consistent with how the tenure and promotion clock counts years with respect to appointment date.

Estep's motion was unanimously approved by Faculty Council, pending final approval by the Board of Governors.

6. Proposed revisions to the *Graduate and Professional Bulletin* – Master's Degrees – Credit Requirements – CoSRGE

William Sanford, Chair, CoSRGE moved the Faculty Council approve the proposed revisions to the *Graduate and Professional Bulletin* – Master's Degrees – Credit Requirements

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORE~~

Summary of Requirements for the Master's Degrees

- 1 Final examinations are required for all degrees except Plan C master degree.
- 2 At least 16 credits must be earned at the 500-level or above and at least 12 of these must be in regular courses, except Plan C. However, the number of 500 level or above credits earned for the degree must be 16 or 50% for a plan A or B, whichever is most and 21 or 50% for a plan C, whichever is most.
- 3 ~~If a report is written, a minimum of 30 credits is required. If only course work is taken, a minimum of 32 credits is required.~~ Plan B degrees require a minimum of 30 credits and either a scholarly paper, exam, portfolio, or similar project.
- 4 Demonstrated equivalency may reduce the total required to less than 58 but not less than 40.

Master's Degrees

An important distinction is made between Plan A and Plan B, Plan C, and the Professional Science Master's. The former, Plan A option, requires the preparation of a thesis. The thesis is typically a written formal document which addresses, in an original fashion, some important concern of the discipline. A thesis involves significant independent work. A certain number of credits are allowed for the preparation of the thesis. The Plan B degree does not require a thesis;

instead, ~~more credits are earned in other types of courses and/or~~ either a scholarly paper, exam, portfolio, or similar project is required.

Plan C master's degree options are distinguished in two ways. First, generally, only course work is required. No thesis, project, or final examination is required; however, some specific programs may require an internship, practicum, or other experience consistent with expressed goals of the program, as approved by the University Curriculum Committee. Second, Plan C options are designed for professional degrees; thus, this option is not available in the M.A. or M.S. Further, within any given department, Plan C degrees may not bear the same title as those with Plan A or Plan B options. Please note, however, that not every professional degree need offer the Plan C option.

The minimum number of required credits for all master's degrees is 30.

Rationale:

1. Plan C, coursework-only, requires a minimum of 30 credits.
2. Issues regarding Plan B
 - a. Plan B without a paper currently requires 32 credits. This seems inconsistent (and confusing) given the Plan C requirements of a minimum of 30 credits. The Plan C was added years after the concept of the Plan B was created. The Plan C, as a coursework-only degree, meets the needs of degree programs that do not want to require a project as part of the degree requirements and should be used as such.

Plan B information does not specify that an exam or a portfolio are options, nor does it provide an option for other projects that would be similar to these activities. Exams and portfolios are currently accepted in ongoing Plan B programs. The lack of this detail in the Bulletin causes confusion among readers.
 - b. Plan B new requirements would include: a minimum of 30 credits, a scholarly paper, exam, portfolio, or similar project. We need to have clear criteria that distinguish between all master's degrees. We also want to leave other project options open that departments may want to include.
 - c. Plan B programs that have 32 credits and do not require a project would be grandmothers in.
3. Credit requirements for the Plan B are currently only provided as footnotes in the table. This content needs to be included in the text in order to ensure that the message is clearly communicated to the reader.

Carole Makela, chair of UCC recommended the following amendment: under Rationale: Strikeout 2c. ~~e. Plan B programs that have 32 credits and do not require a project would be grandmothers in.~~

Stromberger: Does FC have any issues striking out this part of the rationale? Departments need to have a say in their programs.

Jodie Hanzlik, Dean of Graduate School, was in favor of this amendment.

Faculty Council unanimously approved the amended motion to the *Graduate and Professional Bulletin*.

7. Proposed revisions to the *Graduate and Professional Bulletin* – Ph.D. Degree - CoSRGE

William Sanford, Chair, CoSRGE moved the Faculty Council approve the proposed revisions to the *Graduate and Professional Bulletin* – Ph.D. Degree– CoSRGE

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORE~~

~~PH.D DEGREE~~ DOCTORAL DEGREE

The ~~Ph.D.~~ doctoral degree is the highest academic degree offered by CSU. Those who earn it must demonstrate significant intellectual achievement, ~~high~~ scholarly ability, and ~~great~~ breadth of knowledge. The nature of the degree program will vary greatly depending on the type of doctoral degree and discipline involved. ~~In addition, doctoral work requires heavy participation in research or other kinds of creative activity. Particular projects may assume any of an almost infinite number of forms.~~ There are two types of doctoral degrees that may be earned, the doctor of philosophy (Ph.D.) and the professional doctorate (P.D.). There are several important distinctions between the Ph.D. and the P.D. The defining characteristics of each are as follows:

1. The Ph.D. and the P.D. degrees are distinguishable from each other based on the courses comprising the programs' curricula, student learning outcomes, and measures of student success. The New Degree Program Proposal must address these components as part of the Provost's and the University Curriculum Committee's review process for such proposals.
2. For the Ph.D., the scholarly, scientific, and creative outcomes are expected to contribute to the knowledge base of the field. Extensive original research or creative activity relevant to the discipline is required. The preparation of a dissertation that presents the results of sustained research or investigation of an important intellectual problem is mandatory.
3. For the P.D., the experiential, scientific, and creative outcomes are expected to contribute to the highest level of professional skills and the application of such skills and knowledge in the profession and its practice. Applied or clinical research or extensive advanced experience relevant to the profession is required. The preparation of a dissertation that presents the results of an applied project relevant to the profession is mandatory for non-accredited programs; programs accredited through a national organization may require other capstone experiences.

The following language was moved to the first paragraph in the Ph.D. requirements section.

Ph.D. Candidacy

~~Doctoral students at CSU are considered to achieve “candidacy” for the degree upon passage of preliminary examinations. Candidates generally retain that status through the completion of the degree. However, candidacy is lost if~~

- ~~1. the student is placed on probation due to insufficient grade point average;~~
- ~~2. the student’s graduate advisory committee finds that insufficient progress is being made toward the degree; or~~
- ~~3. the student is dismissed for academic or disciplinary reasons.~~

~~The students who lose candidacy may regain it, when appropriate, through the established procedures for improving grade point average, demonstrating satisfactory progress, or achieving readmission.~~

~~The preparation of a dissertation is required. The dissertation is a formal written document which presents the results of sustained research or investigation on an important intellectual problem. The dissertation must represent independent intellectual achievement and must make a meaningful contribution to the knowledge, accumulated wisdom, or culture of the field in which it is written. Students typically earn a number of research credits while completing the work which underlies the dissertation.~~

Credit Requirements (Ph.D., P.D.)

A minimum of 72 semester credits beyond the baccalaureate is required for both the Ph.D. and the P.D.

For students who submit a master's degree in partial fulfillment of these requirements: A master's degree from an accredited college or university may be accepted for a maximum of 30 credits. In addition, up to ten credits in courses earned after the date on which the master's degree was awarded may be accepted in transfer if approved by the student’s advisory committee, the department, and the [Graduate School](#). A minimum of 32 credits must be earned at CSU after admission to a doctoral program. At least 21 credits beyond the master's degree must be earned in courses numbered 500 or above.

For students enrolled in a continuous master’s/~~Ph.D. doctoral~~ program at CSU: All courses taken during the master’s program may be applied to the doctoral degree, even if the total master’s degree credits exceed 30. These courses must be specified on ~~the Ph.D. doctoral~~ program of study and approved by the student’s advisory committee, the doctoral department, and the Graduate School. Continuous programs are those in which the student is admitted to the Ph.D. doctoral program and formally registers the Fall or Spring semester immediately following receipt of the master’s degree. All other prescribed credit requirements of the master’s and ~~Ph.D. doctoral~~ degrees remain in effect in such cases.

Page 17 - Faculty Council Meeting Minutes
April 4, 2017

For students who do not submit a master's degree in partial fulfillment of these requirements: Up to ten credits earned at an accredited college or university may be accepted for transfer if approved by the student's advisory committee, the department, and the Graduate School. A minimum of 62 credits must be earned at CSU after admission to a doctoral program. At least 37 credits beyond the bachelor's degree must be earned in courses numbered 500 or above.

A professional post baccalaureate degree in Medicine, Veterinary Medicine, Dentistry, Pharmacy, Law, or Divinity may be accepted for a maximum of 30 credits. The institution granting such a degree must be certified by one of the major regional accrediting agencies. Students contemplating this option may be required to pass an equivalency examination to assure that they possess levels of knowledge and skill generally expected of master's degree holders.

P.D. Requirements

Requirements for a PD may vary based on the presence or absence of an accreditation process. P.D. programs that are accredited through a national organization will identify curricular content, process, and outcome requirements for the degree to meet the accreditation standards. These curricular requirements may take precedence over Graduate School requirements; however, the minimum number of credits and their level are Graduate School requirements regardless of accreditation standards. P.D. programs that are not accredited must conform to Graduate School requirements.

Departments or Special Academic Units with a P.D. program must form an active advisory board composed of CSU faculty and individuals from outside of CSU who are leaders in the discipline from applied settings. Advisory board members serve to provide advice on the program curriculum, assist with student projects and placements, and interact individually with students. The Graduate School requires the following P.D. program components:

1. Programs that do not require relevant work experience for admission must include a significant experiential component within the curriculum.
2. Curricula must include a minimum of 18 credits of course work at the 500 level or above that reflect professionalism and applied or translational knowledge and fulfill the learning objectives of the programs. The 18 credits of coursework must meet the following criteria:
 - a. A minimum of 6 credits is included within each of the two categories (professionalism, applied or translational knowledge).
 - b. at least 9 credits must be regular coursework, and
 - c. up to 9 credits may be non-regular coursework. <http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/procedures-requirements-all-degrees/#scholastic-standards>
3. The preparation of a dissertation is required for non-accredited programs. The dissertation is a formal written document which presents the results of an applied or clinical research project on

an issue relevant to the profession and practice. The dissertation must represent an independent intellectual achievement and must make a meaningful contribution to the creation, use, and improvement of knowledge in the context of a profession and practice. Students typically earn a number of research credits while completing the work which underlies the dissertation.

4. At least one graduate committee member must have or have had a substantial and relevant employment record in an applied setting and meet the Graduate School requirements for membership (<http://graduateschool.colostate.edu/policies-and-procedures/advisor-committee/>). The committee chair must submit to the dean of the Graduate School a request for approval of the individual that includes proof of the Advisory Committee's endorsement of the individual and a description of the individual's substantial and relevant employment record in an applied setting.

Ph.D. Requirements-Candidacy

~~Doctoral students at CSU are considered to achieve "candidacy" for the degree upon passage of preliminary examinations. Candidates generally retain that status through the completion of the degree. However, candidacy is lost if~~

- ~~1. the student is placed on probation due to insufficient grade point average;~~
- ~~2. the student's graduate advisory committee finds that insufficient progress is being made toward the degree; or~~
- ~~3. the student is dismissed for academic or disciplinary reasons.~~

~~The students who lose candidacy may regain it, when appropriate, through the established procedures for improving grade point average, demonstrating satisfactory progress, or achieving readmission.~~

The preparation of a dissertation is required. The dissertation is a formal written document which presents the results of sustained research or investigation on an important intellectual problem. The dissertation must represent independent intellectual achievement and must make a meaningful contribution to the knowledge, accumulated wisdom, or culture of the field in which it is written. Students typically earn a number of research credits while completing the work which underlies the dissertation.

When programs within the same department that have both a Ph.D. and a non-accredited P.D., Ph.D. students in the department offering the P.D. may enroll in one or more of the 18 P.D. credits that meet the professionalism and applied/translational knowledge requirement. However, these credits may NOT count toward the 72 credits beyond the baccalaureate required for the Ph.D.; they will be in addition to that number. Credits earned in P.D. specific courses cannot be part of the program of study for any PhD student.

Doctoral Residency Requirement (Ph.D., P.D.)

There is no CSU residency requirement for ~~Ph.D.~~ doctoral degree programs; however, such requirements may exist at the department level. Students should check with their departments about such policies. Whether or not a residency requirement exists, registration policies as outlined above must be followed.

Doctoral Preliminary Examination (Ph.D., P.D.)

A preliminary examination shall be administered at least two terms before the final examination to determine whether the student is qualified to continue toward the doctorate. The usual procedure is to have written examinations in the field of specialization and supporting areas followed by an oral examination. In order to assure full information to all concerned (student, major professor, all committee members, department head, Graduate School), the intention to hold a ~~Ph.D.~~ doctoral Preliminary Examination is to be publicized two weeks in advance by the advisor. The student is responsible for obtaining the Report of Preliminary Examination ([GS Form 16](#)) from the Graduate School and returning it, appropriately completed, after the conclusion of the examination.

Providing the committee approves, a candidate who fails the preliminary examination may be reexamined once and, for the reexamination, may be required to complete further work. The reexamination must be held not later than 12 months after the first examination. The examination must not be held earlier than two months after the first examination unless the student agrees to a shorter time period. Failure to pass the second exam results in dismissal from the Graduate School.

Participation in oral examinations by the student and/or one or more members of the examining committee may be via electronic link so long as all are participating simultaneously and all committee members and the student have agreed to this in advance.

Some of the following language was moved from a previous section, with minor revisions to the title.

Doctoral ~~Ph.D.~~ Candidacy (Ph.D., P.D.)

Doctoral students at CSU are considered to achieve “candidacy” for the degree upon passage of preliminary examinations. Candidates generally retain that status through the completion of the degree. However, candidacy is lost if

1. the student is placed on probation due to insufficient grade point average;
2. the student’s graduate advisory committee finds that insufficient progress is being made toward the degree; or
3. the student is dismissed for academic or disciplinary reasons.

April 4, 2017

4. The students who lose candidacy may regain it, when appropriate, through the established procedures for improving grade point average, demonstrating satisfactory progress, or achieving readmission.

Doctoral Final Examination (Ph.D., P.D.)

At least one month before the final examination, the advisor will inform the student and the committee members of the nature and scope of the examination. Normally, the final examination will cover primarily the dissertation, but additional subject matter, specified by the committee at the time of the preliminary examination, may also be covered. Dissertation defenses are open to all members of the CSU community and the public at large. In order to assure timely notification across the entire campus, advisors should announce this information to the CSU community and public at large at least two weeks in advance. Advisors may publicize the defense through CSU's electronic announcement and message delivery system. The chairperson of the committee shall have the prerogative to decide whether those in attendance (outside of the committee) should be allowed to ask questions of the candidate during an oral examination.

Rationale:

- The professional doctorate is a unique degree that offers unique knowledge and skills; it is acknowledged world-wide. It “has a clearly defined place in the hierarchy of US higher education degrees.” (A Report to the Board of Trustees from the Task Force on the Professional Doctorate, Received by the Board of Trustees of the Higher Learning Commission (HLC), June, 2006)
- The professional doctorate is different from and not a substitute for a research doctorate. The proposed CSU professional doctorate (PD) policy reflects the differences between the degrees while acknowledging that the PD offers unique knowledge and skills to professionals that are in demand in our society.
- Professions will benefit from the quality assurance of the professional doctorate degree. These degrees will validate that, through them, students acquire professional competencies they would *not otherwise gain* in existing degree programs within a given profession.
- These programs can provide valuable benefits to society by directly preparing leaders who will now have the skills they need to transform professional practice.
- The professional doctorate reflects the land-grant mission of CSU.

Questions:

Barb Hooper (Occupational Therapy): Does this make it difficult for PhDs to move to a professional doctorate?

Jodie Hanzlik (Dean of Graduate School): There are curricular differences between Ph.D. and Professional Doctorate. So, you could do both, but there are curricular differences.

Carole Makela (Chair, UCC): Amend the last statement in the third line. We don't think it is clear re: the accrediting agency. Add: or dissertations after capstone experiences. See below:

3. For the P.D., the experiential, scientific, and creative outcomes are expected to contribute to the highest level of professional skills and the application of such skills and knowledge in the profession and its practice. Applied or clinical research or extensive advanced experience relevant to the profession is required. The preparation of a dissertation that presents the results of an applied project relevant to the profession is mandatory for non-accredited programs; programs accredited through a national organization may require other capstone experiences or dissertations.

Jodie Hanzlik (Dean of Graduate School): That is the intent of the policy.

Faculty Council unanimously approved the amended motion to the *Graduate and Professional Bulletin*.

8. New Degree: Master of Science in Materials Science and Engineering, Plan A and Plan B – UCC

Carole Makela, Chair, UCC moved that Faculty Council approve the New Degree: Master of Science in Materials Science and Engineering, Plan A and Plan B, to be effective Fall 2017:

According to the request submitted:

Description:

Future materials scientists and engineers will be educated to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface, and bulk level; and to manufacture usable devices from the resulting materials.

Rationale:

MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity include the reliance of the world's population on advanced technology and the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment.

Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on

various aspects of fundamental materials science and engineering. There are more than 150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments currently offer a comprehensive interdisciplinary program of study as an MSE degree. Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by offering MSE degrees. We can help lead the nation in preparing the next generation of highly trained materials researchers.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 2/2/17 and by the University Curriculum Committee on 3/3/17.

Makela's motion was unanimously approved by Faculty Council, pending final approval by the Board of Governors.

9. New Degree: Ph.D. in Materials Science and Engineering - UCC

Carole Makela, Chair, UCC moved that Faculty Council approve the New Degree: Ph.D. in Materials Science and Engineering, to be effective Fall 2017:

According to the request submitted:

Description:

Future materials scientists and engineers will be educated to understand how different combinations of molecules can result in different thermal, mechanical, electrical, optical, and magnetic properties; to measure those properties at the atomic, electronic, surface and bulk level; and to manufacture usable devices from the resulting materials.

Rationale:

MSE is currently a fast growing career area in the science/technology/engineering sector, with projected growth of 5-10% over the next decade. The reasons behind this popularity include the reliance of the world's population on advanced technology and the ever-increasing need for innovative solutions to the global challenges surrounding energy needs and protection of the environment.

Currently, all of the academic departments included in this proposal offer numerous diverse opportunities for students to pursue research in MSE and offer graduate courses focused on various aspects of fundamental materials science and engineering. There are more than 150 graduate students currently pursuing some form of materials research at CSU in these departments combined, under the supervision of ~60 faculty members. None of our departments currently offer a comprehensive interdisciplinary program of study as an MSE

degree. Thus students seeking an MSE degree are choosing universities other than CSU. The number of degrees conferred in materials/metallurgical engineering nationally have been on the rise over the past 10 years, and CSU needs to seize the opportunity to attract new students and leverage growing faculty strengths by offering MSE degrees. We can help lead the nation in preparing the next generation of highly trained materials researchers.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 2/2/17 and by the University Curriculum Committee on 3/3/17.

Makela's motion was unanimously approved by Faculty Council, pending final approval by the Board of Governors.

10. New Degree: Bachelor of Arts, Major in Women's and Gender Studies – effective Fall 2017 – UCC

Carole Makela, Chair, UCC moved that Faculty Council approve the New Degree: Bachelor of Arts, Major in Women's and Gender Studies, to be effective Fall 2017:

According to the request submitted:

Description:

The Bachelor of Arts in Women's and Gender Studies prepares individuals for the needs and opportunities of an increasingly interconnected and interdependent world by building awareness of the range of human experiences, potentials, and accomplishments that place women and gender at the center of inquiry.

The Women's and Gender Studies major allows students to acquire academic preparation that engages the complexities and intersections of gender, race, sexuality, ethnicity, class, ability, religion, and nationality as analyzed within and across various disciplines and fields of study.

Rationale:

This degree replaces the Women's Studies Concentration in the Ethnic Studies Major (BA). The request was reviewed and approved by the University Curriculum Committee on 3/24/17.

Makela's motion was unanimously approved by Faculty Council, pending final approval by the Board of Governors.

11. New Degree: Ph.D. in Anthropology – UCC

Carole Makela, Chair, UCC moved that Faculty Council approve the New Degree: Ph.D. in Anthropology, to be effective Fall 2017:

Description:

A Ph.D. in anthropology at CSU will be unique in that it will support advanced coursework and research with a focus on place, space, and adaptation. Students will achieve this perspective on the discipline by engaging with a curriculum infused with geographic methods and approaches. This program will provide prospective students with the skills and expertise to address research questions that 1) sit at the intersection of anthropology and geography; 2) apply geographic methods to anthropological questions; and 3) critically evaluate the impact of place and space on human/ecosystem adaptation. In this regard, the Department of Anthropology will forge a new path for graduate level instruction and research in anthropology; creating a niche that will provide our students with the ability to ask meaningful questions and examine those questions with a set of techniques that also trains them to work outside of academia. The relationships between place, space, and adaptation can be examined at different scales and temporal contexts. These variables influence health and wellness, group security, ecosystem and human viability, and cultural vitality.

Rationale:

The rationale to develop a Ph.D. program in anthropology with a focus on place, space, and adaptation is threefold. First, both current and prospective graduate students have expressed a desire to obtain a Ph.D. in anthropology from our department. Second, many of our faculty members actively advise Ph.D. students from other departments as well as other universities; faculty energies, and student interest are better matched under the umbrella of a Ph.D. program in anthropology. Third, an advanced graduate program that addresses the interrelationships between place, space, and adaptation showcases our diverse faculty and their research interests and allows the department to better integrate the disciplines of anthropology and geography. These foci and their ability to frame hypotheses concerning human- environment interactions in the past and present place the program at the forefront of the anthropological sciences.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 12/1/16 and by the University Curriculum Committee on 3/24/17.

Makela's motion was unanimously approved by Faculty Council, pending final approval by the Board of Governors.

DISCUSSION

1. Salary Equity Study – Diana Prieto, Director of Human Resources and OEO; Colleen Webb, Department of Biology; Laura Jensen, Institutional Research; Dan Bush, Vice Provost for Faculty Affairs.

See PowerPoint presentation on the FC website under Special Presentations.

Page 25 - Faculty Council Meeting Minutes
April 4, 2017

Stromberger adjourned the meeting at 6:11 p.m.

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

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2019
<u>Stephen Coleman</u>	Animal Sciences	2018
<u>Scott Nissen</u>	Bioagricultural Sciences & Pest Management	2018
<u>Adam Heuberger</u>	Horticulture & Landscape Architecture	2019
Francesca Cotrufo	Soil and Crop Sciences	2017
Jane Choi	College-at-Large	2019
Jason Ahola	College-at-Large	2017
Bradley Goetz	College-at-Large	2019
Health and Human Sciences		
<u>Anna Perry</u>	Design and Merchandising	2019
Brian Tracy	Health and Exercise Science	2018
David Sampson	Food Science and Human Nutrition	2019
Gloria Luong (substituting for Lisa Daunhauer – family leave)	Human Development and Family Studies	2018
<u>Scott Glick</u> (Excused)	Construction Management	2017
Barb Hooper	Occupational Therapy	2017
Tom Chermak	School of Education	2018
Eunhee Choi	School of Social Work	2019
Business		
Bill Rankin	Accounting	2019
Stephen Hayne	Computer Information Systems	2018
<u>Tianyang Wang</u>	Finance and Real Estate	2019
Troy Mumford	Management	2018
David Gilliland sub for Kelly Martin) (Kelly Martin substituting for Tuba Ustuner-thru Spring '17)	Marketing	2018
Lisa Kutcher	College-at-Large	2019
John Hoxmeier	College-at-Large	2019
Engineering		
Russ Schumacher	Atmospheric Science	2018
Ashoic Prasad (substituting for Travis Bailey)	Chemical and Biological Engineering	2019
Rebecca Atadero	Civil and Environmental Engineering	2018
Siddharth Suryanarayanan	Electrical and Computer Engineering	2019
Shantanu Jathar	Mechanical Engineering	2017
J. Rockey Luo	College-at-Large	2019
Steven Reising	College-at-Large	2019
<u>Ted Watson</u>	College-at-Large	2018

Page 27 - Faculty Council Meeting Minutes

April 4, 2017

Liberal Arts

Michael Pante	Anthropology	2017
Marius Lehene	Art	2017
Julia Khrebtan-Horhager	Communication Studies	2019
Robert Keller	Economics	2017
Sue Doe	English	2018
Albert Bimper	Ethnic Studies	2019
Jonathan Carlyon	Languages, Literatures and Cultures	2018
Adrian Howkins	History	2017
TBD	Journalism and Technical Communication	2017
<u>Wesley Ferreira</u>	Music, Theater, and Dance	2019
Moti Gorin	Philosophy	2019
Kyle Saunders	Political Science	2018
Tara Opsai	Sociology	2019
Antonio Pedros-Gascon	College-at-Large	2019
Mohammed Hirchi	College-at-Large	2017
David Riep (Excused)	College-at-Large	2018
Angela Christian	College-at-Large	2018
TBD	College-at-Large	2018

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability	2017
Julie Savidge (Fall 2016; <u>Barry Noon</u> (thru Spring 2018))	Fish, Wildlife, & Conservation Biology	2018
Yu Wei (substituting for Maria Fernandez-Gimenez)	Forest and Rangeland Stewardship	2017
William Sanford	Geosciences	2017
Richard Knight	HDNR in Warner College	2017

Natural Sciences

Jennifer Nyborg	Biochemistry and Molecular Biology	2019
<u>Melinda Smith</u>	Biology	2018
George Barisas	Chemistry	2017
Ross McConnell	Computer Science	2019
Gerhard Dangelmayr	Mathematics	2017
<u>Mingzhong Wu</u>	Physics	2017
Silvia Canetto	Psychology	2019
Mary Meyer	Statistics	2019
<u>Ed DeLosh</u>	College-at-Large	2017
Anton Betten	College-at-Large	2019
<u>Janice Moore</u>	College-at-Large	2018
Brad Conner	College-at-Large	2018
Alan Van Orden	College-at-Large	2018

Page 28 - Faculty Council Meeting Minutes
April 4, 2017

Veterinary Medicine & Biomedical Sciences

C.W. Miller	Biomedical Sciences	2019
<u>Dean Hendrickson</u>	Clinical Sciences	2019
Lucas Argueso	Environmental & Radiological Health Sciences	2017
Alan Schenkel	Microbiology, Immunology and Pathology	2018
<u>Ryan Ferris</u>	College-at-Large	2017
Gerald Callahan	College-at-Large	2017
<u>Patrick McCue</u>	College-at-Large	2018
Stuart Tobet	College-at-Large	2018
<u>DN Rao Veeramachaneni</u>	College-at-Large	2018
Marie Legare	College-at-Large	2019
Anne Avery	College-at-Large	2019
Tod Clapp	College-at-Large	2019
<u>Dawn Duval</u>	College-at-Large	2019

University Libraries

Nancy Hunter	Libraries	2019
Michelle Wilde	At-Large	2019

***Ex Officio* Voting Members**

Mary Stromberger	Chair, Faculty Council/Executive Committee	2017
Stephanie Clemons	Vice Chair, Faculty Council	2017
Paul Doherty, Jr.	BOG Faculty Representative	2017
Don Estep, Chair	Committee on Faculty Governance	2017
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2017
Nancy Hunter, Chair	Committee on Libraries	2017
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2017
Bill Hanneman, Chair	Committee on Responsibilities & Standing of Academic Faculty	2017
Dan Turk, Chair	Committee on Scholarship Research and Graduate Education	2017
Karen Barrett, Chair	Committee on Scholastic Standards	2017
Katharine Leigh, Chair	Committee on Strategic and Financial Planning	2017
Matt Hickey, Chair	Committee on Teaching and Learning	2017
Eric Prince, Chair	Committee on University Programs	2017
Carole Makela, Chair	University Curriculum Committee	2017

Page 29 - Faculty Council Meeting Minutes
April 4, 2017

Ex-Officio Non-Voting Members

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

A regular meeting of the University Curriculum Committee was held on March 31, 2017 at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Howard Ramsdell, Sally Sutton, Beth Oehlerts, Ed DeLosh, Mike Hogan, and Graduate Student Rep. Kevin Jablonski.

Curriculum Unit: Shelly Ellerby and Kayleen Allen.

Guests: Julia Murphy (Registrar's Office).

Absent: Brad Reisfeld (excused), Undergraduate Student Rep. Mahalia Henschel and VPUA Kelly Long (excused).

Minutes

The Minutes of March 24, 2017 were approved electronically on March 27, 2017.

Consent Agenda

None.

New Courses

Effective Term

ANTH 458 Archaeology and Cultural Resource Management 3(3-0-0) S, SS

Spring 2018

Prerequisite: ANTH - at least 6 credits.

Registration Information: Offered as an online course only.

Description: Cultural Resource Management as a career, the network of regulations that form the backbone of the industry, and the process for conducting a CRM investigation as an archaeologist. Topics include cultural resource legislation, project planning, execution, management, client communications, site analysis and evaluation, effects determinations, and agency and tribal consultations. Topical issues including case studies and industry trends will be explored.

Grade Mode: Traditional



Study Abroad Courses

Effective Term

IE 382A Study Abroad: Community Engagement in Nicaragua 1(1-0-0) S
[2nd offering]

Spring 2018

Prerequisite: None.

Registration Information: None.

Description: Exploration of the history and culture of Nicaragua. Fair trade processes, issues, and organizations.

Grade Mode: Traditional



Major Changes to Courses

Effective Term

ART 496H Group Study: Art History ~~31-4~~(30-0-0) ~~As Needed F,S,SS~~

Fall 2017

Prerequisite: ART 212.

Registration Information: Maximum of ~~9-8~~ credits allowed in course.

Description: Topical studies in Art History.

Grade Mode: Traditional ~~Instructor Option~~

[approved AUCC 4A: Using Competencies & AUCC 4B: Building Upon Foundations and Perspectives for the following:

[Bachelor of Arts, Art Education Concentration](#)

[Bachelor of Arts, Art History Concentration](#)

[Bachelor of Arts, Studio Concentration](#)

[Bachelor of Arts, Integrated Visual Studies Concentration](#)

[Major in Art, BFA \(all 10 concentrations\)\]](#)

<p>CHEM 473 Foundations of Physical Chemistry 4(4-0-0) S</p> <p>Prerequisite: (CHEM 113) and (MATH 161 or MATH 255) and (PH 122 or PH 142)</p> <p>Registration Information: None.</p> <p>Description: Quantum chemistry; molecular structure and spectroscopy; equilibrium thermodynamics; kinetics.</p> <p>Grade Mode: Traditional</p> <p>[approved AUCC 4B: Building Upon Foundations and Perspectives in the following: Major in Chemistry, ACS Certified Concentration Major in Chemistry, Non-ACS Certificated Concentration]</p>	Fall 2017
<p>CHEM 487 Internship Var. 1-121-18-F, S, SS</p> <p>Prerequisite: CHEM 476.</p> <p>Registration Information: Maximum of 12 credits allowed for any combination of CHEM 384, CHEM 487, CHEM 495, and CHEM 498.</p> <p>Description: Supervised work experience in approved off-campus chemical laboratory setting. Consultation with faculty adviser/instructor.</p> <p>Grade Mode: Instructor Option</p>	Spring 2018
<p>CON 359 Structures I 4(4-0-0) F, S</p> <p>Prerequisite: CON 151 with a C or better; MATH 125.</p> <p>Registration Information: Construction Management majors only. Junior or senior standing.</p> <p>Description: Behavior of structural components and systems, overview of structural engineering analysis and the design analysis/design process.</p> <p>Grade Mode: Traditional</p>	Spring 2018
<p>CON 360 Electrical and Control Systems in Construction 3(2-2-0) F, S</p> <p>Prerequisite: CON 265 with a C or better.</p> <p>Registration Information: Must register for lecture and laboratory. Construction Management Majors Only.</p> <p>Description: Electrical terminology, theory, components, systems, and applications within control systems and their application in the construction industry.</p> <p>Grade Mode: Traditional</p>	Spring 2018
<p>CON 365 Construction Estimating H-3(2-2-0) F, S</p> <p>Prerequisite: CON 265 with a C or better.</p> <p>Registration Information: Must register for lecture and laboratory. Construction Management majors and minors only.</p> <p>Description: Industry-recognized methods for work item analysis, quantity surveying, resource estimating, and bid development using a work breakdown structures.</p> <p>Grade Mode: Traditional</p>	Spring 2018
<p>CON 367 Construction Contracts/Project Administration 3(3-0-0) F, S</p> <p>Prerequisite: CON 265 and CON 351, may be taken concurrently</p> <p>Registration Information: Construction management majors and minors only.</p> <p>Description: Construction contracts and clauses, stakeholder responsibilities, disputes, resolution methods and risk. Utilization of construction administration documents, field engineering systems and procedures to effectively meet project requirements, objectives.</p> <p>Grade Mode: Traditional</p>	Spring 2018
<p>CON 371 Mechanical and Plumbing Systems 3(3-0-0) F, S</p> <p>Prerequisite: CON 360, may be taken concurrently or INTD 276, may be taken concurrently</p> <p>Registration Information: Interior Design and Construction Management Majors Only.</p> <p>Description: Heating, ventilation, air conditioning, plumbing, and fire suppression in the built environment, with emphasis on design, operation, and interaction.</p> <p>Grade Mode: Traditional</p>	Spring 2018

FW 533 Adaptive Fish and Wildlife Management 3(2-2-0) S

Spring 2018

Offering Year: Odd**Prerequisite:** ~~FW 401 or FW 471~~; FW 104 or FW 260 or FW 555 or LIFE 320 or NR 300; STAT 301 or STAT 307.**Registration Information:** [Must register for lecture and laboratory. Sections may be offered: Online.](#)**Description:** Formal approaches to making management decisions about wildlife and fish populations, using tools of decision analysis.**Grade Mode:** Traditional

New Specialization

College of Liberal Arts

Effective Fall 2017

Department of Music, Theatre, and Dance

Master of Music, Music Education-Composition Specialization

First Year		
<u>MU 510</u>	Foundations of Music Education	3
<u>MU 511</u>	Advanced Arranging for Educational Ensembles	3
<u>MU 518</u>	Analytic Techniques II	3
<u>MU 630</u>	Methods of Music Research	3
<u>MU 673</u> ¹	Composition Instruction	4
Total Credits		16
Second Year		
<u>MU 512</u>	Pedagogy of Musical Creativity	3
<u>MU 673</u>	Composition Instruction	2
<u>MU 699</u>	Thesis	2
Select one course from the following:		3
<u>MU 520</u>	Elementary School Music	
<u>MU 521</u>	Junior and Senior High School Music	
Select one course from the following:		3
<u>MU 531</u>	Music of the Renaissance	
<u>MU 532</u>	Music of the Baroque	
<u>MU 533</u>	Music of the Classical Era	
<u>MU 534</u>	Music of the Romantic Era	
<u>MU 535</u>	Contemporary Music	
Select one course from the following:		3
<u>MU 555</u>	Choral Techniques, Style, and Interpretation	
<u>MU 556</u>	Advanced Instrumental Conducting and Techniques	
Total Credits		16
Program Total Credits:		32

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

¹ Select 2 credits each semester during the first year.



Major Changes to Existing Programs

College of Natural Sciences
 Department of Chemistry
 Major in Chemistry, ACS Certified Concentration

Effective Fall 2017

Effective Fall ~~2015~~ 2017

Chemistry majors must achieve a minimum grade of C- in all the listed courses required for the major in chemistry.

FRESHMAN		AUCC	CREDITS
Select one group from the following:		-	4
Group A:		-	-
CHEM 111	General Chemistry I (GT-SC2)	3A	-
Group B:		-	-
CHEM 117	General Chemistry I for Chemistry Majors	-	-
CHEM 192	Introductory Seminar in Chemistry	-	-
CHEM 112	General Chemistry Lab I (GT-SC1)	3A	1
CHEM 113	General Chemistry II		3
CHEM 114	General Chemistry Lab II		1
CO 150	College Composition (GT-CO2)	1A	3
MATH 160	Calculus for Physical Scientists I (GT-MA1)	1B	4
MATH 161	Calculus for Physical Scientists II (GT-MA1)	1B	4
<u>CHEM 192</u>	<u>Introductory Seminar in Chemistry</u>	-	<u>1</u>
<u>CHEM 261</u>	<u>Fundamentals of Inorganic Chemistry</u>	-	<u>3</u>
<u>PH 141</u>	<u>Physics for Scientists and Engineers I (GT-SC1)</u>	<u>3A</u>	<u>5</u>
<u>STAT 301 or 315</u>	<u>Introduction to Statistical Methods Statistics for Engineers and Scientists</u>	-	<u>3</u>
<u>Select one course from the following:</u>			<u>3-4</u>
<u>CHEM 111</u>	<u>General Chemistry I (GT-SC2)</u>	<u>3A</u>	
<u>CHEM 117</u>	<u>General Chemistry I for Chemistry Majors</u>		
Arts and Humanities		3B	3
Biological and Physical Sciences[†]		3A	4
Electives		-	3
Total Credits			<u>31-30</u> 30
SOPHOMORE			
CHEM 261	Fundamentals of Inorganic Chemistry	-	3
CHEM 334	Quantitative Analysis Laboratory		1

CHEM 335	Introduction to Analytical Chemistry	4A	3
PH 142	Physics for Scientists and Engineers II (GT-SC1)	3A	5
<u>Select one group from the following:</u>			<u>8</u>
<u>Group A:</u>			
<u>MATH 161</u>	Calculus for Physical Scientists II (GT-MA1)		
<u>MATH 261</u>	Calculus for Physical Scientists III		
<u>Group B (strongly recommended for all Chemistry majors):</u>			
<u>MATH 271</u>	<u>Applied Mathematics for Chemists I</u>	-	
<u>MATH 272</u>	<u>Applied Mathematics for Chemists II</u>	-	
<u>Select one group from the following:</u>			<u>8</u>
<u>Group A:</u>			
CHEM 345	Organic Chemistry I		
CHEM 346	Organic Chemistry II		
<u>Group B:</u>			
<u>CHEM 341</u>	<u>Modern Organic Chemistry I</u>		
<u>CHEM 343</u>	<u>Modern Organic Chemistry II</u>		
<u>CHEM 344</u>	<u>Modern Organic Chemistry Laboratory</u>		
MATH 261	Calculus for Physical Scientists III	-	4
PH 141	Physics for Scientists and Engineers I (GT-SC1)	3A	5
STAT 301 or 315	Introduction to Statistical Methods Statistics for Engineers and Scientists	-	3
Biological and Physical Sciences¹			4
Total Credits			<u>29</u> 32
JUNIOR			
CHEM 440	Advanced Organic Chemistry Laboratory	4B	2
CHEM 475	Physical Chemistry Laboratory I		1
<u>Select one group from the following:</u>			10-11
<u>Group A:</u>			
<u>BC 351 or 401</u>	Principles of Biochemistry Comprehensive Biochemistry I		
<u>CHEM 474</u>	Physical Chemistry I		
<u>CHEM 476</u>	Physical Chemistry II	4B	
<u>CHEM 477</u>	Physical Chemistry Laboratory II		
<u>Group B:</u>			
<u>BC 351 or 401</u>	<u>Principles of Biochemistry Comprehensive Biochemistry I</u>	-	
<u>CHEM 473</u>	<u>Foundations of Physical Chemistry</u>	<u>4B</u>	

Select one course from the following:	-	
BC 403 Comprehensive Biochemistry II	-	
BC 463 Molecular Genetics	-	
BC 465 Molecular Regulation of Cell Function	-	
Advanced Writing	2	3
Arts and Humanities	3B	3
Historical Perspectives	3D	3
Social and Behavioral Sciences	3C	3
Electives		3
	Total Credits	28-29
SENIOR		
CHEM 431	Instrumental Analysis	4
CHEM 461	Inorganic Chemistry	3
CHEM 462	Inorganic Chemistry Laboratory	2
Select one course from the following:		<u>2</u>
CHEM 493	Seminar	4C
CHEM 499²	Senior Thesis	<u>4C</u>
Advanced Science Electives ^{3,2}		<u>6-7</u> 7-8
Global and Cultural Awareness	3E	3
Electives ^{4,3}		<u>11-12</u> 7-9
	Total Credits	31-32 33
Program Total Credits:		120

Advanced Science Electives List

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>College of Natural Sciences</u>		
<u>BC 3XX or BC 4XX</u>		
<u>CHEM 3XX or CHEM 4XX</u>		
<u>CS 3XX or CS 4XX</u>		
<u>LIFE 3XX or LIFE 4XX</u>		
<u>MATH 3XX or MATH 4XX</u>		
<u>PH 3XX or 4XX</u>		
<u>PSY 3XX or PSY 4XX</u>		
<u>STAT 3XX or STAT 4XX</u>		
<u>College of Veterinary Medicine and Biomedical Sciences</u>		
<u>BMS 300</u>	<u>Principles of Human Physiology</u>	<u>4</u>
<u>BMS 301</u>	<u>Human Gross Anatomy</u>	<u>5</u>

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>BMS 302</u>	<u>Laboratory in Principles of Physiology</u>	<u>2</u>
<u>BMS 310</u>	<u>Anatomy for the Health Professions</u>	<u>4</u>
<u>BMS 325</u>	<u>Cellular Neurobiology</u>	<u>3</u>
<u>BMS 330</u>	<u>Microscopic Anatomy</u>	<u>4</u>
<u>BMS 345</u>	<u>Functional Neuroanatomy</u>	<u>4</u>
<u>BMS 360</u>	<u>Fundamentals of Physiology</u>	<u>4</u>
<u>BMS 405</u>	<u>Nerve and Muscle-Toxins, Trauma and Disease</u>	<u>3</u>
<u>BMS 420</u>	<u>Cardiopulmonary Physiology</u>	<u>3</u>
<u>BMS 425</u>	<u>Introduction to Systems Neurobiology</u>	<u>3</u>
<u>BMS 450</u>	<u>Pharmacology</u>	<u>3</u>
<u>ERHS 320</u>	<u>Environmental Health - Water and Food Safety</u>	<u>3</u>
<u>ERHS 332</u>	<u>Principles of Epidemiology</u>	<u>3</u>
<u>ERHS 410</u>	<u>Environmental Health and Waste Management</u>	<u>3</u>
<u>ERHS 446</u>	<u>Environmental Toxicology</u>	<u>3</u>
<u>ERHS 450</u>	<u>Introduction to Radiation Biology</u>	<u>3</u>
<u>MIP 300</u>	<u>General Microbiology</u>	<u>3</u>
<u>MIP 302</u>	<u>General Microbiology Laboratory</u>	<u>2</u>
<u>MIP 334</u>	<u>Food Microbiology</u>	<u>3</u>
<u>MIP 335</u>	<u>Food Microbiology Laboratory</u>	<u>2</u>
<u>MIP 342</u>	<u>Immunology</u>	<u>4</u>
<u>MIP 343</u>	<u>Immunology Laboratory</u>	<u>2</u>
<u>College of Engineering</u>		
<u>ATS 350</u>	<u>Introduction to Weather and Climate</u>	<u>2</u>
<u>ATS 351</u>	<u>Introduction to Weather and Climate Laboratory</u>	<u>1</u>
<u>BIOM 306/BTEC 306</u>	<u>Bioprocess Engineering</u>	<u>4</u>
<u>BIOM 421</u>	<u>Transport Phenomena in Biomedical Engineering</u>	<u>3</u>
<u>BIOM 422</u>	<u>Kinetics of Biomolecular and Cellular Systems</u>	<u>3</u>
<u>BIOM 441</u>	<u>Biomechanics and Biomaterials</u>	<u>3</u>
<u>CBE 310</u>	<u>Molecular Concepts and Applications</u>	<u>3</u>
<u>CBE 320</u>	<u>Chemical and Biological Reactor Design</u>	<u>3</u>
<u>CBE 330</u>	<u>Process Simulation</u>	<u>3</u>
<u>CBE 331</u>	<u>Momentum Transfer and Mechanical Separations</u>	<u>3</u>
<u>CBE 332</u>	<u>Heat and Mass Transfer Fundamentals</u>	<u>3</u>
<u>CBE 439/CIVE 439</u>	<u>Environmental Engineering Chemical Concepts</u>	<u>3</u>
<u>CBE 442</u>	<u>Separation Processes</u>	<u>4</u>
<u>CIVE 300</u>	<u>Fluid Mechanics</u>	<u>3</u>

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>CIVE 322</u>	<u>Basic Hydrology</u>	<u>3</u>
<u>ECE 341</u>	<u>Electromagnetic Fields and Devices I</u>	<u>3</u>
<u>ECE 342</u>	<u>Electromagnetic Fields and Devices II</u>	<u>3</u>
<u>ECE 404</u>	<u>Experiments in Optical Electronics</u>	<u>2</u>
<u>ECE 441</u>	<u>Optical Electronics</u>	<u>3</u>
<u>ECE 442</u>	<u>Numerical Algorithms for VLSI Modeling</u>	<u>4</u>
<u>ECE 457</u>	<u>Fourier Optics</u>	<u>3</u>
<u>ECE 471A</u>	<u>Semiconductor Physics</u>	<u>1</u>
<u>ECE 471B</u>	<u>Semiconductor Junctions</u>	<u>1</u>
<u>MECH 337</u>	<u>Thermodynamics</u>	<u>4</u>
<u>MECH 342</u>	<u>Mechanics and Thermodynamics of Flow Processes</u>	<u>3</u>
<u>MECH 344</u>	<u>Heat and Mass Transfer</u>	<u>3</u>
<u>Warner College of Natural Resources</u>		
<u>ESS 311</u>	<u>Ecosystem Ecology</u>	<u>3</u>
<u>ESS 411</u>	<u>Earth Systems Ecology</u>	<u>3</u>
<u>FW 300</u>	<u>Biology and Diversity of Fishes</u>	<u>2</u>
<u>FW 301</u>	<u>Ichthyology Laboratory</u>	<u>1</u>
<u>FW 400</u>	<u>Conservation of Fish in Aquatic Ecosystems</u>	<u>3</u>
<u>FW 405</u>	<u>Fish Physiology</u>	<u>3</u>
<u>FW 455</u>	<u>Principles of Conservation Biology</u>	<u>3</u>
<u>FW 467</u>	<u>Wildlife Disease Ecology</u>	<u>3</u>
<u>NR 300</u>	<u>Biological Diversity</u>	<u>3</u>
<u>NR 353/BZ 353</u>	<u>Global Change Ecology, Impacts and Mitigation</u>	<u>3</u>
<u>NR 367</u>	<u>Concepts in Vertebrate Nutrition</u>	<u>3</u>
<u>NR 370</u>	<u>Coastal Environmental Ecology</u>	<u>3</u>
<u>College of Agriculture</u>		
<u>AGRI 466</u>	<u>Management of On-Farm Stored Grain</u>	<u>1</u>
<u>AGRI 467</u>	<u>Management and Control of Wood-Destroying Pests</u>	<u>2</u>
<u>ANEO 300B/BSPM 300</u>	<u>Topics in Animal Sciences: Livestock Entomology</u>	<u>1</u>
<u>ANEO 305</u>	<u>Functional Large Animal Anatomy/Physiology</u>	<u>3</u>
<u>ANEO 310</u>	<u>Animal Reproduction</u>	<u>3</u>
<u>ANEO 320</u>	<u>Principles of Animal Nutrition</u>	<u>4</u>
<u>BSPM 302</u>	<u>Applied and General Entomology</u>	<u>2</u>
<u>BSPM 303A</u>	<u>Entomology Laboratory: General</u>	<u>2</u>
<u>BSPM 350</u>	<u>Science Illustration</u>	<u>2</u>
<u>BSPM 361</u>	<u>Elements of Plant Pathology</u>	<u>3</u>

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>BSPM 450</u>	<u>Molecular Plant-Microbe Interaction</u>	<u>3</u>
<u>HORT 401</u>	<u>Medicinal and Value-Added Uses of Plants</u>	<u>3</u>
<u>HORT 476</u>	<u>Environmental Plant Stress Physiology</u>	<u>3</u>
<u>SOCR 322</u>	<u>Principles of Microclimatology</u>	<u>3</u>
<u>SOCR 330</u>	<u>Principles of Genetics</u>	<u>3</u>
<u>SOCR 331</u>	<u>Genetics Laboratory</u>	<u>1</u>
<u>SOCR 341</u>	<u>Microbiology for Sustainable Agriculture</u>	<u>1</u>
<u>SOCR 455</u>	<u>Soil Microbiology</u>	<u>3</u>
<u>SOCR 467</u>	<u>Soil and Environmental Chemistry</u>	<u>3</u>
<u>SOCR 470</u>	<u>Soil Physics</u>	<u>3</u>
<u>College of Health and Human Sciences</u>		
<u>FTEC 350</u>	<u>Fermentation Microbiology</u>	<u>2</u>
<u>FTEC 360</u>	<u>Brewing Processes</u>	<u>3</u>
<u>FTEC 400</u>	<u>Food Safety</u>	<u>3</u>
<u>FTEC 447</u>	<u>Food Chemistry</u>	<u>2</u>
<u>FTEC 572</u>	<u>Food Biotechnology</u>	<u>2</u>
<u>HES 303</u>	<u>Biomechanics and Neurophysiology</u>	<u>3</u>
<u>HES 307</u>	<u>Biomechanical Principles of Human Movement</u>	<u>4</u>
<u>HES 319</u>	<u>Neuromuscular Aspects of Human Movement</u>	<u>4</u>
<u>HES 403</u>	<u>Physiology of Exercise</u>	<u>4</u>
<u>HES 420</u>	<u>Electrocardiography and Exercise Management</u>	<u>3</u>

¹ Select from the list of courses in category 3A of the All-University Core Curriculum (AUCC) with BZ or LIFE subject codes. Must include a laboratory.

² CHEM 499 Senior Thesis by department approval. Students fulfilling the AUCC 4C requirement with CHEM 499 must write a thesis and present it to the department.

^{3,2} Select additional advanced science courses (upper-division, 300- to 400-level) to ~~make a~~ total of at least 17 ~~14~~ credits when combined with Group A or Group B ~~the choice of BC 351 or BC 401~~ in the junior year.

^{4,3} Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



College of Natural Sciences
 Department of Chemistry
 Major in Chemistry, Non-ACS Certified Concentration

Effective Fall 2017

Effective Fall 2015 2017

Chemistry majors must achieve a minimum grade of C- in all the listed courses required for the major in chemistry.

FRESHMAN			
		AUCC	CREDITS
CHEM 112	General Chemistry Lab I (GT-SC1)	3A	1
CHEM 113	General Chemistry II		3
CHEM 114	General Chemistry Lab II		1
<u>CHEM 192</u>	<u>Introductory Seminar in Chemistry</u>	-	<u>1</u>
<u>CHEM 261</u>	<u>Fundamentals of Inorganic Chemistry</u>	-	<u>3</u>
CO 150	College Composition (GT-CO2)	1A	3
MATH 160	Calculus for Physical Scientists I (GT-MA1)	1B	4
MATH 161	Calculus for Physical Scientists II (GT-MA1)	4B	4
<u>PH 141</u>	<u>Physics for Scientists and Engineers I (GT-SC1)</u>	<u>3A</u>	<u>5</u>
<u>STAT 301</u>	<u>Introduction to Statistical Methods</u>	-	<u>3</u>
Select one group from the following:		-	4
Group A:		-	
CHEM 114		-	-
Group B:			
CHEM 117	General Chemistry I for Chemistry Majors		
CHEM 192	Introductory Seminar in Chemistry		
<u>Select one course from the following:</u>		-	<u>3-4</u>
<u>CHEM 111</u>	<u>General Chemistry I (GT-SC2)</u>	<u>3A</u>	-
<u>CHEM 117</u>	<u>General Chemistry I for Chemistry Majors</u>	-	-
Arts and Humanities		3B	3
Biological and Physical Sciences[†]		3A	4
Electives		-	3
Total Credits			<u>30-31</u>
SOPHOMORE			
CHEM 261	Fundamentals of Inorganic Chemistry	-	3
CHEM 334	Quantitative Analysis Laboratory		1
CHEM 335	Introduction to Analytical Chemistry	4A	3

PH 142	Physics for Scientists and Engineers II (GT-SC1)	3A	5
<u>Select one course from the following:</u>		-	<u>3-4</u>
CHEM 341	<u>Modern Organic Chemistry I</u>	-	-
CHEM 345	Organic Chemistry I		
<u>Select one option from the following:</u>		-	<u>4-5</u>
CHEM 343 & CHEM 344	<u>Modern Organic Chemistry II</u>	-	-
CHEM 346	Organic Chemistry II		
<u>Select one group from the following:</u>		-	<u>8</u>
<u>Group A:</u>			
MATH 161	<u>Calculus for Physical Scientists II (GT-MAI)</u>	<u>1B</u>	
MATH 261	Calculus for Physical Scientists III		
<u>Group B</u>			
MATH 271	<u>Applied Mathematics for Chemists I</u>		
MATH 272	<u>Applied Mathematics for Chemists II</u>		
PH 141	Physics for Scientists and Engineers I (GT-SC1)	3A	5
Historical Perspectives		3D	3
<u>Biological and Physical Sciences¹</u>		-	<u>4</u>
Total Credits			<u>28-30</u> 32
JUNIOR			
CHEM 475	Physical Chemistry Laboratory I		1
<u>Select one course from the following:</u>			2
CHEM 440	Advanced Organic Chemistry Laboratory		
CHEM 462	Inorganic Chemistry Laboratory		
<u>Select one group from the following:</u>			<u>6-8</u>
<u>Group A:</u>			
CHEM 474	Physical Chemistry I		
CHEM 476	Physical Chemistry II	4B	
<u>Group B:</u>		-	
BC 351 or 401	<u>Principles of Biochemistry Comprehensive Biochemistry I</u>	-	
CHEM 473	<u>Foundations of Physical Chemistry</u>	<u>4B</u>	
Advanced Science Electives ²			3
Mathematics-Based Requirement ^{3,2}			3
Advanced Writing		2	3
Arts and Humanities		3B	3

<u>Historical Perspectives</u>	<u>3D</u>	<u>3</u>
Social and Behavioral Sciences	3C	3
Electives		3
Total Credits		<u>30-32</u> 27
SENIOR		
Select one course from the following:	-	<u>2</u>
CHEM 493 Seminar	4C	
<u>CHEM 499⁴</u> <u>Senior Thesis</u>	<u>4C</u>	
Advanced Science Electives ²		<u>6-8</u> 7
Global and Cultural Awareness	3E	3
Electives ⁵⁻³		<u>16-19</u>
Total Credits		<u>27-32</u> 31
Program Total Credits:		120

Advanced Science Electives List

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>College of Natural Sciences</u>		
<u>BC 3XX or BC 4XX</u>		
<u>CHEM 3XX or CHEM 4XX</u>		
<u>CS 3XX or CS 4XX</u>		
<u>LIFE 3XX or LIFE 4XX</u>		
<u>MATH 3XX or MATH 4XX</u>		
<u>PH 3XX or 4XX</u>		
<u>PSY 3XX or PSY 4XX</u>		
<u>STAT 3XX or STAT 4XX</u>		
<u>College of Veterinary Medicine and Biomedical Sciences</u>		
<u>BMS 300</u>	<u>Principles of Human Physiology</u>	<u>4</u>
<u>BMS 301</u>	<u>Human Gross Anatomy</u>	<u>5</u>
<u>BMS 302</u>	<u>Laboratory in Principles of Physiology</u>	<u>2</u>
<u>BMS 310</u>	<u>Anatomy for the Health Professions</u>	<u>4</u>
<u>BMS 325</u>	<u>Cellular Neurobiology</u>	<u>3</u>
<u>BMS 330</u>	<u>Microscopic Anatomy</u>	<u>4</u>
<u>BMS 345</u>	<u>Functional Neuroanatomy</u>	<u>4</u>
<u>BMS 360</u>	<u>Fundamentals of Physiology</u>	<u>4</u>
<u>BMS 405</u>	<u>Nerve and Muscle-Toxins, Trauma and Disease</u>	<u>3</u>
<u>BMS 420</u>	<u>Cardiopulmonary Physiology</u>	<u>3</u>
<u>BMS 425</u>	<u>Introduction to Systems Neurobiology</u>	<u>3</u>

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>BMS 450</u>	<u>Pharmacology</u>	<u>3</u>
<u>ERHS 320</u>	<u>Environmental Health - Water and Food Safety</u>	<u>3</u>
<u>ERHS 332</u>	<u>Principles of Epidemiology</u>	<u>3</u>
<u>ERHS 410</u>	<u>Environmental Health and Waste Management</u>	<u>3</u>
<u>ERHS 446</u>	<u>Environmental Toxicology</u>	<u>3</u>
<u>ERHS 450</u>	<u>Introduction to Radiation Biology</u>	<u>3</u>
<u>MIP 300</u>	<u>General Microbiology</u>	<u>3</u>
<u>MIP 302</u>	<u>General Microbiology Laboratory</u>	<u>2</u>
<u>MIP 334</u>	<u>Food Microbiology</u>	<u>3</u>
<u>MIP 335</u>	<u>Food Microbiology Laboratory</u>	<u>2</u>
<u>MIP 342</u>	<u>Immunology</u>	<u>4</u>
<u>MIP 343</u>	<u>Immunology Laboratory</u>	<u>2</u>
<u>College of Engineering</u>		
<u>ATS 350</u>	<u>Introduction to Weather and Climate</u>	<u>2</u>
<u>ATS 351</u>	<u>Introduction to Weather and Climate Laboratory</u>	<u>1</u>
<u>BIOM 306/BTEC 306</u>	<u>Bioprocess Engineering</u>	<u>4</u>
<u>BIOM 421</u>	<u>Transport Phenomena in Biomedical Engineering</u>	<u>3</u>
<u>BIOM 422</u>	<u>Kinetics of Biomolecular and Cellular Systems</u>	<u>3</u>
<u>BIOM 441</u>	<u>Biomechanics and Biomaterials</u>	<u>3</u>
<u>CBE 310</u>	<u>Molecular Concepts and Applications</u>	<u>3</u>
<u>CBE 320</u>	<u>Chemical and Biological Reactor Design</u>	<u>3</u>
<u>CBE 330</u>	<u>Process Simulation</u>	<u>3</u>
<u>CBE 331</u>	<u>Momentum Transfer and Mechanical Separations</u>	<u>3</u>
<u>CBE 332</u>	<u>Heat and Mass Transfer Fundamentals</u>	<u>3</u>
<u>CBE 439/CIVE 439</u>	<u>Environmental Engineering Chemical Concepts</u>	<u>3</u>
<u>CBE 442</u>	<u>Separation Processes</u>	<u>4</u>
<u>CIVE 300</u>	<u>Fluid Mechanics</u>	<u>3</u>
<u>CIVE 322</u>	<u>Basic Hydrology</u>	<u>3</u>
<u>ECE 341</u>	<u>Electromagnetic Fields and Devices I</u>	<u>3</u>
<u>ECE 342</u>	<u>Electromagnetic Fields and Devices II</u>	<u>3</u>
<u>ECE 404</u>	<u>Experiments in Optical Electronics</u>	<u>2</u>
<u>ECE 441</u>	<u>Optical Electronics</u>	<u>3</u>
<u>ECE 442</u>	<u>Numerical Algorithms for VLSI Modeling</u>	<u>4</u>
<u>ECE 457</u>	<u>Fourier Optics</u>	<u>3</u>
<u>ECE 471A</u>	<u>Semiconductor Physics</u>	<u>1</u>
<u>ECE 471B</u>	<u>Semiconductor Junctions</u>	<u>1</u>

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>MECH 337</u>	<u>Thermodynamics</u>	<u>4</u>
<u>MECH 342</u>	<u>Mechanics and Thermodynamics of Flow Processes</u>	<u>3</u>
<u>MECH 344</u>	<u>Heat and Mass Transfer</u>	<u>3</u>
<u>Warner College of Natural Resources</u>		
<u>ESS 311</u>	<u>Ecosystem Ecology</u>	<u>3</u>
<u>ESS 411</u>	<u>Earth Systems Ecology</u>	<u>3</u>
<u>FW 300</u>	<u>Biology and Diversity of Fishes</u>	<u>2</u>
<u>FW 301</u>	<u>Ichthyology Laboratory</u>	<u>1</u>
<u>FW 400</u>	<u>Conservation of Fish in Aquatic Ecosystems</u>	<u>3</u>
<u>FW 405</u>	<u>Fish Physiology</u>	<u>3</u>
<u>FW 455</u>	<u>Principles of Conservation Biology</u>	<u>3</u>
<u>FW 467</u>	<u>Wildlife Disease Ecology</u>	<u>3</u>
<u>NR 300</u>	<u>Biological Diversity</u>	<u>3</u>
<u>NR 353/BZ 353</u>	<u>Global Change Ecology, Impacts and Mitigation</u>	<u>3</u>
<u>NR 367</u>	<u>Concepts in Vertebrate Nutrition</u>	<u>3</u>
<u>NR 370</u>	<u>Coastal Environmental Ecology</u>	<u>3</u>
<u>College of Agriculture</u>		
<u>AGRI 466</u>	<u>Management of On-Farm Stored Grain</u>	<u>1</u>
<u>AGRI 467</u>	<u>Management and Control of Wood-Destroying Pests</u>	<u>2</u>
<u>ANEQ 300B/BSPM 300</u>	<u>Topics in Animal Sciences: Livestock Entomology</u>	<u>1</u>
<u>ANEQ 305</u>	<u>Functional Large Animal Anatomy/Physiology</u>	<u>3</u>
<u>ANEQ 310</u>	<u>Animal Reproduction</u>	<u>3</u>
<u>ANEQ 320</u>	<u>Principles of Animal Nutrition</u>	<u>4</u>
<u>BSPM 302</u>	<u>Applied and General Entomology</u>	<u>2</u>
<u>BSPM 303A</u>	<u>Entomology Laboratory: General</u>	<u>2</u>
<u>BSPM 350</u>	<u>Science Illustration</u>	<u>2</u>
<u>BSPM 361</u>	<u>Elements of Plant Pathology</u>	<u>3</u>
<u>BSPM 450</u>	<u>Molecular Plant-Microbe Interaction</u>	<u>3</u>
<u>HORT 401</u>	<u>Medicinal and Value-Added Uses of Plants</u>	<u>3</u>
<u>HORT 476</u>	<u>Environmental Plant Stress Physiology</u>	<u>3</u>
<u>SOCR 322</u>	<u>Principles of Microclimatology</u>	<u>3</u>
<u>SOCR 330</u>	<u>Principles of Genetics</u>	<u>3</u>
<u>SOCR 331</u>	<u>Genetics Laboratory</u>	<u>1</u>
<u>SOCR 341</u>	<u>Microbiology for Sustainable Agriculture</u>	<u>1</u>
<u>SOCR 455</u>	<u>Soil Microbiology</u>	<u>3</u>
<u>SOCR 467</u>	<u>Soil and Environmental Chemistry</u>	<u>3</u>

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>SOCR 470</u>	<u>Soil Physics</u>	<u>3</u>
<u>College of Health and Human Sciences</u>		
<u>FTEC 350</u>	<u>Fermentation Microbiology</u>	<u>2</u>
<u>FTEC 360</u>	<u>Brewing Processes</u>	<u>3</u>
<u>FTEC 400</u>	<u>Food Safety</u>	<u>3</u>
<u>FTEC 447</u>	<u>Food Chemistry</u>	<u>2</u>
<u>FTEC 572</u>	<u>Food Biotechnology</u>	<u>2</u>
<u>HES 303</u>	<u>Biomechanics and Neurophysiology</u>	<u>3</u>
<u>HES 307</u>	<u>Biomechanical Principles of Human Movement</u>	<u>4</u>
<u>HES 319</u>	<u>Neuromuscular Aspects of Human Movement</u>	<u>4</u>
<u>HES 403</u>	<u>Physiology of Exercise</u>	<u>4</u>
<u>HES 420</u>	<u>Electrocardiography and Exercise Management</u>	<u>3</u>

- ¹ Select from the list of courses in category 3A of the All-University Core Curriculum (AUCC) with BZ or LIFE subject codes. Must include a lab.
- ² Select additional advanced science courses (upper-division, 300- to 400-level) to total at least 17 credits when combined with Group A or Group B in the Junior year.
- ² Additional mathematics: 300-level MATH, CS, or STAT course.
- ⁴ CHEM 499 Senior Thesis by department approval. Students fulfilling the AUCC 4C requirement with CHEM 499 must write a thesis and present it to the department.
- ⁵ ³ Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level). ~~At least 4 credits must be upper-division to meet the minimum requirement of 42 upper-division credits.~~



College of Natural Sciences
Department of Statistics
Minor in Applied Statistics

Effective Fall 2017

Effective Fall 2017

A minimum grade of C must be achieved in all statistics courses (STAT subject code and dual-listed ~~joint-listed~~) required for the minor in applied statistics.

~~Students in the biological sciences should take STAT 307. Students in the social sciences should take STAT 311. Students with a calculus background should take STAT 315. Everyone else should take STAT 301.~~

<u>Code</u>	<u>Title</u>	<u>Credits</u>
<u>STAT 341</u>	Statistical Data Analysis I	3
<u>STAT 342</u>	Statistical Data Analysis II	3
GROUP A (Select one):		3
<u>Students in the biological sciences should take STAT 307. Students in the social sciences should take STAT 311. Students with a calculus background should take STAT 315. Everyone else should take STAT 301.</u>		

Code	Title	Credits
<u>STAT 301</u>	Introduction to Statistical Methods	
<u>STAT 307</u>	Introduction to Biostatistics	
<u>STAT 311</u>	Statistics for Behavioral Sciences I	
<u>STAT 315</u>	Statistics for Engineers and Scientists	
GROUP B (Select one):		3
<u>STAT 305</u>	Sampling Techniques	
<u>STAT 312</u>	Statistics for Behavioral Sciences II	
GROUP C (Must take ALL courses):		9
Electives: choose nine six <u>nine</u> credits from the following, or permission of advisor: ¹		<u>9</u> 6
<u>ECE 311</u>	Linear System Analysis I	
<u>ECE 312</u>	Linear System Analysis II	
<u>ECON 335/AREC 335</u>	Introduction to Econometrics	
<u>ECON 435</u>	Economic Forecasting	
<u>F 321</u>	Forest Biometry	
<u>F 422</u>	Quantitative Methods in Forest Management	
<u>FW 370</u>	Design of Fish and Wildlife Projects	
<u>FW 471</u>	Wildlife Data Collection and Analysis	
<u>MATH 369</u>	Linear Algebra I	
<u>MATH 435</u>	Projects in Applied Mathematics	
<u>MATH 450</u>	Introduction to Numerical Analysis I	
<u>MATH 451</u>	Introduction to Numerical Analysis II	
<u>MECH 417</u>	Control Systems	
<u>MGT 301</u>	Supply Chain Management	
<u>MGT 475</u>	International Business Management	
<u>NR 421</u>	Natural Resources Sampling	
<u>NR 422</u>	GIS Applications in Natural Resource Management	
<u>PSY 317</u>	Social Psychology Laboratory	
<u>PSY 370</u>	Psychological Measurement and Testing	
<u>PSY 371</u>	Psychological Measurement and Testing Lab	
<u>STAT 358</u>	<u>Introduction to Statistical Computing in SAS</u>	
<u>STAT 400</u>	Statistical Computing	
<u>STAT 420</u>	Probability and Mathematical Statistics I	
<u>STAT 421</u>	Introduction to Stochastic Processes	
<u>STAT 430</u>	Probability and Mathematical Statistics II	
<u>STAT 440</u>	Bayesian Data Analysis	
<u>STAT 460</u>	Applied Multivariate Analysis	

Code	Title	Credits
<u>STAT 472</u>	Statistical Consulting	

Program Total Credits:**21**

¹ Electives approved by the undergraduate advisor in statistics or the department chair.



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

Effective Fall 2018

A minimum grade of C (2.000) in either BMS 300 or BMS 360 will be required for those students who are seeking to graduate with a minor in biomedical sciences. ~~and who take one of these courses as fulfillment of the requirements.~~

Code	Title	Credits
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Required Courses

<u>BMS 300</u>	Principles of Human Physiology	4
or <u>BMS 360</u>	Fundamentals of Physiology	

Elective Courses

Select 17 credits from the following:		17
<u>BMS 200</u>	Concepts in Human Anatomy and Physiology	
<u>BMS 301</u>	Human Gross Anatomy	
<u>BMS 302</u>	Laboratory in Principles of Physiology	
<u>BMS 305</u>	Domestic Animal Gross Anatomy	
<u>BMS 325</u>	Cellular Neurobiology	
<u>BMS 330</u>	Microscopic Anatomy	
<u>BMS 345</u>	Functional Neuroanatomy	
<u>BMS 384</u>	Supervised College Teaching ¹	
<u>BMS 401</u>	<u>Laboratory Research in Biomedical Sciences</u>	
<u>BMS 405</u>	Nerve and Muscle-Toxins, Trauma and Disease	
<u>BMS 409</u>	Human and Animal Reproductive Biology	
<u>BMS 420</u>	Cardiopulmonary Physiology	
<u>BMS 425</u>	Introduction to Systems Neurobiology	
<u>BMS 430</u>	Endocrinology	
<u>BMS 450</u>	Pharmacology	
<u>BMS 495</u>	Independent Study ¹	
<u>BMS 531</u>	Domestic Animal Dissection	
<u>BMS 575</u>	Human Anatomy Dissection	

Program Total Credits:**21**

¹ A maximum total of 6 credits earned in BMS 384 and BMS 495 may be used toward the Elective Courses for the Biomedical Sciences minor.



Corrections/Updates to Previous Minutes

1. The following courses, CO 301A, CO 301B, CO 301D and CO 302 were approved effective Fall 2017 on the UCC 3/10/17 minutes with the Registration Information of "Sections may be offered: Online." Because the online component for each course has been removed, the Registration Information shall also be deleted.

3/10/17 Course Information	Correct Course Information
CO 301A Writing in the Disciplines: Arts and Humanities (GT-CO3) 3(3-0-0) F, S, SS Registration Information: Sections may be offered: Online.	CO 301A Writing in the Disciplines: Arts and Humanities (GT-CO3) 3(3-0-0) F, S, SS Registration Information: None.
CO 301B Writing in the Disciplines: Sciences (GT-CO3) 3(3-0-0) F, S, SS Registration Information: Sections may be offered: Online.	CO 301B Writing in the Disciplines: Sciences (GT-CO3) 3(3-0-0) F, S, SS Registration Information: None.
CO 301D Writing in the Disciplines: Education (GT-CO3) 3(3-0-0) F, S, SS Registration Information: Sections may be offered: Online.	CO 301D Writing in the Disciplines: Education (GT-CO3) 3(3-0-0) F, S, SS Registration Information: None.
CO 302 Writing in Digital Environments 3(3-0-0) F, S Registration Information: Sections may be offered: Online.	CO 302 Writing in Digital Environments 3(3-0-0) F, S Registration Information: None.

2. In the Minor in Entomology, the credits for the Entomology Laboratory requirement (Select one from the following: BSPM 303A, 303B, 303C) were listed as 3 credits. However, 303A is a 2 credit course and 303B and 303C are 1 credit courses, so the credits have changed from 3 to 1-2, which changes the total credits required for the minor from 24-26 to 22-25.

Code	Title	Credits
Lower Division		
Select one group from the following:		7-8
Group A:		
BZ 110	Principles of Animal Biology (GT-SC2)	
BZ 120	Principles of Plant Biology (GT-SC1)	
Group B:		
LIFE 102	Attributes of Living Systems (GT-SC1)	
LIFE 103	Biology of Organisms-Animals and Plants	
Upper Division		
BSPM 302	Applied and General Entomology	2

Select one from the following:	1-2 3
<u>BSPM 303A</u>	Entomology Laboratory: General
<u>BSPM 303B</u>	Entomology Laboratory: Horticultural
<u>BSPM 303C</u>	Entomology Laboratory: Agricultural
Select 12-13 credits from the following:	12-13
<u>BSPM 423</u>	Evolution and Classification of Insects
<u>BSPM 445</u>	Aquatic Insects
<u>BSPM 451</u>	Integrated Pest Management
<u>BSPM 462/MIP 462/BZ 462</u>	Parasitology and Vector Biology
<u>BSPM 487</u> or <u>BSPM 495</u>	Internship Independent Study

Program Total Credits:

22-25 24-26

3. The following edits have been made to the footnotes on the Major in Interdisciplinary Liberal Arts (ILAR-BA):

Footnotes #1 and #2 as published on the 3/24/17 UCC minutes:

- ¹ Choose courses not ~~taken elsewhere~~ fulfilling another requirement anywhere in this program from the following subject codes: ANTH, ART, CO, D, E, ECON, ETST, GR, HIST, JTC, L***, LB, MU, PHIL, POLS, PSY, SOC, SPCM, TH.
- ² Select a total of ~~15~~ 18 upper-division (300- to 400-level) credits not ~~taken elsewhere~~ fulfilling another requirement anywhere in this program from at least two of the following subject codes: ANTH, ART, CO, D, E, ECON, ETST, GR, HIST, JTC, L***, LB, MU, PHIL, POLS, PSY (only 6 credits may come from PSY), SOC, SPCM, TH, WS.

Updated language to footnotes #1 and #2:

- ¹ Choose courses not fulfilling another requirement ~~anywhere~~ in this ~~program~~ major or the second field requirements from the following subject codes: ANTH, ART, CO, D, E, ECON, ETST, GR, HIST, JTC, L***, LB, MU, PHIL, POLS, PSY, SOC, SPCM, TH.
- ² Select a total of 15 upper-division (300- to 400-level) credits not fulfilling another requirement ~~anywhere~~ in this ~~program~~ major or the second field requirements from at least two of the following subject codes: ANTH, ART, CO, D, E, ECON, ETST, GR, HIST, JTC, L***, LB, MU, PHIL, POLS, PSY (only 6 credits may come from PSY), SOC, SPCM, TH, WS.



The meeting adjourned at 3:10 p.m.

Carole Makela, Chair
 Shelly Ellerby, Curriculum Liaison Specialist
 Kayleen Allen, Curriculum and Catalog Assistant



A regular meeting of the University Curriculum Committee was held on April 7, 2017 at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Brad Reisfeld, Howard Ramsdell, Sally Sutton, Beth Oehlerts, Ed DeLosh, Mike Hogan, VPUA Kelly Long and Graduate Student Rep. Kevin Jablonski.

Curriculum Unit: Shelly Ellerby and Kayleen Allen.

Guests: Julia Murphy (Registrar's Office) and Scott Woods (CSU Online).

Absent: Undergraduate Student Rep. Mahalia Henschel.

Minutes

The Minutes of March 31, 2017 were approved.

Consent Agenda

Approved.

New Course

Effective Term

ANEQ 303 Equine Digital Photography 3(2-2-0) F

Spring 2018

Prerequisite: ANEQ 102.

Registration Information: Must register for lecture and laboratory. Sophomore standing. Credit not allowed for both ANEQ 303 and ANEQ 380A4.

Description: Basics of photographic principles and DSLR cameras with a focus on equine subjects.

Grade Mode: Traditional.



Major Changes to Existing Programs

College of Natural Sciences

Effective Fall 2017

Department of Computer Science

Major in Computer Science, Computer Science Concentration

- Approved adding "Computer Science Concentration" under the Major in Computer Science.
- Last term continuing student could graduate with the 'standalone' Major in Computer Science is Summer 2017.
- No changes to the Program of Study or Major Completion Map.



College of Natural Sciences

Effective Fall 2017

Department of Computer Science

Major in Computer Science ~~Applied Computing Technology~~, **Human-Centered Computing Concentration**

- Approved moving the "Human-Centered Computing Concentration" from the Major in Applied Computing Technology to the Major in Computer Science.
- Last term continuing student could graduate with the "Major in Applied Computing Technology, Human-Centered Computing Concentration" is Summer 2017.
- No changes to the Program of Study or Major Completion Map.



College of Natural Sciences
Department of Psychology
Major in Psychology, Clinical/Counseling Psychology Concentration

Effective Fall 2017

Effective ~~Fall 2017~~ ~~Fall 2016~~

Students must have a C or better in each of the following courses: PSY 100, PSY 192, PSY 210, PSY 250, PSY 252, ~~PSY 315, PSY 317~~, PSY 330, PSY 350, ~~PSY 370, PSY 371, and (PSY 454 and PSY 455) or (PSY 458 and PSY 459)~~, and the three lecture-lab pairs in psychology.

Maximum of 12 credits allowed toward graduation for any combination of PSY 295, PSY 296, PSY 384, PSY 484, PSY 486, PSY 487, PSY 488, PSY 495A-F, PSY 496A-F, PSY498A-F, PSY 499A-F.

FRESHMAN		AUCC	CREDITS
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>CS 110</u>	Personal Computing		4
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	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
<u>PSY 100</u>	General Psychology (GT-SS3)	3C	3
<u>PSY 192</u>	Psychology First-Year Seminar		1
PSY 252	Mind, Brain, and Behavior	-	3
<u>PSY 210</u>	<u>Psychology of the Individual in Context</u>	-	<u>3</u>
Select one course from the following:			3
<u>PHIL 100</u>	Appreciation of Philosophy (GT-AH3)	3B	
<u>PHIL 110</u>	Logic and Critical Thinking (GT-AH3)	3B	
<u>PHIL 120</u>	History and Philosophy of Scientific Thought (GT-AH3)	3B	
<u>PHIL 205</u>	Introduction to Ethics		
<u>PHIL 210</u>	Introduction to Formal Logic		
<u>Historical Perspectives</u>		3D	3
<u>Social and Behavioral Sciences</u> ¹		3C	3
Total Credits			30
SOPHOMORE			
<u>CHEM 107</u>	Fundamentals of Chemistry (GT-SC2)	3A	4
<u>CHEM 108</u>	Fundamentals of Chemistry Laboratory (GT-SC1)	3A	1
PSY 210	Psychology of the Individual in Context	-	3
<u>PSY 250</u>	Research Design and Analysis I		<u>3</u>
<u>PSY 252</u>	<u>Mind, Brain, and Behavior</u>	-	<u>3</u>

PSY 320	Abnormal Psychology		3
SPCM 200	Public Speaking		3
<u>Select one course from the following:</u>		-	<u>3</u>
STAT 301	<u>Introduction to Statistical Methods</u>	-	-
STAT 307	<u>Introduction to Biostatistics</u>	-	-
STAT 311	<u>Statistics for Behavioral Sciences I</u>	-	-
STAT 315	<u>Statistics for Engineers and Scientists</u>	-	-
Arts and Humanities		3B	6
Global and Cultural Awareness		3E	3
Elective			<u>13</u>
Total Credits			30
JUNIOR			
CO 300	Writing Arguments (GT-CO3)	2	3
PSY 310	Basic Counseling Skills		3
PSY 311B	Basic Counseling Skills Laboratory: Non-CACI		2
PSY 330	<u>Clinical and Counseling Psychology</u>	<u>4C</u>	<u>3</u>
PSY 350	<u>Research Design and Analysis II</u>	-	<u>3</u>
PSY 370²	Psychological Measurement and Testing	4B	3
PSY 371²	Psychological Measurement and Testing Lab	4A	1
<u>Select 6 credits from the following:</u>		-	<u>6</u>
PSY 305	Psychology of Religion	-	-
PSY 325	Psychology of Personality	-	-
PSY 327	Psychology of Women	-	-
PSY 335	Forensic Psychology	-	-
PSY 364	Infectious Diseases and Substance Use	-	-
PSY 437	Psychology of Gender	-	-
PSY 452	Cognitive Psychology	-	-
PSY 460	Child Exceptionality and Psychopathology	-	-
PSY 465	Adolescent Psychology	-	-
PSY 492C^{2,3}	Seminar: Counseling/Clinical Psychology	-	-
PSY 495C^{2,3}	Independent Study: Counseling/Clinical Psychology	-	-
PSY 496C^{2,3}	Group Study: Counseling/Clinical Psychology	-	-
PSY 498C^{2,3}	Research: Counseling/Clinical Psychology	-	-
PSY 499C^{2,3}	Thesis: Counseling/Clinical Psychology	-	-
STAT 311	Statistics for Behavioral Sciences I	-	<u>3</u>

<u>STAT 312</u>	<u>Statistics for Behavioral Sciences II</u>	-	3
Electives			<u>126</u>
Total Credits			30
SENIOR			
<u>BMS 300</u>	Principles of Human Physiology		4
<u>PSY 315</u> ²	Social Psychology	4B	3
<u>PSY 317</u> ²	Social Psychology Laboratory	4A	2
<u>PSY 330</u>	Clinical and Counseling Psychology	4C	3
<u>PSY 488</u> ²	Field Placement	4C	3
Select one group of courses from the following: ²			5
Group A:			
<u>PSY 454</u>	Biological Psychology	4B	
<u>PSY 455</u>	Biological Psychology Laboratory	4A	
Group B:			
<u>PSY 458</u>	Cognitive Neuroscience	4B	
<u>PSY 459</u>	Cognitive Neuroscience Laboratory	4A	
<u>Select six credits from the following:</u>			<u>6</u>
<u>PSY 305</u>	<u>Psychology of Religion</u>	-	-
<u>PSY 325</u>	<u>Psychology of Personality</u>	-	-
<u>PSY 327</u>	<u>Psychology of Women</u>	-	-
<u>PSY 335</u>	<u>Forensic Psychology</u>	-	-
<u>PSY 364</u>	<u>Infectious Diseases and Substance Use</u>	-	-
<u>PSY 401</u>	History and Systems of Psychology		
<u>PSY 437</u>	<u>Psychology of Gender</u>		
<u>PSY 452</u>	<u>Cognitive Psychology</u>		
<u>PSY 460</u>	<u>Child Exceptionality and Psychopathology</u>		
<u>PSY 465</u>	<u>Adolescent Psychology</u>		
<u>PSY 492C</u> ³	<u>Seminar: Counseling/Clinical Psychology</u>		
<u>PSY 495C</u> ³	<u>Independent Study: Counseling/Clinical Psychology</u>		
<u>PSY 496C</u> ³	<u>Group Study: Counseling/Clinical Psychology</u>		
<u>PSY 498C</u> ³	<u>Research: Counseling/Clinical Psychology</u>		
<u>PSY 499C</u> ³	<u>Thesis: Counseling/Clinical Psychology</u>		

Total Credits	3028-32
Program Total Credits:	120

- 1 Select any course ~~from the list of courses~~ in category 3C of the AUCC except **HONR 492** or any PSY course.
- 2 Students should select a total of three lecture/lab pairs of courses over the junior and senior years. Two pairs are necessary to satisfy AUCC Cat 4A and 4B requirements. Maximum of 12 credits allowed toward graduation for any combination of PSY 295, PSY 296, PSY 384, PSY 484, PSY 486, PSY 487, PSY 488, PSY 495A-F, PSY 496A-F, PSY 498A-F, PSY 499A-F.
- 3 Students may substitute other subtopics with department approval.
- 4 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).



College of Natural Sciences
Department of Psychology
Major in Psychology, General Psychology Concentration

Effective Fall 2017

Effective Fall 2017 ~~Fall 2015~~

Students must have a C or better in each of the following: PSY 100; PSY 192; PSY 210; PSY 250; PSY 252; PSY 350; ~~PSY 401~~; PSY 493, and the three lecture-lab pairings in psychology.

Maximum of 12 credits allowed toward graduation for any combination of PSY 295, PSY 296, PSY 384, PSY 484, PSY 486, PSY 487, PSY 488, PSY 495A-F, PSY 496A-F, PSY 498A-F, PSY 499A-F.

FRESHMAN			
		AUCC	CREDITS
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>CS 110</u>	Personal Computing		4
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	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
<u>PSY 100</u>	General Psychology (GT-SS3)	3C	3
<u>PSY 192</u>	Psychology First-Year Seminar		1
PSY 252	Mind, Brain, and Behavior	-	3
<u>PSY 210</u>	<u>Psychology of the Individual in Context</u>	-	<u>3</u>
Select one course from the following:			3
<u>PHIL 100</u>	Appreciation of Philosophy (GT-AH3)	3B	
<u>PHIL 110</u>	Logic and Critical Thinking (GT-AH3)	3B	
<u>PHIL 120</u>	History and Philosophy of Scientific Thought (GT-AH3)	3B	
<u>PHIL 205</u>	Introduction to Ethics		

<u>PHIL 210</u>	Introduction to Formal Logic			
<u>Historical Perspectives</u>		3D		3
<u>Social and Behavioral Sciences</u> ¹		3C		3
Total Credits				30
SOPHOMORE				
<u>CHEM 107</u>	Fundamentals of Chemistry (GT-SC2)	3A		4
<u>CHEM 108</u>	Fundamentals of Chemistry Laboratory (GT-SC1)	3A		1
<u>PSY 210</u>	<i>Psychology of the Individual in Context</i>	-		3
<u>PSY 250</u>	Research Design and Analysis I			3 4
<u>PSY 252</u>	<i>Mind, Brain, and Behavior</i>	-		3
<u>SPCM 200</u>	Public Speaking			3
<u>Select one course from the following:</u>				3
<u>STAT 301</u>	<i>Introduction to Statistical Methods</i>	-	-	
<u>STAT 307</u>	<i>Introduction to Biostatistics</i>	-	-	
<u>STAT 311</u>	<i>Statistics for Behavioral Sciences I</i>	-	-	
<u>STAT 315</u>	<i>Statistics for Engineers and Scientists</i>	-	-	
<u>Arts and Humanities</u>		3B		6
<u>Global and Cultural Awareness</u>		3E		3
Electives				4 6
Total Credits				30
JUNIOR				
<u>CO 300</u>	Writing Arguments (GT-CO3)	2		3
<u>PSY 350</u>	<i>Research Design and Analysis II</i>	-		3
Select one pair of courses from the following: ²				4-5
Group A:				
<u>PSY 315</u>	Social Psychology	4B		
<u>PSY 317</u>	Social Psychology Laboratory	4A		
Group B:				
<u>PSY 340</u>	Organizational Psychology	4B		
<u>PSY 341</u>	Organizational Psychology Laboratory	4A		
Group C:				
<u>PSY 370</u>	Psychological Measurement and Testing	4B		
<u>PSY 371</u>	Psychological Measurement and Testing Lab	4A		
Group D:				
<u>PSY 440</u>	Industrial Psychology	4B		
<u>PSY 441</u>	Industrial Psychology Laboratory	4A		

Group E:			
<u>PSY 452</u>	Cognitive Psychology	4B	
<u>PSY 453</u>	Cognitive Psychology Laboratory	4A	
Group F:			
<u>PSY 454</u>	Biological Psychology	4B	
<u>PSY 455</u>	Biological Psychology Laboratory	4A	
Group G:			
<u>PSY 456</u>	Sensation and Perception	4B	
<u>PSY 457</u>	Sensation and Perception Laboratory	4A	
Group H:			
<u>PSY 458</u>	Cognitive Neuroscience	4B	
<u>PSY 459</u>	Cognitive Neuroscience Laboratory	4A	
<u>STAT 311</u>	Statistics for Behavioral Sciences I	-	3
<u>STAT 312</u>	Statistics for Behavioral Sciences II	-	3
Upper-Division Psychology			6 3
Electives			13-14
Total Credits			30

SENIOR

<u>BMS 300</u>	Principles of Human Physiology		4
<u>PSY 493</u>	<u>Capstone Seminar</u>	<u>4C</u>	<u>3</u>
<u>PSY 401</u>	History and Systems of Psychology	4C	3
Select two pairs of courses from the following not taken in the junior year: ²			8-10
Group A:			
<u>PSY 315</u>	Social Psychology	4B	
<u>PSY 317</u>	Social Psychology Laboratory	4A	
Group B:			
<u>PSY 340</u>	Organizational Psychology	4B	
<u>PSY 341</u>	Organizational Psychology Laboratory	4A	
Group C:			
<u>PSY 370</u>	Psychological Measurement and Testing	4B	
<u>PSY 371</u>	Psychological Measurement and Testing Lab	4A	
Group D:			
<u>PSY 440</u>	Industrial Psychology	4B	
<u>PSY 441</u>	Industrial Psychology Laboratory	4A	
Group E:			
<u>PSY 452</u>	Cognitive Psychology	4B	
<u>PSY 453</u>	Cognitive Psychology Laboratory	4A	

Group F:			
<u>PSY 454</u>	Biological Psychology	4B	
<u>PSY 455</u>	Biological Psychology Laboratory	4A	
Group G:			
<u>PSY 456</u>	Sensation and Perception	4B	
<u>PSY 457</u>	Sensation and Perception Laboratory	4A	
Group H:			
<u>PSY 458</u>	Cognitive Neuroscience	4B	
<u>PSY 459</u>	Cognitive Neuroscience Laboratory	4A	
Upper-Division Psychology		-	3
Electives ³			13-15 12
		Total Credits	30

Program Total Credits: 120

- ¹ Select any course in category 3C of the AUCC except [HONR 492](#) or any PSY course.
- ² Students should select a total of three lecture/lab pairs of courses over the junior and senior years. Two pairs are necessary to satisfy AUCC Cat 4A and 4B requirements.
- 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).



College of Natural Sciences
Department of Psychology
Major in Psychology, Industrial/Organizational Concentration

Effective Fall 2017

Effective [Fall 2017](#) ~~Fall 2015~~

Students must have a C or better in each of the following: [PSY 100](#), [PSY 192](#), [PSY 210](#), [PSY 250](#), [PSY 252](#), [PSY 350](#), ~~[PSY 401](#)~~, [PSY 493](#), and the three lecture-lab pairings in psychology.

[Maximum of 12 credits allowed toward graduation for any combination of PSY 295, PSY 296, PSY 384, PSY 484, PSY 486, PSY 487, PSY 488, PSY 495A-F, PSY 496A-F, PSY498A-F, PSY 499A-F.](#)

FRESHMAN			
		AUCC	CREDITS
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>CS 110</u>	Personal Computing		4
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	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
<u>PSY 100</u>	General Psychology (GT-SS3)	3C	3
<u>PSY 192</u>	Psychology First-Year Seminar		1

<u>PSY 252</u>	Mind, Brain, and Behavior	-	3
<u>PSY 210</u>	Psychology of the Individual in Context	-	3
Select one course from the following:			3
<u>PHIL 100</u>	Appreciation of Philosophy (GT-AH3)	3B	
<u>PHIL 110</u>	Logic and Critical Thinking (GT-AH3)	3B	
<u>PHIL 120</u>	History and Philosophy of Scientific Thought (GT-AH3)	3B	
<u>PHIL 205</u>	Introduction to Ethics		
<u>PHIL 210</u>	Introduction to Formal Logic		
<u>Historical Perspectives</u>			3
<u>Social and Behavioral Sciences</u> ¹			3
Total Credits			30
SOPHOMORE			
<u>CHEM 107</u>	Fundamentals of Chemistry (GT-SC2)	3A	4
<u>CHEM 108</u>	Fundamentals of Chemistry Laboratory (GT-SC1)	3A	1
<u>PSY 210</u>	Psychology of the Individual in Context	-	3
<u>PSY 250</u>	Research Design and Analysis I		3
<u>PSY 252</u>	Mind, Brain, and Behavior	-	3
<u>PSY 292A</u>	Seminar: Industrial/Organizational		1
Select one course from the following:			3
<u>STAT 301</u>	Introduction to Statistical Methods	-	-
<u>STAT 307</u>	Introduction to Biostatistics	-	-
<u>STAT 311</u>	Statistics for Behavioral Sciences I		
<u>STAT 315</u>	Statistics for Engineers and Scientists	-	-
<u>Arts and Humanities</u>		3B	6
<u>Global and Cultural Awareness</u>		3E	3
Electives			6
Total Credits			30
JUNIOR			
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	3
Select three credits from the following:			3
<u>PSY 310</u>	Basic Counseling Skills	-	-
<u>PSY 315</u>	Social Psychology	-	-
<u>PSY 325</u>	Psychology of Personality	-	-
<u>PSY 452</u>	Cognitive Psychology	-	-

<u>PSY 492D</u> ²	Seminar: Industrial/Organizational Psychology	-	-
<u>PSY 495D</u> ³	Independent Study: Industrial/Organizational Psychology	-	-
<u>PSY 496D</u> ³	Group Study: Industrial/Organizational Psychology	-	-
<u>PSY 498D</u> ³	Research: Industrial/Organizational Psychology	-	-
<u>PSY 499D</u> ³	Thesis: Industrial/Organizational Psychology	-	-
<u>PSY 340</u> ²	Organizational Psychology	4B	3
<u>PSY 341</u> ²	Organizational Psychology Laboratory	4A	1
<u>PSY 350</u>	<u>Research Design and Analysis II</u>	-	<u>3</u>
<u>PSY 370</u> ²	<u>Psychological Measurement and Testing</u>	4B	<u>3</u>
<u>PSY 371</u> ²	<u>Psychological Measurement and Testing Lab</u>	4A	<u>1</u>
<u>PSY 440</u> ²	Industrial Psychology	4B	3
<u>PSY 441</u> ²	Industrial Psychology Laboratory	4A	1
<u>PSY 492D</u> ²	Seminar: Industrial/Organizational Psychology	-	<u>3</u>
<u>SPCM 200</u>	Public Speaking		3
<u>STAT 312</u>	Statistics for Behavioral Sciences II	-	<u>3</u>
Electives			<u>9</u>
Total Credits			30
SENIOR			
<u>BMS 300</u>	Principles of Human Physiology		4
<i>Select 3 credits from the following not taken in the junior year:</i>		-	<u>3</u>
<u>PSY 492D</u> ^{3,2}	Seminar: Industrial/Organizational Psychology		3
<u>PSY 493</u>	<u>Capstone Seminar</u>	<u>4C</u>	<u>3</u>
<i>(UCC approved 4C designation for PSY 493 for this concentration 1/20/17)</i>			
<u>Select 6 credits from the following:</u>		-	<u>6</u>
<u>PSY 310</u>	Basic Counseling Skills		
<u>PSY 315</u>	Social Psychology		
<u>PSY 325</u>	Psychology of Personality		
<u>PSY 452</u>	Cognitive Psychology		
<u>PSY 492D</u> ^{3,2}	Seminar: Industrial/Organizational Psychology		
<u>PSY 495D</u> ³	Independent Study: Industrial/Organizational Psychology		
<u>PSY 496D</u> ³	Group Study: Industrial/Organizational Psychology		
<u>PSY 498D</u> ³	Research: Industrial/Organizational Psychology		
<u>PSY 499D</u> ³	Thesis: Industrial/Organizational Psychology		
<u>PSY 370</u>	<u>Psychological Measurement and Testing</u>	<u>4B</u>	<u>3</u>

<u>PSY 371</u>	Psychological Measurement and Testing Lab	4A	4
<u>PSY 401</u>	History and Systems of Psychology	4C	3
Electives ⁴			<u>14</u> 13
Total Credits			30
Program Total Credits:			120

- ¹ Select any course in category 3C of the AUCC except HONR 492 or any PSY course.
- ² Students should select a total of three lecture/lab pairs of courses. Two pairs are necessary to satisfy AUCC Cat 4A and 4B requirements.
- ³ Students must complete at least one two 3-credit Industrial/Organizational Psychology seminars, PSY 492D. Content changes from semester to semester and the course may be taken for credit multiple times.
- ³ ~~Maximum of 12 credits allowed for Psychology majors toward graduation for any combination of PSY 295, PSY 296, PSY 384, PSY 486, PSY 488, PSY 495D, PSY 496D, PSY 498D, PSY 499D.~~
- ⁴ 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).



College of Natural Sciences
 Department of Psychology
 Major in Psychology, Mind, Brain, and Behavior Concentration

Effective Fall 2017

Effective ~~Fall 2017~~ ~~Fall 2015~~

Students must have a C or better in each of the following: PSY 100; PSY 192; PSY 210; PSY 250; PSY 252; PSY 350; ~~PSY 401~~; PSY 493, and the three lecture-lab pairings in psychology.

Maximum of 12 credits allowed toward graduation for any combination of PSY 295, PSY 296, PSY 384, PSY 484, PSY 486, PSY 487, PSY 488, PSY 495A-F, PSY 496A-F, PSY 498A-F, PSY 499A-F.

FRESHMAN			
		AUCC	CREDITS
<u>CO 150</u>	College Composition (GT-CO2)	1A	3
<u>CS 110</u>	Personal Computing		4
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	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
<u>PSY 100</u>	General Psychology (GT-SS3)	3C	3
<u>PSY 192</u>	Psychology First-Year Seminar		1
<u>PSY 252</u>	Mind, Brain, and Behavior		3

Select one course from the following:			3
<u>PHIL 100</u>	Appreciation of Philosophy (GT-AH3)	3B	-
<u>PHIL 110</u>	Logic and Critical Thinking (GT-AH3)	3B	
<u>PHIL 120</u>	History and Philosophy of Scientific Thought (GT-AH3)	3B	
<u>PHIL 205</u>	Introduction to Ethics		
<u>PHIL 210</u>	Introduction to Formal Logic		
<u>Historical Perspectives</u>		3D	3
<u>Social and Behavioral Sciences</u> ¹		3C	3
Total Credits			30
SOPHOMORE			
<u>CHEM 107</u>	Fundamentals of Chemistry (GT-SC2)	3A	4
<u>CHEM 108</u>	Fundamentals of Chemistry Laboratory (GT-SC1)	3A	1
MATH 125	Numerical Trigonometry (GT-MA1)	1B	1
MATH 126	Analytic Trigonometry (GT-MA1)	1B	1
<u>PSY 210</u>	Psychology of the Individual in Context		3
<u>PSY 250</u>	Research Design and Analysis I		3 4
<u>PSY 292B</u>	Seminar: Mind, Brain Behavior		1
<u>SPCM 200</u>	Public Speaking		3
<u>Select one course from the following:</u>			<u>3</u>
<u>STAT 301</u>	<u>Introduction to Statistical Methods</u>	-	-
<u>STAT 307</u>	<u>Introduction to Biostatistics</u>	-	-
<u>STAT 311</u>	<u>Statistics for Behavioral Sciences I</u>	-	-
<u>STAT 315</u>	<u>Statistics for Engineers and Scientists</u>	-	-
<u>Arts and Humanities</u>		3B	6
<u>Global and Cultural Awareness</u>		3E	3
Electives			3
Total Credits			30
JUNIOR			
<u>BMS 300</u>	Principles of Human Physiology		4
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	3
<u>PSY 350</u>	<u>Research Design and Analysis II</u>	-	<u>3</u>
<u>PSY 352</u>	Learning and Memory		3

Select one pair of courses from the following: ²			5
Group A:			
<u>PSY 452</u>	Cognitive Psychology	4B	
<u>PSY 453</u>	Cognitive Psychology Laboratory	4A	
Group B:			
<u>PSY 454</u>	Biological Psychology	4B	
<u>PSY 455</u>	Biological Psychology Laboratory	4A	
Group C:			
<u>PSY 456</u>	Sensation and Perception	4B	
<u>PSY 457</u>	Sensation and Perception Laboratory	4A	
Group D:			
<u>PSY 458</u>	Cognitive Neuroscience	4B	
<u>PSY 459</u>	Cognitive Neuroscience Laboratory	4A	
STAT 311	Statistics for Behavioral Sciences I	-	3
STAT 312	Statistics for Behavioral Sciences II	-	3
Upper Division Psychology		-	3
<u>Select at least five credits from the following:</u>			<u>5</u>
<u>MATH 125</u>	<u>Numerical Trigonometry (GT-MA1)</u>	<u>1B</u>	-
<u>MATH 126</u>	<u>Analytic Trigonometry (GT-MA1)</u>	<u>1B</u>	-
<u>MATH 141</u>	<u>Calculus in Management Sciences (GT-MA1)</u>	<u>1B</u>	-
<u>MATH 155</u>	<u>Calculus for Biological Scientists I (GT-MA1)</u>	<u>1B</u>	-
<u>MATH 157</u>	<u>One Year Calculus IA (GT-MA1)</u>	<u>1B</u>	-
<u>MATH 160</u>	<u>Calculus for Physical Scientists I (GT-MA1)</u>	<u>1B</u>	-
<u>STAT 305</u>	<u>Sampling Techniques</u>	-	-
<u>STAT 341</u>	<u>Statistical Data Analysis I</u>	-	-
<u>STAT 342</u>	<u>Statistical Data Analysis II</u>	-	-
Electives			<u>76</u>
Total Credits			30
SENIOR			
<u>PSY 493</u>	<u>Capstone Seminar</u>	<u>4C</u>	<u>3</u>
<i>(UCC approved 4C designation for PSY 493 for this concentration 1/20/17)</i>			
PSY 401	History and Systems of Psychology	4C	3
Select one course from the following:			3-5
<u>BMS 301</u>	Human Gross Anatomy		
<u>BMS 325</u>	Cellular Neurobiology		

University Curriculum Committee Minutes

April 7, 2017

Page 14

<u>BMS 330</u>	Microscopic Anatomy		
<u>BMS 345</u>	Functional Neuroanatomy		
<u>BMS 430</u>	Endocrinology		
<u>BMS 450</u>	Pharmacology		
Select two pairs of courses not taken in junior year from the following: ²			10
Group A:			
<u>PSY 452</u>	Cognitive Psychology	4B	
<u>PSY 453</u>	Cognitive Psychology Laboratory	4A	
Group B:			
<u>PSY 454</u>	Biological Psychology	4B	
<u>PSY 455</u>	Biological Psychology Laboratory	4A	
Group C:			
<u>PSY 456</u>	Sensation and Perception	4B	
<u>PSY 457</u>	Sensation and Perception Laboratory	4A	
Group D:			
<u>PSY 458</u>	Cognitive Neuroscience	4B	
<u>PSY 459</u>	Cognitive Neuroscience Laboratory	4A	
Quantitative Elective³		-	3-4
Electives ⁴			12-14 8-11
Total Credits			30
Program Total Credits:			120

¹ Select any course in category 3C of the AUCC except **HONR 492** or any PSY course.

² Students should select a total of three lecture/lab pairs of courses over the junior and senior years. Two pairs are necessary to satisfy AUCC Cat 4A and 4B requirements.

³ ~~Take one additional mathematics or statistics course excluding MATH 101, MATH 105, MATH 192, STAT 192, STAT 201, and STAT 204. The honors course PSY 350 will count for this elective.~~

³⁴ 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).



Corrections/Updates to Previous Minutes

1. 'Credit not allowed' statements should be added to courses when the course subject code and/or number is changed, but the course content stays the same. This update is to add credit not allowed statements courses that have changed numbers, but have equivalent course content.

- HES 332H was renumbered HES 232B effective Fall 2015 (2/13/15 UCC minutes). HES 232B was renumbered HES 232 effective Spring 2017 (3/4/16 correction to 2/19/16 UCC minutes).
- HES 332H was renumbered HES 232A effective Fall 2015 (2/13/15 UCC minutes).

Course	Updated Registration Information	Effective Term
HES 232	<u>Credit not allowed for only one of the following: HES 232, HES 232B, or HES 332H.</u>	Summer 2017
HES 232A	<u>Credit not allowed for both HES 232A and HES 332F.</u>	Summer 2017



The meeting adjourned at 3:30 p.m.

Carole Makela, Chair
 Shelly Ellerby, Curriculum Liaison Specialist
 Kayleen Allen, Curriculum and Catalog Assistant



University Curriculum Committee
 April 7, 2017
CONSENT AGENDA

Experimental Courses – 1st Offering			
	Course Title	Effective Term	
ART 380A4	Physical Mixed-Media and Post-Digital Prints	Summer 2017	
ATS 681A3	Introduction to Climate Variability	Fall 2017	
CHEM 380A3	Forensic Chemistry	Fall 2017	
ETST 280A2	Racial Representations of Black Athletes	Fall 2017	
LSPA 480A1	The Intercultural Workplace	Summer 2017	
MECH 681A4	Biologically Inspired Robotics	Fall 2017	
SOCR 581A3	Internet-of-Thing (IoT) Sensors Lab	Fall 2017	
Experimental Courses – 2nd Offering (For Informational Purposes Only)			
	Course Title	Effective Term	
ANEQ 380A4	Equine Digital Photography	Fall 2017	
NSCI 180A2	Perspectives and Communication in Science	Fall 2017	
NSCI 181A1	College of Natural Sciences Career Seminar	Fall 2017	
Minor Changes to Courses			
	Course Title	Requested Change	Effective Term
ECE 656	Machine Learning and Adaptive Systems	Offering Year: Every Even Offering Term: Fall Spring	Spring 2018
ECE 658/ CS 658	Internet Engineering	Offering Term: Fall Spring	Spring 2018
Course Drops			
	Course Title	Requested Change	Effective Term
HES 100D	Beginning Physical Education: Self-Defense	Drop	Summer 2017
HES 100E	Beginning Physical Education: Tennis	Drop	Summer 2017
HES 100K	Beginning Physical Education: Swimming	Drop	Summer 2017
HES 100L	Beginning Physical Education: Golf	Drop	Summer 2017
HES 100P	Beginning Physical Education: Ice Skating	Drop	Summer 2017
HES 102A	Physical Education Activities: Aquatic Conditioning	Drop	Summer 2017
HES 102D	Physical Education Activities: Advanced Swimming	Drop	Summer 2017
HES 332F	Techniques of Teaching Individual Sports: Weight Training	Drop	Summer 2017
HES 332H	Techniques of Teaching Individual Sports: Aerobics	Drop	Summer 2017

A regular meeting of the University Curriculum Committee was held on April 14, 2017 at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Brad Reisfeld, Howard Ramsdell, Sally Sutton, Beth Oehlerts, Ed DeLosh, Mike Hogan, and Graduate Student Rep. Kevin Jablonski.

Curriculum Unit: Shelly Ellerby and Kayleen Allen.

Guests: Julia Murphy (Registrar's Office) and Doreen Hyatt (Professor, Microbiology, Immunology & Pathology)

Absent: Undergraduate Student Rep. and VPUA Kelly Long, ex-officio.

Minutes

The Minutes of April 7, 2017 were approved.

Consent Agenda

Approved.

<i>New Course</i>	<i>Effective Term</i>
DSCI 445 Statistical Machine Learning 3(3-0-0) F Prerequisite: DSCI 320; DSCI 369; STAT 341. Registration Information: Credit allowed for only one of the following: CS 445, CS 480A3, or DSCI 445. Description: Algorithms and statistical methods for regression, classification, and clustering; hands-on experience in analyzing data and running machine learning experiments. Grade Mode: Traditional. [AUCC 4B: Building Upon Foundations and Perspectives] proposal was not considered at this time. The 4B request will be considered at the same time as the program proposals.]	Fall 2018
DSCI 475 Topological Data Analysis 2(2-0-0) S Permanent Partial Semester: Yes. Prerequisite: DSCI 473. Registration Information: This is a partial semester course. Description: Topological techniques for analyzing high-dimensional or complex data. Topics include clustering, dendrograms, a visual introduction to topology, data modeling and visualization, and selected topics from nonlinear dimensionality reduction, graph-based models of data, Reeb graphs, multi-scale approaches to data, and persistent homology. Grade Mode: Traditional.	Spring 2018
DSCI 478 Capstone Group Project in Data Science 4(0-0-8) S Prerequisite: DSCI 445. Registration Information: Senior standing only. Description: Group-project-based capstone, in which small groups of students from each Data Science degree concentration work collectively on a problem in data science Grade Mode: Traditional. [AUCC 4A: Using Competencies, and Perspectives and AUCC 4C: Capstone Experience] proposals were not considered at this time. The AUCC 4A and 4C request will be considered at the same time as the program proposals.]	Spring 2019



<i>Major Changes to Courses</i>	<i>Effective Term</i>
SOWK 640 Contemporary Issues in Military Culture 3(0-0-3) S, <u>SS</u> Permanent Partial Semester: <u>No</u> Yes Prerequisite: None. Registration Information: Offered as an online course only. Description: Exploration of multiple issues informing social work practice with military and veteran populations including ethical decision making in military social work, resources for veterans, challenges faced by women in the military, secondary trauma, and problems veterans face, such as homelessness, addiction, reintegration, mental illness, suicide. Military culture, the different branches of the military, and generational differences among military personnel will be examined. Grade Mode: Traditional.	Spring 2018
SOWK 641 Military Family Systems 3(0-0-3) <u>F</u> SS Permanent Partial Semester: <u>No</u> Yes Prerequisite: None. Restriction: Must be a: Graduate, Professional. Registration Information: Offered as an online course only. Description: Exploration of effectively engaging with military families. Strategies to assess and intervene with military and veteran couples, children, and families will be examined. Exploration of topics of integration and reintegration; grief, loss, and bereavement; family-centered programs; support of guard/reserve families; deployment; support of veteran caregivers; and effective interventions through a systems framework. Grade Mode: Traditional.	Spring 2018



New Graduate Certificate

College of Agricultural Sciences
 Department of Agricultural and Resource Economics
 Graduate Certificate in Teaching in Extension

Effective Spring 2018

Effective Spring 2018

Additional coursework may be required due to prerequisites.

Code	Title	Credits
<u>AGED 525</u>	<u>Agricultural and Extension Teaching</u>	<u>3</u>
<u>AGRI 546</u>	<u>Principles of Cooperative Extension</u>	<u>3</u>
<u>AGRI 547</u>	<u>Delivery of Cooperative Extension Programs</u>	<u>4</u>
<u>Select one course from the following:</u>		<u>3</u>
<u>AGED 600</u>	<u>Evaluation and Applied Research in Extension</u>	
<u>EDAE 5XX-7XX</u>		
<u>HDFS 5XX-7XX</u>		

Program Total Credits:

13

*This certificate may have courses in common with other graduate certificates. A student may earn more than one certificate, but a given course may be counted only in one certificate.



New Minor

College of Agricultural Sciences
 Department of Agricultural and Resource Economics
 Interdisciplinary Minor in Food Industry Management

Effective Fall 2017

Students must satisfactorily complete the total credits required for the minor. Minors and interdisciplinary minors require 12 or more upper-division (300- to 400-level) credits.

Additional coursework may be required due to prerequisites.

Code	Title	Credits
Required Courses		
<u>AREC 202</u>	Agricultural and Resource Economics (GT-SS1)	3
<u>AREC 311</u>	Agricultural and Resource Product Marketing	3
AREC Electives		
Select at least two courses from the following:		6
<u>AREC 305</u> [3]	Agricultural and Resource Enterprise Analysis	
<u>AREC 325</u> [3]	Personnel Management in Agriculture	
<u>AREC 375</u> [3]	Agricultural Law	
<u>AREC 328</u> [3] or <u>AREC 428</u> [3]	Small Agribusiness Management Agricultural Business Management	
<u>AREC 478</u> [3]	Agricultural Policy	
Food Industry Electives		
Select a minimum of 9 credits from the following:		9
<u>FTEC 110</u> [3]	Food-From Farm to Table	
<u>FTEC 400</u> [3]	Food Safety	
<u>HORT 100</u> [4]	Horticultural Science	
<u>MGT 301</u> [3]	Supply Chain Management	
<u>RRM 310</u> [3]	Food Service Systems-Operations	
<u>RRM 311</u> [3]	Food Service Systems-Production and Purchasing	
<u>RRM 330</u> [2]	Alcohol Beverage Control and Management	
<u>RRM 345</u> [3]	Food, Beverage, and Labor Cost Control	
<u>RRM 460/NRRT 460</u> [3]	Event and Conference Planning	

Program Total Credits:

21



Major Changes to Existing Programs

College of Agricultural Sciences
 Master of ~~Agricultural~~ Extension Education, Plan C (M.~~A.~~E.E.)

Effective Fall 2017

Effective Fall 2017 ~~2011~~

Code	Title	Credits
Required Courses		
AGRI 500	Advanced Issues in Agriculture	3
<u>AGED 510</u>	<u>American Agricultural Values and Ideology</u>	<u>3</u>
<u>AGED 525</u>	<u>Agricultural and Extension Teaching</u>	<u>3</u>
<u>AGED 587</u>	<u>Internship in Extension</u>	<u>2</u>
<u>AGED 600</u>	<u>Evaluation and Applied Research in Extension</u>	<u>3</u>
<u>AGRI 546</u>	Principles of Cooperative Extension	3
<u>AGRI 547</u>	Delivery of Cooperative Extension Programs	4
AGRI 587A or AGRI 587B	Internship: Domestic¹ Internship: International	4-6
Education Course Electives		
Select a minimum of 6 credits of EDAAE, EDOD, or EDUC courses at the 500-level or above with approval of the student's graduate advisor.		6
Graduate Electives²		13-14
Undergraduate Electives³		0-6
<u>Select a minimum of 9 credits from AGED, AGRI, EDAAE, HDFS, JTC, and SOWK courses at the 500-level or above with approval of the student's graduate advisor.¹</u>		<u>9</u>
<u>Select a minimum of 9 credits disciplinary course work at the 500-level or above with approval of the student's graduate advisor.¹</u>		<u>9</u>
Program Total Credits:		36

A minimum of 36 credits are required to complete this program. Of the 36 minimum credits required for this program, at least 24 credits must be earned at CSU. No independent study, research, supervised college teaching, or practicum credits may apply toward the degree.

¹ ~~A maximum of 6 credits may apply toward the degree.~~

² A minimum of 21 credits must be earned at the 500-level or above in the student's area of study approved by the student's graduate advisor.

³ ~~A maximum of 6 credits at the 400-level with approval by the student's graduate advisor taken after completion of the bachelor's degree may apply toward the degree.~~



College of Business
 Department of Accounting
 Master of Accountancy, Plan C, Taxation Specialization

Effective Fall 2018

Effective Fall 2018 ~~2017~~

Code	Title	Credits
Required Core		
<u>ACT 540</u>	Professional Ethics and Responsibilities	3
<u>ACT 561</u>	Legal and Regulatory Issues in Accounting	3
<u>ACT 601A</u>	Professional Practice: Taxation	3
<u>ACT 631</u>	Corporate Taxation	3
<u>ACT 641</u>	Contemporary Auditing	3
Required Courses		
<u>ACT 633</u>	Flow-Through Entities	3
<u>ACT 635</u>	State and Local Taxation	3
<u>ACT 636</u>	Taxation of Corporations and Shareholders	3
<u>ACT 639</u>	Special Topics in Taxation	3
Elective Courses		3
Select 3 credits from the following:		
<u>ACT 541</u>	Forensic Accounting and Fraud Auditing	
<u>ACT 550</u>	Accounting Information Technologies	
<u>ACT 570</u>	Government and Nonprofit	
<u>ACT 575</u>	Oil and Gas Accounting	
<u>ACT 612</u>	Issues in Financial Reporting and Auditing	
<u>ACT 614</u>	Financial Statement Analysis and Valuation	
<u>CIS 570</u>	Business Intelligence	
<u>CIS 575</u>	Applied Data Mining and Analytics in Business	
<u>CIS 600</u>	Information Technology and Project Management	
<u>CIS 601</u>	Enterprise Computing and Systems Integration	
<u>FIN 475</u>	International Business Finance	
<u>MGT 468</u>	Negotiating Globally	
<u>MGT 476</u>	Negotiation and Conflict Management	

Program Total Credits:

30

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



College of Natural Sciences
 Department of Mathematics
 Major in Mathematics, Actuarial Science Concentration

Effective Spring 2018

Effective **Spring 2018** ~~Summer 2017~~

A minimum grade of C is required in all mathematics, statistics, and computer science courses which are required for graduation.

FRESHMAN			AUCC	CREDITS
<u>CO 150</u>	College Composition (GT-CO2)		1A	3
<u>ECON 202</u>	Principles of Microeconomics (GT-SS1)		3C	3
<u>ECON 204</u>	Principles of Macroeconomics (GT-SS1)		3C	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>MATH 192</u>	First Year Seminar in Mathematical Sciences			1
<u>Arts and Humanities</u>			3B	3
<u>Biological and Physical Sciences</u> ¹			3A	5
<u>Global and Cultural Awareness</u>			3E	3
Elective				1
Total Credits				30
SOPHOMORE				
<u>ACT 210</u> ²	Introduction to Financial Accounting			3
<u>FIN 310</u>	Financial Markets and Institutions			3
<u>MATH 235</u>	<u>Introduction to Mathematical Reasoning</u>		-	<u>2</u>
<u>MATH 261</u>	Calculus for Physical Scientists III			4
<u>MATH 369</u>	Linear Algebra I		4A	3
<u>STAT 315</u>	Statistics for Engineers and Scientists			3
<u>Arts and Humanities</u>			3B	3
Select one group from the following:				
Group A:				
<u>CS 163</u> or <u>164</u>	Java (CS1) No Prior Programming Java (CS1) Prior Programming			4
Group B:				
<u>CS 155</u>	Introduction to Unix			
<u>CS 156</u>	Introduction to C Programming I			
In addition, to complete Group B, 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> ¹		3A	5
<u>Historical Perspectives</u>		3D	3
Total Credits			<u>30</u>31
JUNIOR			
<u>FIN 300</u>	Principles of Finance		3
<u>ECON 335/AREC 335</u>	Introduction to Econometrics		3
<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)	2	3
<u>MATH 317</u>	Advanced Calculus of One Variable	4B	<u>3</u> 4
<u>STAT 420</u>	Probability and Mathematical Statistics I		3
<u>STAT 421</u>	Introduction to Stochastic Processes		3
<u>STAT 430</u>	Probability and Mathematical Statistics II		3
<u>Select one from the following:</u>		-	<u>4</u>
<u>MATH 340</u>	<u>Introduction to Ordinary Differential Equations</u>	-	-
<u>MATH 345</u>	Differential Equations		
<u>Arts and Humanities</u>		<u>3B</u>	<u>3</u>
Elective			<u>2</u> 3
Total Credits			<u>30</u>29
SENIOR			
<u>BUS 205</u>	Legal and Ethical Issues in Business		3
<u>FIN 342</u>	Risk Management and Insurance		3
<u>FIN 370</u>	Financial Management-Theory and Application		3
<u>MATH 417</u>	Advanced Calculus I	4C	3
<u>MATH 495</u> ³	Independent Study		1
Electives ⁴			30+17
Total Credits			30
Program Total Credits:			120

- ¹ Students in this concentration must take a total of 10 credits in category 3A, and at least one course must have a laboratory component.
- ² Students in this concentration may need to obtain a prerequisite override from the appropriate department to enroll in this class.
- ³ Preparation for Exam I.
- ⁴ Select enough elective credits to bring program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



College of Natural Sciences
 Department of Mathematics
 Major in Mathematics, Applied Mathematics Concentration

Effective Spring 2018

Effective Spring 2017 2018

A minimum grade of C is required in all mathematics, statistics, and computer science courses which are required for graduation.

FRESHMAN			
		AUCC	CREDITS
<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>MATH 192</u>	First Year Seminar in Mathematical Sciences		1
<u>Arts and Humanities</u>		3B	6
<u>Global and Cultural Awareness</u>		3E	3
<u>Historical Perspectives</u>		3D	3
<u>Social and Behavioral Sciences</u>		3C	3
Electives			3
Total Credits			30
SOPHOMORE			
<u>MATH 235</u>	<u>Introduction to Mathematical Reasoning</u>	-	<u>2</u>
<u>MATH 261</u>	Calculus for Physical Scientists III		4
<u>MATH 301</u>	Introduction to Combinatorial Theory		3
<u>MATH 369</u>	Linear Algebra I	4A	3
<u>PH 141</u>	Physics for Scientists and Engineers I (GT-SC1)	3A	5
<u>PH 142</u>	Physics for Scientists and Engineers II (GT-SC1)	3A	5
<u>STAT 315</u>	Statistics for Engineers and Scientists		3
<u>Select one course from the following:</u>		-	<u>3</u>
<u>STAT 341</u>	<u>Statistical Data Analysis I</u>	-	-
<u>STAT 400</u>	<u>Statistical Computing</u>	-	-
<u>STAT 420</u>	<u>Probability and Mathematical Statistics I</u>	-	-
Select one group from the following:			4
Group A:			
<u>CS 163</u> or <u>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, 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>Elective</u>		-	<u>1</u>
Total Credits			30
JUNIOR			
<u>JTC 300</u>	Professional and Technical Communication (GT-CO3)	2	3
<u>MATH 317</u>	Advanced Calculus of One Variable	4B	<u>34</u>
<u>MATH 450</u>	Introduction to Numerical Analysis I		3
<u>MATH 451</u>	Introduction to Numerical Analysis II		3
<u>Select one course from the following:</u>		-	<u>4</u>
<u>MATH 340</u>	<u>Introduction to Ordinary Differential Equations</u>	-	-
<u>MATH 345</u>	Differential Equations		
<u>Biological and Physical Sciences</u> ¹		3A	3
Mathematics Sciences ²			3
Related Area ³			6
Electives			3
Total Credits			<u>3132</u>
SENIOR			
<u>MATH 435</u>	Projects in Applied Mathematics	4C	3
Select one group from the following:			6
Group A:			
<u>MATH 332</u>	Partial Differential Equations		
<u>MATH 417</u>	Advanced Calculus I		
Group B:			
<u>MATH 360</u>	Mathematics of Information Security		
<u>MATH 460</u>	Information and Coding Theory		
<u>Select one course from the following:</u>		-	<u>3</u>
<u>STAT 341</u>	<u>Statistical Data Analysis I</u>	-	-
<u>STAT 400</u>	<u>Statistical Computing</u>	-	-
<u>STAT 420</u>	<u>Probability and Mathematical Statistics I</u>	-	-
Mathematical Sciences ²			3
Related Area ³			6
Electives ⁴			<u>8+0</u>

Total Credits ~~29~~²⁸

Program Total Credits: **120**

- ¹ Select from the list of courses (in a department other than Physics) in category 3A in the AUCC.
- ² Select from upper-division MATH, CS, STAT courses, except those ending in –80 to –99.
- ³ A coherent set of courses outside the Mathematics Department in which mathematics is applied, approved by the concentration coordinator.
- ⁴ Select enough elective credits to bring the program total to a minimum of 120 credits, of which at least 42 must be upper-division (300- to 400-level).



The meeting adjourned at 3:50 p.m.

Carole Makela, Chair
 Shelly Ellerby, Curriculum Liaison Specialist
 Kayleen Allen, Curriculum and Catalog Assistant



University Curriculum Committee
 April 14, 2017
CONSENT AGENDA

<i>Experimental Courses – 1st Offering</i>			
	Course Title	Effective Term	
GES481A1/ MSE 481A1	Sustainable Strategies for E-Waste Management	Fall 2017	
<i>Experimental Courses – 2nd Offering (For Informational Purposes Only)</i>			
	Course Title	Effective Term	
GEOL 680A1	Field Geomorphology	Fall 2017	
MIP 681A2	Mycobacterial Research Library Seminar	Fall 2017	
<i>Course Drops</i>			
	Course Title	Requested Change	Effective Term
AA 150	Observational Astronomy	Drop	Summer 2017



University Policy

Policy Title: Bullying in the Workplace	Category: Human Resources
Owner: Vice President for University Operations	Policy ID#: 3-6004-031
Contact: Human Resources Web: http://www.hrs.colostate.edu/ Email: hr_service_center@mail.colostate.edu Phone: (970) 491-6947 Also Contact: Office of Support and Safety Assessment Web: http://www.supportandsafety.colostate.edu/about-us Phone: (970) 491-1350	Original Effective Date: 10/27/2015 Last Major Revision: 3/1/2016

PURPOSE OF THIS POLICY

Colorado State University (CSU) is committed to maintaining an environment conducive to working and learning, in which the rights and dignity of all staff, faculty, and students of the University community are respected. The University prohibits behaviors that rise to the level of bullying, as described below. Workplace bullying is a form of psychological violence that disrupts the peaceable environment and can result in lower workplace morale, greater employee absenteeism and turnover, as well as higher stress and its related health issues.

APPLICATION OF THIS POLICY

This policy applies to all employees, including but not limited to faculty, administrative professionals, and state classified employees, student employees, volunteers, affiliates, and all other persons under the jurisdiction of the University to impose sanctions for behavior in the employment context, including agents, contractors and subcontractors (“Covered Persons”). It is not intended to cover CSU students who are not employed by CSU (although a similar policy applies under the Student Conduct Code).

It is the responsibility of all Covered Persons to know and apply this policy.

DEFINITIONS USED IN THIS POLICY

79

“Bullying” in the context of the workplace is repeated, harmful mistreatment by words or actions that are intended to shame, embarrass, humiliate, degrade, demean, intimidate, and/or threaten an individual or group.

A person who is the target of bullying may not be the only one, or even an intended target; behavior that foreseeably places bystanders or unintended targets at risk or in fear, or causes them to feel threatened or humiliated, is within the scope of this definition. Bullying, as used in this policy, includes “cyber-bullying,” meaning bullying that takes place online or is perpetrated using electronic means of communication.

Words or actions that may cause an individual discomfort or distress do not necessarily constitute bullying behavior. Behavior that is unfriendly, dismissive or curt is not bullying unless it is carried to such an extreme that a reasonable person would feel fearful, intimidated, or physically or mentally harmed by it. Criticism, complaints, and negative feedback are not considered bullying when they are reasonable, legitimate, and proportional, and directly address issues of workplace performance and/or conduct. Employees are expected to meet the reasonable performance and behavior standards of their position, and requiring a person to meet those expectations is not bullying under this policy.

CSU has a [policy that prohibits unlawful discrimination and harassment](#). While workplace bullying can be intertwined with unlawful discrimination and harassment, bullying behavior can occur apart from these other forms of misconduct. Workplace bullying that does not constitute unlawful harassment or discrimination is prohibited by this policy.

POLICY STATEMENT

The University values the well-being of its employees and recognizes that bullying in the workplace can significantly impact a person’s physical and mental health, as well as the overall experience of working at CSU. Colorado State University considers workplace bullying unacceptable and will not tolerate it under any circumstances.

POLICY PROVISIONS

1. Bullying, as defined in this policy, is prohibited.
2. The determination of whether bullying has occurred is highly dependent upon the

facts and circumstances surrounding any given situation. That being said, some examples of bullying may include, but are⁸⁰ not limited to:

- Shouting or yelling at, berating, ridiculing, or demeaning others;
- Name calling and attacks on one's character;
- Mocking, punishing, or putting someone down in front of others;
- Undermining or sabotaging the work performance of others;
- Spreading false or sensitive information about another;
- Deliberately excluding, isolating or marginalizing a person from normal workplace activities;
- Intruding on a person's space by tampering with their personal effects or work equipment;
- Punishments or negative consequences designed primarily to shame, exclude, and/or draw negative attention from others.

3. Any person who is a target of workplace bullying, or who witnesses or learns of an incident of workplace bullying at CSU, is expected to report it to their supervisor, or, if the supervisor is involved, then to the next level supervisor. Reports may also be made by calling or emailing the Human Resources Solutions Partner (970-491-6947 or myhr@colostate.edu), who may bring the matter to the attention of other University officials, as appropriate. Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133.
4. Supervisors who receive reports of bullying must make reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. Supervisors needing assistance should contact Human Resources. Bullying, when substantiated, should be documented and taken into consideration as an important factor in evaluating an employee's performance, subject to established evaluation procedures (see, e.g., Academic Faculty and Administrative Professional Manual section C.2.5 for faculty, D.5.5 for Administrative Professionals, and Human Resources Manual section 3 for State Classified).
5. Any incident that involves a threat of violence or physical harm should be referred to the Office of Support and Safety Assessment for review and consultation, unless the threat is imminent, in which case the CSU Police (or local law enforcement

having jurisdiction) should be called. Supervisors and employees may also wish to access resources such as the HR Solutions Partner, University Ombuds, or Office of Equal Opportunity for additional assistance. In certain circumstances, the University may impose interim measures for the duration of the review, including but not limited to campus exclusion.

6. Members of the University community shall cooperate with the review process.

7. Freedom of Speech

The University values and promotes freedom of expression and inquiry as provided under applicable law. Please refer to the University's policies under References, below. Nothing in this policy is intended to limit or restrict a person's First Amendment rights or rights to academic freedom; however, such rights do not include the right to engage in workplace bullying.

8. Violence

The University is committed to providing a safe and secure campus environment for members of the CSU community, and workplace violence impedes such goals and endangers the entire community. Violent behavior is prohibited in or on any University facility or while participating in any University activity, as described in the University's separate Violence in the Workplace policy.

9. Retaliation

The University will not tolerate, and this policy expressly prohibits, retaliation against employees making good faith reports as provided for in this policy, even where the concerns are ultimately unsubstantiated. False reports of prohibited behavior that are found to have been made intentionally are also violation of this policy. Policy violations may result in University disciplinary action in accordance with established policies and procedures, as appropriate.

COMPLIANCE WITH THIS POLICY

Compliance with this policy is mandatory. For assistance with interpreting or applying its provisions, contact the designated Human Resources Solutions Partner.

Any person covered by this policy who engages in workplace bullying is subject to disciplinary sanctions up to and including termination or dismissal from the University, in accordance with applicable policies and procedures (including, for tenured faculty,

those contained within section E.15 of the Academic Faculty and Administrative Professional Manual; and for all other employees, as set forth in the Human Resources Manual).

Student employees who are in violation of this policy are also subject to the procedures detailed in the CSU Student Conduct Code.

This policy is not intended to conflict with or supersede any other policy that might subject a violating party to disciplinary review, including but not limited to the Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation, the Policy on Workplace Violence, the CSU Student Conduct Code, the Academic Faculty and Administrative Professional Manual, and existing Human Resources or departmental conduct policies.

REFERENCES

- CSU Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation
- Student Conduct Code
- Colorado Governor's Executive Order D 023 09, Establishing a Policy to Address Workplace Violence, including Domestic Violence Affecting the Workplace
- Academic Faculty and Administrative Professional Manual sections D.9.c, E.15
- Freedom of Expression and Inquiry

APPROVALS

Approved by Anthony A. Frank, President, Oct.27, 2015

Dept. of Policy, Risk & Environmental Programs
 Office of Policy and Compliance
 6001 Campus Delivery
 Fort Collins, CO 80523-6001
 (970) 491-5257

February 27, 2017

Dear Colleagues,

The CSU Policy on Bullying in the Workplace was adopted in October, 2015 with campus-wide input, vetting and contributions that included faculty, administrators, state classified employees, administrative professionals and student government. This new policy provided a definition of bullying and procedures for investigating complaints of bullying. The existing policy on harassment only dealt with harassment of members of protected classes, and did not address bullying more broadly.

During the first year under this policy, several groups and individuals, including the Standing Committee on the Status of Women Faculty, identified areas for improvement of the policy in order to better address the actual issues and events seen on campus. As a result, a working group was formed that included:

- Mary Stromberger, Chair of Faculty Council
- Toni-Lee Viney, Chair of Administrative Professional Council
- Stacey Baumgarn, Chair of Classified Personnel Council
- Irene Vernon, SCSWF representative
- Chris Henle, Associate Professor, College of Business, SCSWF representative
- Dan Bush, Vice Provost for Faculty Affairs
- Richard Eykholt, University Grievance Officer
- Lanai Greenhalgh, University Ombuds and Director of Employee Assistance Program
- Diana Prieto, Executive Director, Human Resources and Office of Equal Opportunity
- Jason Johnson and Jannine Mohr, Office of General Counsel
- Bob Schur, Office of Policy & Compliance

After several months of work and many drafts and discussions, this group produced a set of policy revisions designed to address various concerns raised by the campus community, including the following:

- The need for a written complaint with specific allegations.
- The need for a reasonable time limit for making a complaint.
- The need for a reasonable limit for how far back in time a complaint should cover.
- A reasonable timeline for investigations of complaints, with a clearly defined process for extending such timelines when necessary and appropriate.
- A requirement that a final report be prepared.

- The creation of an appeals process.
- The ability for unsupported claims to be dismissed without a full investigation.
- The creation of an informal process prior to a formal investigation when appropriate.
- A process for dealing with conflicts of interest involving the supervisor.
- Guidance for the person performing the investigation of the complaint.
- More guidance regarding what does and does not constitute bullying.

The next step in reaching shared consensus on these revisions is to gain input from the campus community. This will include Faculty Council/CoRSAF, the Administrative Professional Council, the Classified Personnel Council, and the Council of Deans.

We are asking you to review the draft revisions and submit comments and suggestions by email to Bob Schur in the Office of Policy & Compliance (Robert.Schur@colostate.edu) no later than March 31, 2017. These comments will then be collated and considered by the working group. Resulting changes will be made to the draft and it will then proceed to the President's Cabinet for review and recommendation of approval.

We thank you for your consideration and contributions to this important policy.

On behalf of the working group,



Robert Schur, Director
Office of Policy and Compliance

Policies of Colorado State University

University Policy



Policy Title: Bullying in the Workplace

Category: Human Resources

Owner: Vice President for University Operations

Policy ID#: 3-6004-031

Contact:

Human Resources

Web: <http://www.hrs.colostate.edu/>

Email: hr_service_center@mail.colostate.edu

Phone: (970) 491-6947

Effective Date: 10/27/2015

Also Contact:

Office of Support and Safety Assessment

Web: <http://www.supportandsafety.colostate.edu/about-us>

Phone: (970) 491-1350

PURPOSE OF THIS POLICY

Colorado State University (CSU) is committed to maintaining an environment conducive to working and learning, in which the rights and dignity of all staff, faculty, and students of the University community are respected. The University prohibits behaviors that rise to the level of bullying, as described below. Workplace bullying is a form of psychological violence that disrupts the peaceable environment and can result in lower workplace morale and productivity, greater employee absenteeism and turnover, as well as higher stress and its related health issues.

APPLICATION OF THIS POLICY

This policy applies to all employees (“Covered Persons”), including but not limited to faculty, administrative professionals, state classified employees, student employees, volunteers, affiliates, and all other persons under the jurisdiction of the University to impose sanctions for behavior in the employment context, including agents, contractors and subcontractors. It is not intended to cover CSU students who are not employed by CSU (although a similar policy applies under the Student Conduct Code).

It is the responsibility of all Covered Persons to know and apply this policy.

DEFINITIONS USED IN THIS POLICY

Bullying: Bullying in the context of the workplace is repeated mistreatment by words, gestures or actions that a reasonable person would expect to shame, embarrass, humiliate, degrade, demean, intimidate, and/or threaten an individual or group.

A person who is the target of bullying may not be the only one, or even an intended target; behavior that foreseeably places bystanders or unintended targets at risk or in fear, or causes them to feel threatened or humiliated, is within the scope of this definition.

The determination of whether bullying has occurred is highly dependent upon the facts and circumstances surrounding any given situation. Words or actions that may cause an individual discomfort or distress do not necessarily constitute bullying behavior. Occasional differences of opinion and routine conflicts or problems in workplace relationships are not bullying, as these may be part of working life. Behavior that is unfriendly, dismissive or curt is not bullying unless it is carried to such an extreme that a reasonable person would feel fearful, intimidated, or physically or mentally harmed by it. Criticism, complaints, or negative feedback are not considered bullying when they are reasonable, legitimate, and proportional, and directly address issues of workplace performance and/or conduct. Employees are expected to meet the reasonable performance and behavior standards of their position, and requiring a person to meet those expectations is not bullying under this policy.

Bullying can take a variety of forms and may include behaviors that are physical, verbal, nonverbal, direct or indirect, and may take place face-to-face, via written communications, or by electronic means. Some examples of bullying may include, but are not limited to:

- Shouting or yelling at, berating, ridiculing, or demeaning others;
- Name calling and attacks on one's character, using a person as the butt of jokes, using nicknames after being warned by the target that the nickname is considered to be offensive, or spreading gossip and rumors about the person to others;
- Mocking, ridiculing, punishing, or putting someone down in front of others, constant unwarranted criticism, or making offensive remarks regarding a person's known intellectual or physical vulnerabilities;
- Persistently interrupting a person or otherwise preventing a person's legitimate attempts to speak;
- Undermining or sabotaging the work performance of others;
- Spreading false or sensitive information about another;
- Deliberately excluding, isolating or marginalizing a person from normal workplace activities;
- Tampering with a person's personal effects or work equipment; damage to or destruction of a person's work product, work area, including electronic devices, or personal property;
- Punishments or negative consequences designed primarily to shame, exclude, and/or draw negative attention from others;
- Violent behavior, such as pushing, shoving, kicking, poking, or tripping; assault or threat of physical assault; making threatening gestures toward a person or invading personal space after being asked by the target to move or step away. Bullying that is physically violent also violates criminal law and is also addressed in CSU's Workplace Violence policy.

- Making threats, either explicit or implicit, to the security of a person's job or position when not part of a legitimate process by the supervisor to set expectations or engage in progressive discipline as outlined by the university. This may include, but is not limited to, manipulating the workload of a person in a manner intended to cause that person to fail to perform legitimate functions.

POLICY STATEMENT

The University values the well-being of its employees and recognizes that bullying in the workplace can significantly impact a person's dignity and their physical and mental health, as well as the overall experience of working at CSU. Colorado State University considers workplace bullying unacceptable and will not tolerate it under any circumstances. Bullying, as defined in this policy, is prohibited.

CSU has a policy that prohibits unlawful discrimination and harassment. While workplace bullying can be intertwined with unlawful discrimination and harassment, bullying behavior can occur apart from these other forms of misconduct. In either case, workplace bullying is prohibited by this policy. Conduct that might be unlawful discrimination or harassment should be reported to the Office of Equal Opportunity.

CSU also has a policy on Violence in the Workplace. Conduct described above that is so extreme that it constitutes violence as described in that policy should be reported to the Office of Support and Safety Assessment, and, in case of an emergency or imminent harm, to the CSU Police.

1. Freedom of Speech

The University values and promotes freedom of expression and inquiry as provided under applicable law. Please refer to the University's policies under References, below. Nothing in this policy is intended to limit or restrict a person's First Amendment rights or rights to academic freedom; however, such rights do not include the right to engage in workplace bullying.

2. Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133.

3. Violence

The University is committed to providing a safe and secure campus environment for members of the CSU community, and workplace violence impedes such goals and endangers the entire community. Violent behavior is prohibited in or on any University facility or while participating in any University activity, as described in the University's separate Violence in the Workplace policy.

Any incident that involves a threat of violence or physical harm should be reported immediately and referred to the Office of Support and Safety Assessment for review and consultation, unless the threat is imminent, in which case the CSU Police (or local law enforcement having jurisdiction) should be called. In certain circumstances, the University

may impose interim measures for the duration of the review, including but not limited to campus exclusion.

4. Members of the University community shall cooperate with the reasonable inquiry and review process.
5. Retaliation
The University will not tolerate, and this policy expressly prohibits, retaliation against employees making good faith reports as provided for in this policy, even where the concerns are ultimately unsubstantiated. False reports of prohibited behavior that are found to have been made intentionally are also violation of this policy. Policy violations may result in University disciplinary action in accordance with established policies and procedures, as appropriate.

POLICY PROCEDURES

1. Any person who is a target of workplace bullying, or who witnesses or learns of an incident of workplace bullying at CSU, is strongly encouraged to report it to their supervisor, or, if the supervisor is involved, then to the next level supervisor in the reporting line. Reports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or myhr@colostate.edu), who may bring the matter to the attention of other University officials, as appropriate. Individuals wishing to report a concern are encouraged to do so as soon as possible following the incident(s). A complaint must be filed within 180 days of the incident of workplace bullying or, where the behavior is of an ongoing nature, within 180 days from the most recent incident.
2. If the person reporting, the person targeted, and/or the alleged bully have different supervisors, then HR Solutions Partner will contact the other supervisor(s) or a common higher level administrator and facilitate communications between those involved. At the discretion of the Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other University officials, as appropriate.
3. Those involved are encouraged to consider informal methods of resolution (see the Bullying Complaint Procedures attached to this policy). However, if informal resolution is not feasible or any party wishes to follow the formal process, a written complaint should be made to the alleged bully's immediate supervisor. (See the Bullying Complaint Form attached to this policy). Resources to assist with an informal resolution include the Human Resources Solutions Partner and the Office of the Ombuds.
4. The formal process requires that the supervisor(s) (or higher level University official) make reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. The HR Solutions Partner will assist and guide the supervisor(s) through this process.

5. The steps to be taken in the reasonable inquiry and resolution process are described in the Bullying Complaint Procedures provided by Human Resources (see References, below). The procedures include an administrative review process that any of the parties involved may initiate if the resolution of the matter is unacceptable to them.
6. At the discretion of the CHRO, related complaints or incidents may be combined for purposes of inquiry, resolution, and/or review through the HR Solutions Partner.
7. At the conclusion of the formal process, if the bullying was substantiated, it should be documented, and action should be taken promptly to address the situation, including disciplinary action or other employment action, if warranted, subject to applicable University policies and procedures.
8. Substantiated bullying incidents should be taken into consideration in an employee's annual performance review, subject to established evaluation procedures (see, e.g., Academic Faculty and Administrative Professional Manual, section C.2.5 for faculty and D.5.5 for Administrative Professionals, and Human Resources Manual section 3 for State Classified). In addition, the reasonable inquiry process may identify improper or problematic conduct that does not constitute bullying as defined and prohibited by this policy. In that situation, the supervisor should address the improper conduct, and such conduct may form the basis for action by the supervisor in accordance with university policies and procedures.
9. Supervisors should inform participants in the bullying process that the Employee Assistance Program exists to provide help and resources to employees who are dealing with the impacts of workplace bullying and conflict.

COMPLIANCE WITH THIS POLICY

Compliance with this policy is mandatory. For assistance with interpreting or applying its provisions, contact the designated Human Resources Solutions Partner.

Any person covered by this policy who engages in workplace bullying is subject to disciplinary sanctions up to and including termination or dismissal from the University, in accordance with applicable policies and procedures, including: for tenured faculty, section E.15 of the Academic Faculty and Administrative Professional Manual; for state classified personnel, the Human Resources Manual section 3, and for administrative professionals, section D.5.5 of the Faculty and Administrative Professional Manual.

Student employees who are in violation of this policy are also subject to the procedures detailed in the CSU Student Conduct Code.

This policy is not intended to conflict with or supersede any other policy that might subject a violating party to disciplinary review, including but not limited to the Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation; the Policy on Workplace Violence; the CSU Student Conduct Code;

the Academic Faculty and Administrative Professional Manual; and existing Human Resources and departmental conduct policies.

REFERENCES

- CSU Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation
- Student Conduct Code
- Colorado Governor's Executive Order D 023 09, Establishing a Policy to Address Workplace Violence, including Domestic Violence Affecting the Workplace
- Academic Faculty and Administrative Professional Manual sections D.9.c, E.15
- Freedom of Expression and Inquiry
- CSU Policy on Workplace Violence
- Academic Faculty and Administrative Professional Manual

APPROVALS

Approved by Anthony A. Frank, President, Oct.27, 2015

Revised, effective _____

BULLYING COMPLAINT GUIDELINES AND PROCEDURES

Responsibility to Report

Any person who is a target of workplace bullying, or who witnesses or learns of an incident of workplace bullying at CSU, is expected to report it to his or her supervisor (or, if the supervisor is involved, then to the next level supervisor in the reporting line). Reports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or myhr@colostate.edu), who may bring the matter to the attention of other University officials, as appropriate.

In the case of physical assault or harm, or imminent danger of harm, the supervisor should immediately contact CSU Police (or the local police in a non-campus location) by dialing 911. The non-emergency number for CSU Police is 970-491-6425. The matter should also be referred to the Office of Support and Safety Assessment (970-491-1350) for review and consultation within five working days (a “working day” is any day that the University is open for business).

Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133. EAP is a resource available to all employees that can provide support and resources for employees impacted by concerns about workplace bullying—including resources for the person who feels they have been a target as well as for the responding party in a bullying complaint.

The Ombuds Office is a confidential resource for all employees to explore options and obtain information about the policy and processes related to workplace bullying. As a neutral resource, the office is available both to the person who feels they have been a target of bullying as well as the responding party to bullying complaints. As an informal resource, the Ombuds office is not an office where complaints are placed “on the record.” Therefore, if someone wants to initiate a formal process, the Ombuds office can discuss the process but does not initiate an inquiry or document the concerns for the institution.

Note: More than one complainant, more than one respondent, and/or more than one supervisor may be involved in the bullying complaint process. Singular references herein may be taken as plural as the context requires.

Informal Resolution by the Targeted Employee

An employee who believes he or she has been bullied may wish to take informal action, in which case, some suggestions are as follows:

1. **Keep Records:** Keep notes detailing the nature of the behavior (e.g., dates, times, places, what was said or done and who was present) and copies of paper trails that may indicate bullying. Hold onto copies of documents that provide evidence of events (e.g., time sheets, letters or emails). This documentation will be useful when seeking advice from another party, discussing the matter with the alleged bully, or if the matter is formally investigated.
2. **Seek Immediate Support and Advice:** Explain the behavior you experienced to someone you trust. Good sources of support and advice are HR Solutions Partners, the Employee Assistance Program (EAP), and the Ombuds. It is vital to report the problem and discuss

the situation with somebody who is empathic and trained in these issues. These individuals can provide information regarding one's rights and responsibilities and suggest options on how best to deal with the situation. Bringing the situation to the attention of another party is often an effective way of dealing with the problem and ensuring that the bullying stops. Oftentimes bullying goes on in private and, by informing someone, it may become apparent that others are feeling the same way. This will help employees get the support and advice they need.

3. **Consider Addressing the Behaviors of the Alleged Bully Directly:** Employees may want to consider approaching the alleged bully directly and raising the matter, either face-to-face or in writing, but should only do so if they feel it is a safe option. Avoid being contentious or escalating the situation. Tell the alleged bully politely and calmly exactly which behaviors are offensive and why, and expressly state that the behavior is unwelcome and unacceptable. The person should be asked to stop immediately, and told that if the behavior doesn't stop further action will be taken. Remaining silent allows the alleged bully to continue their behavior, which may result in the bullying getting worse. Sometimes the alleged bully will stop immediately once becoming aware that his or her behavior is offensive and harmful.

Addressing the alleged bullying behaviors directly can be difficult. The person involved may deny and perhaps misconstrue the accusations. To address these issues, a colleague or an HR Solutions Partner may act as support or as a witness. Keep a record of the discussion and a copy of any correspondence that is sent to the alleged bully. It is best to seek guidance from support personnel prior to meeting with the alleged bully.

4. **Mediation:** Consider mediation as an option. If all parties agree to mediation, they will be given the opportunity to state their case and how they would like to see the situation resolved. The mediator will assist the parties in attempting to reach a mutually acceptable solution. However, it is important to remember that bullying may result from an imbalance in power, in which case, the target and the alleged bully may not be on an equal footing. Seek guidance from the Ombuds Office or HR Solutions Partner to explore the option of mediation.

Informal Resolution by the Alleged Bully

If you have been accused of bullying, there are steps you should take immediately to resolve the situation and to prevent it from escalating.

1. **Keep Records:** If you are told that your actions have offended someone and that they feel bullied by you as a result, you should document this discussion including what you were told and how you responded. This will be important if you need to discuss the matter with your supervisor or Human Resources or if the matter is formally reviewed.
2. **Seek Advice:** You are advised to seek counsel immediately from your supervisor, Human Resources, or the Ombuds, especially if you do not understand the complaint against you or if you believe that the allegations are unjust or malicious.
3. **Stop the Offending Behavior:** If you have been told that your behavior makes someone feel uncomfortable, then you should stop it immediately. Even though your behavior may

seem innocent to you, it is important to consider its effects on others. Remember it is the other person's reaction to your behavior that is important, not your intention nor the reaction you think they should have.

4. **Reflect on Your Work Behavior:** Review the way you behave at work and consider whether any of your behaviors may be perceived as bullying. For instance, ask yourself the following question: If other people were to witness my behavior would they find it offensive, humiliating, intimidating, or threatening? If you have concerns about the appropriateness of your behavior consider asking your supervisor for training on communication, conflict management, etc. or seek advice from the Employee Assistance Program.

Informal Resolution by a Bystander

Individuals who witness someone being bullied can utilize informal methods to support the person being bullied and to attempt to stop the behavior.

1. **Talk to the Alleged Target:** It is advised that you speak with the person who you think has been bullied to ensure that you have understood the exchange between him or her and the alleged bully. If you still feel that bullying has occurred, you should discuss with the individual how he or she feels about the incident and whether he or she needs any support. You should advise the individual of the available resources that can help with situations of bullying such as HR Solutions Partners, the Ombuds, or the Employee Assistance Program.
2. **Keep Records:** If you think you have witnessed bullying you should keep a record of when and where the behavior occurred. This will be important when discussing the matter with the alleged bully, sharing your concerns with a third party, or if the matter is formally investigated.
3. **Address the Alleged Bully:** If comfortable with addressing the alleged bully, inform the alleged bully in a constructive manner that his or her actions are inappropriate, the effect they have on the target and workplace, and that they should not be repeated.
4. **Tell Someone:** Report any concerns to the appropriate supervisor or HR Solutions Partner, regardless of whether the alleged bully is confronted. They will determine whether the incident can be resolved informally or requires further action. If the situation has been discussed with the alleged bully and he or she has agreed to amend his or her behavior, then no further action may be required.

Informal Resolution by the Supervisor

When a report of bullying is received, or when a supervisor observes the bullying behavior directly, the supervisor may attempt to resolve the matter informally by interacting with both the complainant and the alleged bully.

Supervisors may begin by initiating informal discussions with the parties involved (and the supervisor of each of the parties, if different from the one receiving the complaint). If this does not resolve the situation, or if the supervisor receives a formal written bullying complaint, they should first notify their HR Solutions Partner, and then follow the formal resolution process. Any

supervisor with a conflict of interest should recuse herself or himself from the process and refer it to the next higher level supervisor.

Other approaches that a supervisor may take to informally resolve the matter may include:

1. **Offer Support:** The person who believes he or she is being bullied needs to be able to discuss the situation with somebody who is empathic and trained in these issues. If bullying is occurring, the employee will gain strength to continue the offensive course of action; if bullying is not occurring, those involved can be advised accordingly.
2. **Seek Advice:** Obtain the advice and support of individuals or groups with expertise in handling bullying such as your supervisor, the HR Solutions Partner, the Ombuds, or the Employee Assistance Program when deciding the most appropriate course of action to follow.
3. **Refer the Employee to Available Resources:** Suggest that the complainant access support and guidance from sources such as Human Resources, the Ombuds, or the Employee Assistance Program as appropriate.
4. **Address the Alleged Bully:** Accompany and support the complainant when he or she approaches the alleged bully to ask the behavior to stop, but without taking sides before you know the facts. If the complainant is not comfortable approaching the alleged bully directly, you may approach the person on the employee's behalf. Make the alleged bully aware of the behavior in question, as well as its harmful effects, its inappropriateness, and that it is contrary to policy. Remind the alleged bully that bullying is a disciplinary offense and repeated incidents may render him or her liable to a formal procedure which may result in disciplinary action. It may be necessary to discuss any training needs with the alleged bully that may help change the unacceptable behavior.

Formal Resolution Process

1. If an informal resolution was not reached and the complainant wishes to pursue the matter, he or she must submit a written complaint to his or her immediate supervisor (or, if the supervisor is involved, then to the next level supervisor) using the Bullying Complaint Form. The supervisor should be prompt to acknowledge receipt of the complaint, in writing.
2. Within 10 working days of receiving the complaint, the supervisor must contact the designated HR Solutions Partner (970-491-6947 or myhr@colostate.edu). If the person reporting, the person targeted, and/or the alleged bully have different supervisors, then the HR Solutions Partner will contact the other supervisor(s) and facilitate communications between those involved. In the discretion of the Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other University officials, as appropriate. The CHRO or delegate also has the authority to extend all timelines as deemed necessary.
3. Before initiating a reasonable inquiry into a complaint of bullying, the supervisor should contact the HR Solutions Partner for help in creating a plan of action. The supervisor should consider if she or he has any biases or other conflicts of interest that would preclude him or her from conducting a full and fair reasonable inquiry. If so, the next higher level

supervisor should take over responsibility. The HR Solutions Partner will assist in this determination.

4. Supervisors should begin the inquiry promptly upon learning of the complaint, conduct the inquiry expeditiously, prepare a confidential, written report and provide it to the parties and HR within 30 working days after receiving the written complaint. If a longer time is needed, the supervisor should advise the HR Solutions Partner.
5. The supervisor must meet with the complainant to discuss the complaint of bullying. When meeting with the complainant, the supervisor should listen carefully and not be judgmental. The supervisor should refrain from evaluating the complaint or offering premature feedback to the complainant.
6. Acknowledging the complainant's perceptions and feelings by briefly paraphrasing what the complainant has shared to ensure accurate understanding is important. The supervisor should make notes of the key facts that are stated and instruct the complainant to put their requested relief in writing, utilizing the Bullying Complaint Form.
7. The supervisor should thank the complainant for bringing concerns forward and ensure them there will be timely follow-up regarding their concerns. The supervisor should acknowledge in writing the receipt of the complaint from the complainant.
8. A supervisor conducting a reasonable inquiry should meet privately with the alleged bully (respondent) to get his or her side of the story. The supervisor should clearly communicate the need for undesirable behavior to change. Clear expectations should be set with the complainant, respondent and any witnesses. Supervisors should emphasize with all parties that retaliation is not acceptable, and explain that disciplinary action will follow if retaliation occurs.
9. The confidential report will include, at a minimum, the following information:
 - a. Identity of the supervisor and others involved in conducting the reasonable inquiry;
 - b. Nature and substance of the allegations;
 - c. Reasonable inquiry process, including the number of witnesses interviewed, but excluding the identity of the witnesses;
 - d. Summary of the facts;
 - e. Final determination of whether the Bullying Policy was violated;
 - f. Decision as to action to be taken.
10. If the supervisor's determination is that the facts do not sustain a charge of bullying, this should be documented and communicated to the parties, and no further action is required.
11. If the action to be taken involves formal discipline, the applicable CSU policies and procedures for the employees involved will be followed. Actions not involving formal discipline may include:
 - a. Separation of the parties involved within the workplace, without a change in duties;
 - b. Counseling one or both parties;
 - c. Requiring attendance at an appropriate training about workplace behavior;

- d. A letter of expectations that is shared only with the respondent and does not become part of the employee's personnel file.
12. Repeated violations of the bullying policy by the same individual should result in progressively stricter actions being taken.
13. The file containing all documents related to the report, review, and reasonable inquiry must be kept for 5 years by Human Resources, after which time, it may be destroyed.

Administrative Review

The final decision of the supervisor may be subject to administrative review at the request of either the complainant or the respondent. The request must be made in writing and submitted to the HR Solutions Partner within 10 working days after the written decision is received. The request must specify the reasons why the party finds the resolution unacceptable.

The administrative review will be performed by the next higher level supervisor of the person who rendered the decision (or the department/unit head if that person is higher in the reporting line). The reviewer will review the written request for a review, the written report and decision, and the written documentation in the case. The reviewer may also consult with the supervisors involved and the HR Solutions Partner. No new evidence will be taken. The decision will be announced, in writing, within 30 working days after the receipt of the written request for a review by the reviewing administrator. The decision of the administrative review is final, and is not grievable.

Bullying Complaint Form

Name	
Date	
Department	
Supervisor	

If there is more than one incidence of bullying, use a separate form for each incident. Fill out the front side of this form for each incident. The back side should be filled out on only one of the forms. Do not include any incidents that occurred more than five years ago.

Bullying may be reported informally without filling out this form. This may allow attempts to resolve conflicts informally. This form is used to initiate a formal complaint.

In order for a formal procedure to occur via the Bullying Policy, bullying must be reported within 180 calendar days of the most recent bullying incident. However, a supervisor is always free to conduct an informal review of any complaint that he or she receives, regardless of the timeline.

Description of Bullying Incident/Action(s) including harm caused. Please attach additional sheets if necessary

I agree that the above information is accurate and true to the best of my knowledge, and that I have read and understand the back side of this form.

I Request that the following action be taken: (See below)

Signature: _____ Date: _____

Examples of possible relief from bullying behavior:

- The bullying behavior stops upon request.
- Supervisory review and intervention that addresses the bullying behavior.

- Mediation between the parties (if both parties are amenable), by the supervisor or by the Office of the Ombuds.
- Access to counselors through the Employee Assistance Program for employees who may be subject to bullying and alleged bullies.
- Increased communication and understanding between all parties.
- Intervention by police in the event of violence.

Possible ramifications for substantiated bullying:

- Any person covered by this policy who engages in workplace bullying is subject to disciplinary action up to and including termination or dismissal from the University, in accordance with applicable policies and procedures (including, for tenured faculty, those contained within section E.15 of the Academic and Administrative Professional Manual; and for all other employees, as set for in the Human Resources Manual).
- Student employees who are in violation of this policy are also subject to the procedures detailed in the CSU Student Conduct Code.

Compliance with the Bullying in the Workplace policy is mandatory.

MEMO

To: Mary Stromberger, Chair, Faculty Council
 From: Dan Turk, Chair of CoRSAF, the Faculty Council standing Committee on the Responsibility and Standing of Academic Faculty
 RE: Recommendations about Revisions to CSU's Bullying Policy
 Date: 2017 Apr 14

Overview

CoRSAF has completed its review of the proposed revisions to the University's Bullying Policy. Attached along with this memo are our proposed revisions to the Bully Policy Documents: the Policy document itself, the Complaint form, and the Guidelines and Procedures document. Below is summarized the activities of CoRSAF, and some overall thoughts and recommendations from CoRSAF. Please note that CoRSAF has only held internal, private, discussions about the proposed revisions. We assume, based on conversations with you, that the Policy will soon be shared with the full Faculty Council membership, and, through this, to the whole campus-wide community, before final recommendations about it are made by the Working Group to the President.

Timeline and Activities

- Oct 2015 – Initial Bullying Policy put in place.
- Fall 2016 / Spring 2017 – CSU Working Group created and proposed revisions made.
- Feb 28, 2017 – CoRSAF received documents from the Chair of Faculty Council related to the Working Group's proposed revisions of the Bullying Policy.
- Mar 7, 21, and Apr 4, 13, and 14, 2017 – CoRSAF discussed and voted on additional recommended changes to the Bullying Policy.
- Apr 14, 2017 – CoRSAF sent proposed revisions back to Chair of Faculty Council.
- Apr 18, 2017 – Chair of CoRSAF to present CoRSAF's recommendations to Faculty Council Executive Committee.
- May 9, 2017 – Possible presentation, discussion, etc., at Faculty Council.
- Future – Working Group review Faculty Council and other campus groups' input and forward their recommendations to President Tony Frank.

Summary of CoRSAF's Comments and Recommendations

CoRSAF's Comments and recommendations fall in three areas: 1) Perceived strengths of the Working Group's proposed revisions, 2) perceived areas remaining for improvement (in the Working Group's revised Policy) and areas CoRSAF's proposed revisions attempt to address, and 3) CoRSAF's specific recommendations.

1. Perceived Strengths of the Working Group's Proposed Revisions.

These are areas CoRSAF perceives have been addressed (at least better than they are in the current Policy) by the changes that the Working Group is proposing. The Working Group's proposed revisions:

- a. Restrict the time within which complaints must be formally filed, and to which allegations may refer.
- b. Ensure that the allegations are addressed in a timely way that follows due process and has an appeals mechanism.
- c. Allow the possibility of an informal process for addressing bullying complaints without being required to follow a formal process from the very beginning, and allowing this informal process to dismiss allegations without being required to engage a formal process if the evidence supports and no formal complaint has been filed.
- d. Provide a well-defined process for formally submitting and addressing allegations.
- e. Require written complaints with specific details to be submitted in order for a formal process to be initiated.
- f. Ensure that supervisory conflicts of interest are handled appropriately.
- g. Ensure that a final report is made after a formal investigation.

2. Perceived Areas Remaining for Improvement (in the Working Group's revised Policy) and Areas CoRSAF's Proposed Revisions Attempt to Address.

These are areas CoRSAF perceives still need improvement, and for which CoRSAF is proposing additional changes. The current policy and revisions:

- a. Allow anyone, not just the alleged target of bullying, to bring formal charges.
- b. Do not clearly define bullying with concrete parameters, thus it is possible to classify some behaviors as both bullying and/or not bullying simultaneously.
- c. Do not put responsibility in the hands of the alleged bully to change their behavior.
- d. Do not clearly recognize that some medical conditions and/or disabilities may lead to behavior that could be thought of as bullying, but in fact would not be.
- e. Do not ensure consistency in handling bullying cases across the University.
- f. Seem to focus more on punishment of alleged bullying, rather than on resolution.
- g. Do not seem to have a defined way for alleged bullies to "restore their name" if the allegations are not substantiated.

3. CoRSAF's Recommendations.

Based on our discussions and votes, CoRSAF unanimously:

- a. Acknowledges that it appears that many important improvements have been made by the Working Group that will both allow both for appropriate handling of bullies as well as the proper protection of faculty through due process as alleged incidents are addressed.
- b. Recommends that some additional revisions be made, which address the remaining areas for improvement identified above.
- c. Recommends that CoRSAF's proposed revisions be shared at the full Faculty Council, for broader feedback, and then send it back to the Working Group.
- d. Recommends that if it is revised largely in the manner that CoRSAF has proposed, then the Policy and Guidelines and Procedures documents should become an appendix to the Faculty Manual.

The documents we are forwarding show CoRSAF's recommended changes from what was sent to us from the Working Group. They do not show all the changes that are being proposed by the Working Group from what the current Policy is. We have used standard underline / ~~strikeout~~ format to show additions and deletions.

Line numbers have been shown in the documents, and rationales for the proposed changes to various lines have been included at the bottom of the revised documents. These lines and rationales should not be considered to be part of the actual documents. Rather, they simply link each proposed change to its rationale.

1 **Policies of Colorado State University**

2 **University Policy**

3
4 Policy Title: Bullying in the Workplace Category: Human Resources

5
6 Owner: Vice President for University Operations Policy ID#: 3-6004-031

7
8 Contact:

9 Human Resources

10 Web: <http://www.hrs.colostate.edu/>

11 Email: hr_service_center@mail.colostate.edu

12 Phone: (970) 491-6947

13
14 Also Contact:

15 Office of Support and Safety Assessment

16 Web: <http://www.supportandsafety.colostate.edu/about-us>

17 Phone: (970) 491-1350

18
19 Effective Date: 10/27/2015

20 21 **PURPOSE OF THIS POLICY**

22
23 Colorado State University (CSU) is committed to maintaining an environment conducive to
24 working and learning, in which the rights and dignity of all staff, faculty, and students of the
25 University community are respected. The University prohibits behaviors that rise to the level of
26 bullying, as described below. Workplace bullying is a form of psychological violence that
27 disrupts the peaceable environment and can result in lower workplace morale and productivity,
28 greater employee absenteeism and turnover, as well as higher stress and its related health issues.

29 30 **APPLICATION OF THIS POLICY**

31
32 This policy applies to all employees (“Covered Persons”), including but not limited to faculty,
33 administrative professionals, state classified employees, student employees, volunteers, affiliates,
34 and all other persons under the jurisdiction of the University to impose sanctions for behavior in
35 the employment context, including agents, contractors and subcontractors. It is not intended to
36 cover CSU students who are not employed by CSU (although a similar policy applies under the
37 Student Conduct Code).

38
39 It is the responsibility of all Covered Persons to know and apply this policy.

40 41 **DEFINITIONS USED IN THIS POLICY**

42

43
 44 *Bullying:* Bullying in the context of the workplace is repeated mistreatment by words, gestures
 45 and/or actions that a reasonable person would expect to with the intent to shame, embarrass,
 46 humiliate, degrade, demean, intimidate, and/or threaten an individual or group. If a person who is
 47 confronted as an alleged bully denies such an intent, the supervisor should notify them that their
 48 behavior is unacceptable and needs to stop. If the unacceptable behavior continues after such
 49 notification, then intent may be inferred.

50
 51 A person who is the target of bullying may not be the only one, or even an intended target;
 52 behavior that foreseeably places bystanders or unintended targets at risk or in fear, or causes
 53 them to feel threatened or humiliated, is within the scope of this definition.
 54

55 The determination of whether bullying has occurred is highly dependent upon the facts and
 56 circumstances surrounding any given situation. As an institution, we are aware that for some
 57 individuals, medical conditions and/or disabilities may affect the way they interact with others.
 58 Other examples that do not necessarily constitute bullying may include, but are not limited to:

- 59
- Words or actions that may cause an individual discomfort or distress do not necessarily constitute bullying behavior.
 - 60
 - 61 • ~~Occasional~~ differences of opinion and routine conflicts or problems in workplace
 - 62 relationships are not bullying, as these may be part of working life.
 - 63 • Behavior that is unfriendly, dismissive or curt is not bullying unless it is carried to such
 - 64 an extreme that a reasonable person would feel fearful, intimidated, or physically or
 - 65 mentally harmed by it.
 - 66 • Criticism, complaints, or negative feedback are not considered bullying when they are
 - 67 reasonable, legitimate, and proportional, and directly address issues of workplace
 - 68 performance and/or conduct.
 - 69 • Employees are expected to meet the reasonable performance and behavior standards of
 - 70 their position, and requiring a person to meet those expectations is not bullying under this
 - 71 policy.

72 Bullying can take a variety of forms and may include behaviors that are physical, verbal,
 73 nonverbal, direct or indirect, and may take place face-to-face, via written communications, or by
 74 electronic means. Some examples of bullying may include, but are not limited to:

- 75
- 76 • Shouting or yelling at, berating, ridiculing, or demeaning others;
 - 77
 - 78 • Name calling and attacks on one's character, using a person as the butt of jokes, using
 - 79 nicknames after being warned by the target that the nickname is considered to be
 - 80 offensive, or spreading gossip and rumors about the person to others;
 - 81
 - 82 • Mocking, ridiculing, punishing, or putting someone down in front of others, constant
 - 83 unwarranted criticism, or making offensive remarks regarding a person's known
 - 84 intellectual or physical vulnerabilities;
 - 85

- 86 • Persistently interrupting a person or otherwise preventing a person's legitimate attempts
87 to speak;
- 88
- 89 • Undermining or sabotaging the work performance of others;
- 90
- 91 • Spreading false or sensitive information about another;
- 92
- 93 • Deliberately excluding, isolating or marginalizing a person from normal workplace
94 activities;
- 95
- 96 • Tampering with a person's personal effects or work equipment; damage to or destruction
97 of a person's work product, work area, including electronic devices, or personal property;
- 98
- 99 • Punishments or negative consequences designed primarily to shame, exclude, and/or
100 draw negative attention from others;
- 101
- 102 • Violent behavior, such as pushing, shoving, kicking, poking, or tripping; assault or threat
103 of physical assault; making threatening gestures toward a person or invading personal
104 space after being asked by the target to move or step away. Bullying that is physically
105 violent also violates criminal law and is also addressed in CSU's Workplace Violence
106 policy.
- 107
- 108 • Making threats, either explicit or implicit, to the security of a person's job or position
109 when not part of a legitimate process by the supervisor to set expectations or engage in
110 progressive discipline as outlined by the university. This may include, but is not limited
111 to, manipulating the workload of a person in a manner intended to cause that person to
112 fail to perform legitimate functions.
- 113

114 **POLICY STATEMENT**

115
116 The University values the well-being of its employees and recognizes that bullying in the
117 workplace can significantly impact a person's dignity and their physical and mental health, as
118 well as the overall experience of working at CSU. Colorado State University considers
119 workplace bullying unacceptable and will not tolerate it under any circumstances. Bullying, as
120 defined in this policy, is prohibited.

121
122 CSU has a policy that prohibits unlawful discrimination and harassment. While workplace
123 bullying can be intertwined with unlawful discrimination and harassment, bullying behavior can
124 occur apart from these other forms of misconduct. In either case, workplace bullying is
125 prohibited by this policy. Conduct that might be unlawful discrimination or harassment should be
126 reported to the Office of Equal Opportunity.

127
128 CSU also has a policy on Violence in the Workplace. Conduct described above that is so extreme
129 that it constitutes violence as described in that policy should be reported to the Office of Support
130 and Safety Assessment, and, in case of an emergency or imminent harm, to the CSU Police.
131

132 1. Freedom of Speech

133
134 The University values and promotes freedom of expression and inquiry as provided under
135 applicable law. Please refer to the University's policies under References, below. Nothing in this
136 policy is intended to limit or restrict a person's First Amendment rights or rights to academic
137 freedom; however, such rights do not include the right to engage in workplace bullying.

138
139 2. Anyone impacted by bullying behavior may access support services from the Employee
140 Assistance Program, by calling 1-800-497-9133.

141
142 3. Violence

143
144 The University is committed to providing a safe and secure campus environment for members of
145 the CSU community, and workplace violence impedes such goals and endangers the entire
146 community. Violent behavior is prohibited in or on any University facility or while participating
147 in any University activity, as described in the University's separate Violence in the Workplace
148 policy.

149
150 Any incident that involves a threat of violence or physical harm should be reported immediately
151 and referred to the Office of Support and Safety Assessment for review and consultation, unless
152 the threat is imminent, in which case the CSU Police (or local law enforcement having
153 jurisdiction) should be called. In certain circumstances, the University may impose interim
154 measures for the duration of the review, including but not limited to campus exclusion.

155
156 4. Members of the University community shall cooperate with the reasonable inquiry and review
157 process.

158
159 5. Retaliation

160
161 The University will not tolerate, and this policy expressly prohibits, retaliation against employees
162 making good faith reports as provided for in this policy, even where the concerns are ultimately
163 unsubstantiated. False reports of prohibited behavior that are found to have been made
164 intentionally are also violation of this policy. Policy violations may result in University
165 disciplinary action in accordance with established policies and procedures, as appropriate.

166
167 **POLICY PROCEDURES**

168
169 1. Any person who is a target of workplace bullying, or who witnesses or learns of an incident of
170 workplace bullying at CSU, is strongly encouraged to report it to their supervisor, or, if the
171 supervisor is involved, then to the next level supervisor in the reporting line. Reports may also be
172 made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or
173 myhr@colostate.edu), who may bring the matter to the attention of other University officials, as
174 appropriate. Individuals wishing to report a concern are encouraged to do so as soon as possible
175 following the incident(s). A formal complaint may be filed only by a target of bullying, and it
176 must be filed within 180 days of the incident of workplace bullying or, where the behavior is of
177 an ongoing nature, within 180 days from the most recent incident.

178
 179 2. If the person reporting, the person targeted, and/or the alleged bully have different supervisors,
 180 then HR Solutions Partner will contact the other supervisor(s) or a common higher level
 181 administrator and facilitate communications between those involved. At the discretion of the
 182 Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other
 183 University officials, as appropriate.
 184
 185 3. Those involved are encouraged to consider informal methods of resolution (see the Bullying
 186 Complaint Procedures attached to this policy). However, if informal resolution is not feasible or
 187 ~~any party~~ the target of the bullying wishes to follow the formal process, a written complaint
 188 should be made to the alleged bully's immediate supervisor. (See the Bullying Complaint Form
 189 attached to this policy). Resources to assist with an informal resolution include the Human
 190 Resources Solutions Partner and the Office of the Ombuds.
 191
 192 4. The formal process requires that the ~~HR Solutions Partner supervisor(s) (or higher level~~
 193 ~~University official)~~ make reasonable inquiry into the facts, document what is discovered, and, if
 194 warranted, take appropriate action, which may include counseling those involved, initiating
 195 corrective action, or pursuing other employment action. The HR Solutions Partner will ~~assist and~~
 196 ~~guide~~ keep the supervisor(s) (or higher level University official) informed throughout this
 197 process.
 198
 199 5. The steps to be taken in the reasonable inquiry and resolution process are described in the
 200 Bullying Complaint Procedures provided by Human Resources (see References, below). The
 201 procedures include an administrative review process that any of the parties involved may initiate
 202 if the resolution of the matter is unacceptable to them.
 203
 204 6. At the discretion of the CHRO, related complaints or incidents may be combined for purposes
 205 of inquiry, resolution, and/or review through the HR Solutions Partner.
 206
 207 7. At the conclusion of the formal process, if the bullying was substantiated, it should be
 208 documented, and action should be taken promptly to address the situation, including disciplinary
 209 action or other employment action, if warranted, subject to applicable University policies and
 210 procedures.
 211
 212 8. Substantiated bullying incidents should be taken into consideration in an employee's annual
 213 performance review, subject to established evaluation procedures (see, e.g., Academic Faculty
 214 and Administrative Professional Manual, section C.2.5 for faculty and D.5.5 for Administrative
 215 Professionals, and Human Resources Manual section 3 for State Classified). In particular,
 216 department heads need to be familiar with the restrictions in section C.2.5 of this Manual. In
 217 addition, the reasonable inquiry process may identify improper or problematic conduct that does
 218 not constitute bullying as defined and prohibited by this policy. In that situation, the supervisor
 219 should address the improper conduct, and such conduct may form the basis for action by the
 220 supervisor in accordance with university policies and procedures.
 221

Commented [T1]: "alleged" bullying ????

222 9. Supervisors should inform participants in the bullying process that the Employee Assistance
 223 Program exists to provide help and resources to employees who are dealing with the impacts of
 224 workplace bullying and conflict.

225

226 **COMPLIANCE WITH THIS POLICY**

227

228 Compliance with this policy is mandatory. For assistance with interpreting or applying its
 229 provisions, contact the designated Human Resources Solutions Partner. Any person covered by
 230 this policy who engages in workplace bullying is subject to disciplinary sanctions up to and
 231 including termination or dismissal from the University, in accordance with applicable policies
 232 and procedures, including: for tenured faculty, section E.15 of the Academic Faculty and
 233 Administrative Professional Manual; for state classified personnel, the Human Resources
 234 Manual section 3, and for administrative professionals, section D.5.5 of the Faculty and
 235 Administrative Professional Manual.

236

237 Student employees who are in violation of this policy are also subject to the procedures detailed
 238 in the CSU Student Conduct Code.

239

240 This policy is not intended to conflict with or supersede any other policy that might subject a
 241 violating party to disciplinary review, including but not limited to the Policy on Discrimination,
 242 Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence,
 243 Stalking, and Retaliation; the Policy on Workplace Violence; the CSU Student Conduct Code;
 244 the Academic Faculty and Administrative Professional Manual; and existing Human Resources
 245 and departmental conduct policies.

246 **REFERENCES**

- 247 • CSU Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct,
 248 Domestic Violence, Dating Violence, Stalking, and Retaliation
- 249 • Student Conduct Code
- 250 • Colorado Governor's Executive Order D 023 09, Establishing a Policy to Address
 251 Workplace Violence, including Domestic Violence Affecting the Workplace
- 252 • Academic Faculty and Administrative Professional Manual sections D.9.c, E.15
- 253 • Freedom of Expression and Inquiry
- 254 • CSU Policy on Workplace Violence
- 255 • Academic Faculty and Administrative Professional Manual

256 **APPROVALS**

257 Approved by Anthony A. Frank, President, Oct.27, 2015

258 Revised, effective _____

Rationale

Lines 45-48: At the core, this is about how to determine if bullying occurred or not. Who would be a “reasonable person” or did the alleged bully have the “intent” to bully. By removing the “reasonable person” phrase and defining bullying at least in part by “intent”, a person who is “bullying” can be held accountable for their actions, and, as proposed in these revisions, once a person has been told that their actions are “bullying”, they can’t claim going forward that they didn’t know that what they were doing was considered bullying, that it was just part of the culture they had grown up in, or is/was acceptable elsewhere. Once they are told it is considered bullying and unacceptable at CSU, if they continue then they can be formally held accountable.

Lines 55-56: This annotation simply recognizes that there are types of medical and/or disability issues that, at first glance, might appear to be bullying, but which would not be considered bullying.

Line 57: The following bulleted list of examples of what does not necessarily constitute bullying was originally in the previous paragraph, in prose format. It has been converted here to a bulleted list to be easier to read and to be parallel in format to the list of examples below of what bullying may include. The sentence on this line simply introduces this list.

Line 60: Differences of opinion, conflict, etc, that are not just occasional might not be bullying. Just because people disagree repeatedly does not automatically imply that bullying is taking place.

Lines 191, 194,195: It is recommended that HR Solutions Partners manage this process in a centralized way to achieve a more consistent, informed, and confidential process. Since HR works with personnel issues on a daily basis, and tends to be much more aware of all the requirements in relating to employees, they are in a better place to be able to implement this policy fairly, consistently, and appropriately than supervisors, who would likely have to spend time reviewing the policy and how to effectively carry it out. The supervisor and HR would clearly interact about any charges, but with HR implementing it, we should see a much higher level of consistency across the University than we currently experience. Changes related to this were made in a number of places.

Line 195: If the process is escalated, a higher-level University official may be involved, rather than the direct supervisor. Some examples of reasons for this could include conflict of interest, the supervisor being the alleged bully, etc.

Lines 214,215: If bullying is to be taken into account in annual evaluations, it is imperative that supervisors be very familiar with what is and what is not allowed to be taken into account, and how the University Code and the specific Departmental Code describes what is to occur.

BULLYING COMPLAINT GUIDELINES AND PROCEDURES

1

2 **Responsibility to Report**

3 Any person who is a target of workplace bullying, or who witnesses or learns of an incident of
4 workplace bullying at CSU, is ~~expected~~ strongly encouraged to report it to his or her supervisor
5 (or, if the supervisor is involved, then to the next level supervisor in the reporting line). Reports
6 may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-
7 6947 or myhr@colostate.edu), who may bring the matter to the attention of other University
8 officials, as appropriate.

9 In the case of physical assault or harm, or imminent danger of harm, the supervisor should
10 immediately contact CSU Police (or the local police in a non-campus location) by dialing 911. The
11 non-emergency number for CSU Police is 970-491-6425. The matter should also be referred to the
12 Office of Support and Safety Assessment (970-491-1350) for review and consultation within five
13 working days (a “working day” is any day that the University is open for business).

14 Anyone impacted by bullying behavior may access support services from the Employee
15 Assistance Program, by calling 1-800-497-9133. EAP is a resource available to all employees
16 that can provide support and resources for employees impacted by concerns about workplace
17 bullying—including resources for the person who feels they have been a target as well as for the
18 responding party in a bullying complaint.

19

20 The Ombuds Office is a confidential resource for all employees to explore options and obtain
21 information about the policy and processes related to workplace bullying. As a neutral resource,
22 the office is available both to the person who feels they have been a target of bullying as well as
23 the responding party to bullying complaints. As an informal resource, the Ombuds office is not
24 an office where complaints are placed “on the record.” Therefore, if someone wants to initiate a
25 formal process, the Ombuds office can discuss the process but does not initiate an inquiry or
26 document the concerns for the institution.

27

28 Note: More than one complainant, more than one ~~respondent~~ alleged bully, and/or more than one
29 supervisor may be involved in the bullying complaint process. Singular references herein may be
30 taken as plural as the context requires.

31 **Informal Resolution by the Targeted Employee**

32 An employee who believes he or she has been bullied may wish to take informal action, in which
33 case, some suggestions are as follows:

- 34 1. **Keep Records:** Keep notes detailing the nature of the behavior (e.g., dates, times, places,
35 what was said or done and who was present) and copies of paper trails that may indicate
36 bullying. Hold onto copies of documents that provide evidence of events (e.g., time sheets,
37 letters or emails). This documentation will be useful when seeking advice from another
38 party, discussing the matter with the alleged bully, or if the matter is formally investigated.
- 39 2. **Seek Immediate Support and Advice:** Explain the behavior you experienced to someone
40 you trust. Good sources of support and advice are HR Solutions Partners, the Employee
41 Assistance Program (EAP), and the Ombuds. It is vital to report the problem and discuss

Commented [T1]: #### in the Policy document, we use the term “target of bullying”... Should we recommend the same terminology in this document for consistency? And change throughout?

42 the situation with somebody who is empathic and trained in these issues. These individuals
 43 can provide information regarding one's rights and responsibilities and suggest options on
 44 how best to deal with the situation. Bringing the situation to the attention of another party
 45 is often an effective way of dealing with the problem and ensuring that the bullying stops.
 46 Oftentimes bullying goes on in private and, by informing someone, it may become apparent
 47 that others are feeling the same way. This will help employees get the support and advice
 48 they need.

- 49 3. **Consider Addressing the Behaviors of the Alleged Bully Directly:** Employees may want
 50 to consider approaching the alleged bully directly and raising the matter, either face-to-
 51 face or in writing, but should only do so if they feel it is a safe option. Avoid being
 52 contentious or escalating the situation. Tell the alleged bully politely and calmly exactly
 53 which behaviors are offensive and why, and expressly state that the behavior is unwelcome
 54 and unacceptable. The person should be asked to stop immediately, and told that if the
 55 behavior doesn't stop further action will be taken. Remaining silent allows the alleged bully
 56 to continue their behavior, which may result in the bullying getting worse. Sometimes the
 57 alleged bully will stop immediately once becoming aware that his or her behavior is
 58 offensive and harmful.

59
 60 Addressing the alleged bullying behaviors directly can be difficult. The person involved
 61 may deny and perhaps misconstrue the accusations. To address these issues, a colleague or
 62 an HR Solutions Partner may act as support or as a witness. Keep a record of the discussion
 63 and a copy of any correspondence that is sent to the alleged bully. It is best to seek guidance
 64 from support personnel prior to meeting with the alleged bully.

- 65 4. **Mediation:** Consider mediation as an option. If all parties agree to mediation, they will be
 66 given the opportunity to state their case and how they would like to see the situation
 67 resolved. The mediator will assist the parties in attempting to reach a mutually acceptable
 68 solution. However, it is important to remember that bullying may result from an imbalance
 69 in power, in which case, the target and the alleged bully may not be on an equal footing.
 70 Seek guidance from the Ombuds Office or HR Solutions Partner to explore the option of
 71 mediation.

72 **Informal Resolution by the Alleged Bully**

73 If you have been accused of bullying, there are steps you should take immediately to resolve the
 74 situation and to prevent it from escalating.

- 75 1. **Keep Records:** If you are told that your actions have offended someone and that they feel
 76 bullied by you as a result, you should document this discussion including what you were
 77 told and how you responded. This will be important if you need to discuss the matter with
 78 your supervisor or Human Resources or if the matter is formally reviewed.
- 79 2. **Seek Advice:** You are advised to seek counsel immediately from your supervisor, Human
 80 Resources, or the Ombuds, especially if you do not understand the complaint against you
 81 or if you believe that the allegations are unjust or malicious.
- 82 3. **Stop the Offending Behavior:** If you have been told that your behavior makes someone
 83 ~~feel~~ feel uncomfortable, then you should stop it immediately. Even though your behavior

84 may seem innocent to you, it is important to consider its effects on others. Remember it is
 85 the other person's reaction to your behavior that is important, not your intention nor the
 86 reaction you think they should have.

87 4. **Reflect on Your Work Behavior:** Review the way you behave at work and consider
 88 whether any of your behaviors may be perceived as bullying. For instance, ask yourself the
 89 following question: If other people were to witness my behavior would they find it
 90 offensive, humiliating, intimidating, or threatening? If you have concerns about the
 91 appropriateness of your behavior consider asking your supervisor for training on
 92 communication, conflict management, etc. or seek advice from the Employee Assistance
 93 Program.

94 **Informal Resolution by a Bystander**

95 Individuals who witness someone being bullied can utilize informal methods to support the person
 96 being bullied and to attempt to stop the behavior.

- 97 1. **Talk to the Alleged Target:** It is advised that you speak with the person who you think has
 98 been bullied to ensure that you have understood the exchange between him or her and the
 99 alleged bully. If you still feel that bullying has occurred, you should discuss with the
 100 individual how he or she feels about the incident and whether he or she needs any support.
 101 You should advise the individual of the available resources that can help with situations of
 102 bullying such as HR Solutions Partners, the Ombuds, or the Employee Assistance Program.
- 103 2. **Keep Records:** If you think you have witnessed bullying you should keep a record of when
 104 and where the behavior occurred. This will be important when discussing the matter with
 105 the alleged bully, sharing your concerns with a third party, or if the matter is formally
 106 investigated.
- 107 3. **Address the Alleged Bully:** If comfortable with addressing the alleged bully, inform the
 108 alleged bully in a constructive manner that his or her actions are inappropriate, the effect
 109 they have on the target and workplace, and that they should not be repeated.
- 110 4. **Tell Someone:** Report any concerns to the appropriate supervisor or HR Solutions Partner,
 111 regardless of whether the alleged bully is confronted. They will determine whether the
 112 incident can be resolved informally or requires further action. If the situation has been
 113 discussed with the alleged bully and he or she has agreed to amend his or her behavior,
 114 then no further action may be required.

115 **Informal Resolution by the Supervisor**

116 When a report of bullying is received, or when a supervisor observes the bullying behavior directly,
 117 the supervisor may attempt to resolve the matter informally by interacting with both the
 118 complainant and the alleged bully.

119 Supervisors may begin by initiating informal discussions with the parties involved (and the
 120 supervisor of each of the parties, if different from the one receiving the complaint). If this does not
 121 resolve the situation, or if the supervisor receives a formal written bullying complaint, they should
 122 first notify their HR Solutions Partner, and then follow the formal resolution process. Any

123 supervisor with a conflict of interest should recuse herself or himself from the process and refer it
124 to the next higher level supervisor.

125 Other approaches that a supervisor may take to informally resolve the matter may include:

- 126 1. Offer Support: The person who believes he or she is being bullied needs to be able to
127 discuss the situation with somebody who is empathic and trained in these issues. If bullying
128 is occurring, the employee will gain strength to continue the offensive course of action; if
129 bullying is not occurring, those involved can be advised accordingly.
- 130 2. Seek Advice: Obtain the advice and support of individuals or groups with expertise in
131 handling bullying such as your supervisor, the HR Solutions Partner, the Ombuds, or the
132 Employee Assistance Program when deciding the most appropriate course of action to
133 follow.
- 134 3. Refer the Employee to Available Resources: Suggest that the complainant access support
135 and guidance from sources such as Human Resources, the Ombuds, or the Employee
136 Assistance Program as appropriate.
- 137 4. Address the Alleged Bully: Accompany and support the complainant when he or she
138 approaches the alleged bully to ask the behavior to stop, but without taking sides before
139 you know the facts. If the complainant is not comfortable approaching the alleged bully
140 directly, you may approach the person on the employee's behalf. Make the alleged bully
141 aware of the behavior in question, as well as its harmful effects, its inappropriateness, and
142 that it is contrary to policy. Remind the alleged bully that bullying is a disciplinary offense
143 and repeated incidents may render him or her liable to a formal procedure which may result
144 in disciplinary action. It may be necessary to discuss any training needs with the alleged
145 bully that may help change the unacceptable behavior.

146 **Formal Resolution Process**

- 147 1. If an informal resolution was not reached and the ~~complainant~~ target of the alleged bullying
148 wishes to pursue the matter, he or she must submit a written complaint to his or her
149 immediate supervisor (or, if the supervisor is involved, then to the next level supervisor)
150 using the Bullying Complaint Form. The supervisor should be prompt to acknowledge
151 receipt of the complaint, in writing.
- 152 2. Within 10 working days of receiving the complaint, the supervisor must contact the
153 designated HR Solutions Partner (970-491-6947 or myhr@colostate.edu). If the person
154 reporting, the person targeted, and/or the alleged bully have different supervisors, then the
155 HR Solutions Partner will contact the other supervisor(s) and facilitate communications
156 between those involved. In the discretion of the Chief Human Resources Officer (CHRO)
157 or delegate, the matter may be elevated to other University officials, as appropriate. The
158 CHRO or delegate also has the authority to extend all timelines as deemed necessary.
- 159 3. The formal investigation should be conducted by the designated HR Solutions Partner in
160 consultation with the supervisor. Before initiating a reasonable inquiry into a complaint of
161 bullying, the ~~supervisor~~ HR Solutions Partner should contact the ~~HR Solutions Partner~~

- 162 supervisor for help in creating a plan of action. The supervisor should consider if she or he
 163 has any biases or other conflicts of interest that would preclude him or her from ~~conducting~~
 164 participating in a full and fair reasonable inquiry. If so, the next higher level supervisor
 165 should take over responsibility. The HR Solutions Partner will assist in this determination.
- 166 4. ~~Supervisors~~ The HR Solutions Partner should begin the inquiry promptly upon learning of
 167 the complaint, conduct the inquiry expeditiously, prepare a confidential, written report and
 168 provide it to the parties and HR within 30 working days after receiving the written
 169 complaint. If a longer time is needed, the ~~supervisor~~ HR Solutions Partner should advise
 170 the ~~HR Solutions Partner~~ CHRO.
- 171 5. The ~~supervisor~~ HR Solutions Partner must meet with the complainant to discuss the
 172 complaint of bullying. When meeting with the complainant, the ~~supervisor~~ HR Solutions
 173 Partner should listen carefully and not be judgmental. The ~~supervisor~~ HR Solutions Partner
 174 should refrain from evaluating the complaint or offering premature feedback to the
 175 complainant.
- 176 6. Acknowledging the complainant's perceptions and feelings by briefly paraphrasing what
 177 the complainant has shared to ensure accurate understanding is important. The ~~supervisor~~
 178 HR Solutions Partner should make notes of the key facts that are stated and instruct the
 179 complainant to put their requested relief in writing, utilizing the Bullying Complaint Form.
- 180 7. The ~~supervisor~~ HR Solutions Partner should thank the complainant for bringing concerns
 181 forward and ensure there will be timely follow-up regarding their concerns. The
 182 ~~supervisor~~ HR Solutions Partner should acknowledge in writing the receipt of the
 183 complaint from the complainant.
- 184 8. ~~An supervisor~~ HR Solutions Partner conducting a reasonable inquiry should meet privately
 185 with the alleged bully (~~respondent~~) to get his or her side of the story. The ~~supervisor~~ HR
 186 Solutions Partner should clearly communicate the need for undesirable behavior to change.
 187 Clear expectations should be set with the complainant, ~~respondent~~ alleged bully, and any
 188 witnesses. ~~Supervisors~~ The HR Solutions Partner should emphasize with all parties that
 189 retaliation is not acceptable, and explain that disciplinary action will follow if retaliation
 190 occurs.
- 191 9. The confidential report will include, at a minimum, the following information:
 192 a. Identity of the HR Solutions Partner, ~~the~~ supervisor and others involved in
 193 conducting the reasonable inquiry;
 194 b. Nature and substance of the allegations;
 195 c. Reasonable inquiry process, including the number of witnesses interviewed, but
 196 excluding the identity of the witnesses;
 197 d. Summary of the facts;
 198 e. Final determination of whether the Bullying Policy was violated;
 199 f. Decision as to action to be taken.
- 200 10. If the ~~supervisor's~~ HR Solutions Partner determines ~~determination is~~ that the facts do not
 201 sustain a charge of bullying, this should be documented and communicated to the parties,
 202

203 and no further action is required. If requested by the alleged bully, this determination
 204 should also be communicated to all persons interviewed during the investigation.

205 11. If the action to be taken involves formal discipline, the applicable CSU policies and
 206 procedures for the employees involved will be followed. Actions not involving formal
 207 discipline may include:

208 a. Separation of the parties involved within the workplace, without a change in duties;

209 b. Counseling one or both parties;

210 c. Requiring attendance at an appropriate training about workplace behavior;

211 d. A letter of expectations that is shared only with the ~~respondent~~ alleged bully and
 212 does not become part of the employee's personnel file.

213 12. Repeated violations of the bullying policy by the same individual should result in
 214 progressively stricter actions being taken.

215 13. The file containing all documents related to the report, review, and reasonable inquiry must
 216 be kept for 5 years by Human Resources, after which time, it may be destroyed.

217 **Administrative Review**

218 The final decision of the supervisor may be subject to administrative review at the request of either
 219 the complainant or the ~~respondent~~ alleged bully. The request must be made in writing and
 220 submitted to the HR Solutions Partner within 10 working days after the written decision is
 221 received. The request must specify the reasons why the party finds the resolution unacceptable.

222 The administrative review will be performed by the next higher level supervisor of the person who
 223 rendered the decision (or the department/unit head if that person is higher in the reporting line).
 224 The reviewer will review the written request for a review, the written report and decision, and the
 225 written documentation in the case. The reviewer may also consult with the supervisors involved
 226 and the HR Solutions Partner. No new evidence will be taken. The decision will be announced, in
 227 writing, within 30 working days after the receipt of the written request for a review by the
 228 reviewing administrator. The decision of the administrative review is final, and is not grievable.

Rationale

Line 4: "expected" vs "strongly encouraged". The actual Policy document says "is strongly encouraged to report", so this change just makes the two documents consistent.

Line 28, 219: "respondent" vs "alleged bully". This makes it clear who is who in the process, and what each is allegedly doing or experiencing.

Line 147: "complainant" vs "target of the alleged bullying". This makes it clear who is who in the process, and what each is allegedly doing or experiencing.

Lines 159-162, 163,164, 166, 169-173, 177,178, 180, 182, 184-188, 193, 201 – It is recommended that HR Solutions Partners manage this process in a centralized way to achieve a

more consistent, informed, and confidential process. Since HR works with personnel issues on a daily basis, and tends to be much more aware of all the requirements in relating to employees, they are in a better place to be able to implement this policy fairly, consistently, and appropriately than supervisors, who would likely have to spend time reviewing the policy and how to effectively carry it out. The supervisor and HR would clearly interact about any charges, but with HR implementing it, we should see a much higher level of consistency across the University than we currently experience. Changes related to this were made in many places.

Lines 203,204 – If it is determined that the facts do not sustain a charge of bullying, the alleged bully should be able to have this determination shared, in order to attempt to clear their name. This is one way to attempt to protect those who may be inappropriately charged as being bullies.

1 Bullying Complaint Form

Name	
Date	
Department	
Supervisor	

2
3 If there is more than one incidence of bullying, use a separate form for each incident. Fill out
4 the front side of this form for each incident. The back side should be filled out on only one of
5 the forms. Do not include any incidents that occurred more than five years ago.

6
7 Bullying may be reported informally without filling out this form. This may allow attempts to
8 resolve conflicts informally. This form is used to initiate a formal complaint.

9
10 In order for a formal procedure to occur via the Bullying Policy, bullying must be reported as a
11 formal complaint from the target of the bullying within 180 calendar days of the most recent
12 bullying incident. However, a supervisor is always free to conduct an informal review of any
13 complaint that he or she receives, regardless of the timeline.

Description of Bullying Incident/Action(s) including harm caused. Please attach additional sheets if necessary

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20
21 I agree that the above information is accurate and true to the best of my knowledge, and that I
22 have read and understand the back side of this form.

I Request that the following action be taken: (See below)

23 _____

24 _____

25 _____

26
27 Signature: _____ Date: _____

Rationale

Lines 10-11: Since there may be informal and formal attempts at resolution of alleged bullying, this clarifies that this form is for formally making a report. And since only targets of alleged bullying can file formal reports, this clarifies the point.