

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, December 3, 2019 – 4:00 p.m. – Clark Building – A201

DECEMBER 3, 2019 FACULTY COUNCIL AGENDA ITEMS:

I. Faculty Council Agenda – December 3, 2019 – Clark Building – Room A201 4:00 p.m.

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – February 4, 2020 – Clark Building - **NOTE ROOM CHANGE: Room A103** – 4:00 p.m.
2. Executive Committee Meeting Minutes located on the FC website – October 22 and 29, 2019; November 12, 2019 (<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes
 - November 5, 2019 (pp. 3-33)

C. UNFINISHED BUSINESS

D. CONSENT AGENDA

1. UCC meeting minutes – October 25, 2019 and November 1 and 8, 2019 (pp. 34-44)

E. ACTION ITEMS

1. Proposed revisions to Section E.12.2 Research and Other Creative Activity of the *Academic Faculty and Administrative Professional Manual* – CoRSAF (pp. 45-46)

2. Proposed revisions to Section J.2 Definitions and Section J.3 Ownership and Rights of the *Academic Faculty and Administrative Professional Manual* – CoRSAF (pp. 47-50)
3. Proposed revisions to the *Graduate and Professional Bulletin* – Integrated Degree Program and Integrated Degree Program Plus Admissions, The Advisory System, Graduate Assistantship – Terms and Conditions of Appointment, and Definition of “In-State Residency” for Tuition Purposes – CoSRGE (pp. 51-53)
4. Proposed revisions to the *Graduate and Professional Bulletin* – Graduate Assistantship - Terms and Conditions of Appointment – CoSRGE (pp. 54-57)

F. REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda
2. Faculty Council Chair – Tim Gallagher
3. Board of Governors Faculty Representative – Stephanie Clemons
4. 2018 Employee Climate Survey results
Presenters: Shannon Archibeque-Engle and Jennifer Schneider

G. DISCUSSION

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

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

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

MINUTES
Faculty Council Meeting
November 5, 2019 – 4:00 p.m. – Clark Building – Room A201

CALL TO ORDER

The Faculty Council meeting was called to order at 4:02 p.m. by Tim Gallagher, Chair.

ANNOUNCEMENTS

1. Next Faculty Council Meeting – December 3, 2019 - Clark Building – Room A201 – 4:00 p.m.

Gallagher announced that the next Faculty Council meeting will be held on December 3, 2019 at 4:00 p.m. – Clark Building, Room A201.

2. Executive Committee Meeting Minutes located on the FC website – September 24, 2019; October 8 and 15, 2019 (<http://facultycouncil.colostate.edu/faculty-council-meeting-dates-agendas-minutes/>)

Gallagher announced that the September 24, October 8 and 15, 2019 Executive Committee meeting minutes are posted on the Faculty Council website.

MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes

Gallagher: Any corrections or additions to these minutes?

- September 3, 2019

Antonio Pedros-Gascon (CLA At-Large): Noted a minor spelling correction on page 2.

Faculty Council approved by unanimous consent

- October 1, 2019

Antonio Pedros-Gascon (CLA At-Large): Noted two minor spelling corrections on page 2.

Faculty Council approved by unanimous consent

UNFINISHED BUSINESS

1. None.

CONSENT AGENDA

1. UCC meeting minutes – September 20 and 27, 2019; October 4 and 11, 2019

Brad Goetz spoke for approval of the UCC meeting minutes.

Gallagher: Are there any items to be pulled for separate consideration?

There were none.

Faculty Council unanimously approved the Consent Agenda.

ACTION ITEMS

1. Proposed revisions to the Academic Calendar – Fall Semester 2024 - Summer 2026

Sue Doe spoke to the motion. The highlighted amendments consist of wrong dates or days of the week. The calendar was reviewed by the Registrar's Office. These amendments will be made and the Academic Calendar will be presented to the Board of Governors for approval at the December 5-6, 2019 meeting.

Gallagher: All in favor of the amended Academic Calendar?

Faculty Council unanimously approved.

Fall Semester 2024

Aug. 15, 16	Thursday-Friday	Orientation
Aug. 19	Monday	Classes Begin
Aug. 23	Friday	End Restricted Drop
Aug. 25	Sunday	End Regular Add
Sept. 2	Monday	Holiday - University Offices Closed - No Classes
Sept. 4	Wednesday	Census and Registration Closes – last day For dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 14	Monday	End Course Withdrawal (“W”) Period

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Nov. 23	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 28-29	Thursday-Friday	Holiday – University Offices Closed – No Classes
Dec 2	Monday	Classes Resume
Dec. 6	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 9-13	Monday-Friday	Final Examinations
Dec. 13-15	Friday-Sunday	Commencement
Dec. 17	Tuesday	Grades Due
<u>Dec. 25</u>	<u>Wednesday</u>	<u>Holiday – University Offices Closed</u>
Dec. 26-27	Thursday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2025

Jan. 1	Wednesday	Holiday – University Offices Closed
Jan. 16-17	Thursday-Friday	Orientation, Advising and Registration for New Students
Jan. 20	Monday	Holiday – University Offices Closed
Jan. 21	Tuesday	Classes Begin
Jan. 24	Friday	End Restricted Drop
Jan. 26	Sunday	End Regular Add
Feb. 5	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
<u>Feb. 11</u>	<u>Saturday Tuesday</u>	<u>Founder’s Day</u>
Mar. 8	Saturday	Spring Break Begins – No Classes Next Week
Mar. 17	Monday	End Course Withdrawal (“W”) Period
Mar. 17	Monday	Classes Resume
May 9	Friday	Last Day of Classes; University Withdrawal Deadline
<u>May 5-9 12-16</u>	<u>Monday-Friday</u>	<u>Final Examinations</u>
<u>May 9-11 16-18</u>	<u>Friday-Sunday</u>	<u>Commencement</u>
<u>May 13 20</u>	<u>Tuesday</u>	<u>Grades Due</u>

(79 Days, Including Final Examinations)

Summer Session 2025

<u>May 12 19</u>	<u>Monday</u>	<u>1st 4 Week and 12 Week Term Begins</u>
<u>May 26</u>	<u>Monday</u>	<u>Holiday University Offices Closed - No Classes</u>
<u>Jun. 6 13</u>	<u>Friday</u>	<u>1st 4 Week Term Ends</u>
<u>Jun. 9-16</u>	<u>Monday</u>	<u>2nd 4 Week Term and 8 Week Terms Begin</u>

Jun 25	Wednesday	Census
July 11	Thursday	2nd 4 Week Term Ends
July 4	Friday	Holiday – University Offices Closed – No Classes
Jul. 7 <u>14</u>	Monday	3rd 4 Week Term Begins
Aug. 4 <u>8</u>	Friday	8, 12 and 3rd 4 Week Terms End
Aug. 5 <u>12</u>	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is ten days into the session for a four-week course, 20 days into the session for an eight week course, and 30 days into the session for a 12 week course. If there are any questions, please consult the Registrar’s office.

Fall Semester 2025

Aug 14-15 <u>21-22</u>	Thursday-Friday	Orientation
Aug 18 <u>25</u>	Monday	Classes Begin
Aug 22 <u>29</u>	Friday	End Restricted Drop
Aug 24 <u>31</u>	Sunday	End Regular Add
Sept. 1	Monday	Holiday - University Offices Closed - No Classes
Sept 3 <u>10</u>	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct 13 <u>20</u>	Monday	End Course Withdrawal (“W”) Period
Nov. 22	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 27-28	Thursday-Friday	Holiday – University Offices Closed
Dec 1	Monday	Classes Resume
Dec 5 <u>12</u>	Friday	Last Day of Classes; University Withdrawal Deadline
Dec 8- 12 <u>15-19</u>	Monday-Friday	Final Examinations
Dec 12-14 <u>19-21</u>	Friday-Sunday	Commencement
Dec 16 <u>23</u>	Tuesday	Grades Due
Dec. 24-26	Wednesday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2026

Jan. 1	Monday Thursday	Holiday – University Offices Closed
Jan. 15-16	Thursday-Friday	Orientation, Advising & Registration for New Students
Jan. 19	Monday	Holiday – University Offices Closed
Jan. 20	Tuesday	Classes Begin
Jan. 23	Friday	End Restricted Drop

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Jan. 25	Sunday	End Regular Add
Jan 28	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 4	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday Wednesday	Founder's Day – CSU's 152 nd 156 th birthday
Mar. 7 Week	Saturday	Spring Break Begins – No Classes Next
Mar. 16	Monday	End Course Withdrawal (“W”) Period
Mar. 16	Monday	Classes Resume
May 8	Friday	Last Day of Classes; University Withdrawal Deadline
May 11-15	Monday-Friday	Final Examinations
May 15-17	Friday-Sunday	Commencement
May 19	Tuesday	Grades Due
(79 Days, Including Final Examinations)		
Summer Session 2026		
May 18	Monday	1st 4 Week and 12 Week Term Begins
May 25	Monday	Holiday - University Offices Closed - No Classes
Jun. 12	Friday	1st 4 Week Term Ends
Jun. 15	Monday	2nd 4Week Term and 8 Week Terms Begin
June 17 24	Wednesday	Census
Jul. 3	Friday	Holiday – University Offices Closed - No Classes
Jul. 10	Friday	2nd 4 Week Term Ends
Jul. 13	Monday	3rd 4 Week Term Begins
Aug. 7	Friday	8, 12 and 3rd 4 Week Terms End
Aug. 11	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the session for a four week course, 20 days into the session for an eight-week course, 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

- Proposed revisions to the *Graduate and Professional Bulletin* – Requirements for all Graduate Degrees and Graduation Procedures – CoSRGE

Melinda, Smith, Chair, CoSRGE spoke to the motion. These proposed revisions will be effective upon approval by Faculty Council.

Gallagher: Any discussion?

Tara Opsal (CLA): Why are the fees in place in the first place?

Mary Stromberger (Dean of Graduate School): It is not uncommon to have the Graduate School in different roles. What is unusual is to have the student previously enrolled. When we adopted this policy, the fee allows the student to be continuously enrolled without paying tuition.

Gallagher: Anymore discussion?

Tara Opsal (CLA): I understand that the focus of the change is clarified, but it seems more of a financial burden on the student than what is currently in place. I was confused by the language change.

Smith: It's in the Rationale. The idea is for clearly defined deadlines and, if they don't meet the deadline, their dissertation will not be approved and they have to apply for continuing registration.

Maura Velazquez-Castillo (CLA): Do we need to burden our students with more fees once they have met their requirements? Why burden our students in general?

Smith: This is not unusual in the Graduate School.

Maura Velazquez-Castillo (CLA): That is not a reason.

Mary Stromberger (Dean of Graduate School): I completely understand your point. We will work as hard as we can and as much as we can to process the dissertations as students' dissertations come in. My staff is becoming overwhelmed, but as long as departments and students understand that we will process things as fast as we can. There are times we cannot meet the last items by the end of the semester.

Sue James (CoE): It's not a new continuous registration fee, it's just if they miss the deadline, correct? It's not a new fee but the student has to pay the continuous registration fee for another semester if they don't meet the deadline.

Gallagher: All in favor?

Faculty Council approved the proposed revisions.

Additions – underlined Deletions ~~overscored~~

REQUIREMENTS FOR ALL GRADUATE DEGREES

Continuous Registration

All students admitted to a graduate program at CSU are required to be continuously registered in the fall and spring semester throughout their degree programs. This policy applies from the time of first enrollment through the graduation term. Students may fulfill this requirement by registering for any graduate credit-bearing course (regular or non-regular). As an alternative, students may opt for a Continuous Registration (CR) status. Registration for CR status is accomplished in the same way as registration for courses. Section ID numbers appear in the class schedule under the CR subject code. Students registering for CR will be assessed a fee for each semester of CR registration. Students who register for CR on or after the first day of the term will be charged a Late Registration Fee. Students must be either enrolled for at least one credit or must register for CR during the term (fall, spring, summer) they ~~complete their degree requirements~~ graduate.

Graduate Enrollment Requirement

Graduate degree candidates must be either enrolled for at least one credit or must register for CR during the term (fall, spring, or summer) they will ~~complete their degree requirements~~ graduate.

GRADUATION PROCEDURES

Application for Graduation

A graduate student must apply for graduation by submitting to the Graduate School Office an Application for Graduation (GS Form 25). (Deadlines are available on the [Graduate School website](#).) For students in combined bachelor's/master's degree programs (Integrated Degree Program (IDP) Admissions), an application for graduation from the Graduate School must be either contemporaneous or subsequent to filing an application for receiving the bachelor's degree. Students must be registered during the semester they ~~complete their degree requirements~~ graduate as specified under Graduate Enrollment Requirement above.

Clearance for Graduation

Departmental requirements (i.e., language requirement, preparation of required papers for publication, return of keys and equipment, cleaning up office and laboratory areas) and discrepancies in grades for graduation term must be completed by the end of the graduation term.

Failure to meet all requirements during the term requested on GS Form 25 will necessitate reapplication for graduation (online). Diplomas will be mailed approximately six to eight weeks after the end of the graduation term to the mailing address on file with CSU.

Rationale:

According to the current policy, a student who misses the graduation term deadline may avoid the need to register for the subsequent term if they complete all degree requirements by the end of current term. For example, a student who misses the Fall graduation term will not graduate until the following Spring term. However, if the student completes all the degree requirements (defense, submission of thesis/dissertation, necessary forms, clears all discrepancies, etc.) by the last day of finals of the Fall semester, the student does not need to register for credit or Continuous Registration in Spring, the term in which the degree is conferred.

As a result, it is not uncommon for students to submit theses and dissertations the last week of a given semester. This practice puts the Graduate School Staff, who are already taxed with serving many graduates in the last week of the semester, in a position where they are not able to provide the best customer service. Often, the students submitting in the last week of the semester have unrealistic expectations that the Graduate School staff will review and approve the thesis/dissertation, associated forms, and verify the student has cleared all degree requirements in a very short amount of time.

In summary, the current language in the Bulletin sets a deadline for Graduate School staff – not the student who is responsible for submitting all necessary documents by the graduation term deadlines. Revising the language will align tuition/Continuous Registration payment with the graduation term. The change prevents a demand for unreasonable turnaround times for those who will not graduate until the next semester and simply want to avoid fees in their graduate term.

3. Proposed revisions to the *Graduate and Professional Bulletin* – Graduate Certificate Program – CoSRGE

Melinda, Smith, Chair, CoSRGE spoke to the motion. This will become effective after approval of Faculty Council.

Gallagher: Any discussion?

There was no discussion.

Gallagher: All in favor?

The motion was unanimously approved by Faculty Council.

Additions – underlined Deletions ~~overscored~~

Graduate Certificate Program

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

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

Guest and degree-seeking students with bachelor’s degrees are eligible to apply to participate in the Graduate Certificate Program. Students must apply for admission into the program and for the conferral of the certificate. Students must be enrolled at CSU to receive and complete the certificate requirements. Graduate certificates by title are noted on the student’s academic record (transcript). For degree seeking students this is at the time of degree conferral. The certificate title is not on the diploma. See the [Graduate School website](#) for details.

Rationale:

The current language implies that within a certificate program, some courses may be required and some may be electives. The proposed revision clarifies that all courses taken for the graduate certificate program are required for the certificate, and that a grade of “C” or better must be achieved in all courses of the certificate program.

4. Proposed revisions to the *Graduate and Professional Bulletin* – Scholastic Standards – CoSRGE

Melinda Smith, Chair, CoSRGE spoke to the motion.

Gallagher: The floor is open for discussion of this proposal.

Cini Brown (Ag Sciences): There is a typo. Should say such students “must” achieve not “much” achieve. It’s in the red.

Ruth Hufbauer (Ag Sciences College-at-Large): I am curious about the repeat-delete. Because of cultural misunderstandings, a student plagiarized and will fail, but once this person goes through how the system works here, they should perhaps be able to repeat-delete?

Smith: You’re talking about situations that they don’t have a passing grade in that course.

Ruth Hufbauer (Ag Sciences College-at-Large): It says there is no repeat-delete in the Graduate School.

Mary Stromberger (Dean of Graduate School): For academic misconduct, repeat-delete is not available.

Ali Pezeshik (CoE): The same sentence has a second typo. GPA of 3.0 or higher **in** their first semester.

Smith: It means the same thing written either way.

Gallagher: All in favor of approving the motion?

Faculty Council unanimously approved.

Additions – underlined Deletions ~~overscored~~

Scholastic Standards

To meet the requirements for graduation and to remain in good academic standing, a student must demonstrate acceptable performance in course work after being admitted to a graduate program. This requires a cumulative 3.000 grade point average (GPA) in each of the following GPA categories:

1. Overall course GPA, defined as the GPA calculated from all regular and non-regular courses graded traditionally (A through F).
 - Regular courses with course numbers less than X82.
 - Non-regular courses with numbers X82 to X99.
2. Regular course GPA, defined as the GPA calculated from all regular courses graded traditionally.
3. Program of Study overall GPA, defined as the GPA calculated from all traditionally graded regular and non-regular courses listed on the approved program of study.
4. Program of Study regular GPA, defined as the GPA calculated from all traditionally graded regular courses listed on the approved program of study.

A minimum GPA of 3.000 in categories 1 and 2 are required to remain in good academic standing. For graduation, a minimum GPA of 3.000 is required in all four categories.

Separate GPAs are calculated based on courses taken as a master's or doctoral student. For example, changing from a master's degree to a doctoral degree, or vice versa, will create separate GPAs based on grades received in coursework taken at each degree level.

In addition, good academic standing requires *satisfactory* progress in the overall graduate program. Students' individual graduate advisory committees may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily coursework alone. A positive judgment is required to remain in good academic standing.

Failure to maintain good academic standing due to a cumulative grade point average less than 3.00 results in being placed on academic probation. ~~(New regularly admitted students will not be placed on probation until they have completed 12 regular credits or two semesters of graduate work, whichever comes first. However, students who were provisionally admitted after waiver of the minimum GPA requirement for admission are placed on probation their first semester, regardless of the number of credits taken their first semester.)~~ The probationary period extends for one semester beyond the one in which this status is acquired. **Exceptions to the probationary period are:**

- **New regularly admitted students will not be placed on probation until they have completed 12 regular credits or two semesters of graduate work, whichever comes first, and**
- **Students who were admitted after waiver of the minimum undergraduate GPA requirement are considered provisionally admitted. Such students must achieve a regular and overall GPA of 3.000 or higher their first semester or they will be dismissed from their programs and the Graduate School.**

During ~~this~~ **the** probationary period, the student must register for traditionally graded courses that affect the grade point average. With permission of the student's advisory committee, the student may register for continuous registration instead of traditionally graded courses. Continuous registration may be used to extend the probationary period for a maximum of two semesters, after which traditionally

graded courses must be taken. Students on probation are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.000) and/or satisfactory progress as determined by the student's graduate advisory committee. Students not making satisfactory progress due to their grade point average are encouraged

to contact their advisors and/or advisory committees in order to set up a meeting to create a progress plan. Integrated Degree Program (IDP) students in combined bachelor's/master's degree programs who have accumulated at least 120 credit hours of course work and who fail to maintain a 3.000 GPA in their graduate course work including any courses listed on their GS 6 Form will be placed on probation by the Graduate School and will have one semester in which to improve their cumulative grade point averages to no less than 3.000 in their graduate course work. Failure to bring the cumulative graduate GPA to at least 3.000 will result in dismissal from the Graduate School with no re-enrollment permitted prior to completion of the bachelor's degree. IDP students who are dismissed from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees. These students can petition the Registrar to reinstate courses to be applied toward their undergraduate degrees.

5. Request for Department/Unit name change in the College of Agricultural Sciences - Change Department of Bioagricultural Sciences and Pest Management to Department of Agricultural Biology – CoFG

Steve Reising, Chair, CoFG spoke to the motion.

Gallagher: You received a copy of this two weeks ago to review because it's a Code change, and 2/3 of the body has to approve this if it is to pass. This is now on the floor for discussion.

There was no discussion.

Gallagher: All in favor of this department name change?

Faculty Council unanimously approved.

MOVED, THAT SECTION C.2.3.1.a of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

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

C.2.3.1 Colleges and Academic Departments

The colleges, each organized under their respective academic dean, have general charge over their respective undergraduate and/or professional degree programs. These are:

- a. College of Agricultural Sciences (*last revised November 5, 2019*)

Comprising the Departments of Agricultural and Resource Economics; Animal Sciences; ~~Bioagricultural Sciences and Pest Management~~ Agricultural Biology; Horticulture and Landscape Architecture; and Soil and Crop Sciences.

- b. College of Health and Human Sciences (*last revised February 6, 2013*)

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Comprising the Departments of Construction Management; Design and Merchandising; Health and Exercise Science; Food Science and Human Nutrition; Human Development and Family Studies; Occupational Therapy; the School of Education; and the School of Social Work.

c. College of Business

Comprising the Departments of Accounting; Computer Information Systems; Finance and Real Estate; Management; and Marketing.

d. College of Engineering (*last revised January 27, 2006*)

Comprising the Departments of Atmospheric Science; Chemical and Biological Engineering; Civil and Environmental Engineering; Electrical and Computer Engineering; and Mechanical Engineering.

e. College of Liberal Arts (*last revised March 31, 2019*)

Comprising the Departments of Anthropology and Geography.; Art and Art History; Communication Studies; Economics; English; Ethnic Studies; History; Journalism and Media Communication; Languages, Literatures and Cultures; Philosophy; Political Science; Sociology; and School of Music, Theatre, and Dance.

f. College of Natural Resources (*last revised June 21, 2011*)

Comprising the Departments of Ecosystem Science and Sustainability; Fish, Wildlife, and Conservation Biology; Forest and Rangeland Stewardship; Geosciences; and Human Dimensions of Natural Resources

g. College of Natural Sciences

Comprising the Departments of Biochemistry and Molecular Biology; Biology; Chemistry; Computer Science; Mathematics; Physics; Psychology; and Statistics.

h. College of Veterinary Medicine and Biomedical Sciences

Comprising the Departments of Biomedical Sciences; Clinical Sciences; Environmental and Radiological Health Sciences; and Microbiology, Immunology and Pathology.

Rationale:

1) The current Department of Bioagricultural Sciences and Pest Management would like to change its name to the Department of Agricultural Biology. This new name is more descriptive of what we do, is easier to understand, and will facilitate attracting students, staff and faculty. The members of our faculty are all biologists, and most of them work within agriculture; hence, the name Agricultural Biology is both succinct and descriptive. The name is also easy to remember, and we think that it will resonate better with the citizens of Colorado and the world.

2) A department with similar expertise to ours, at New Mexico State University, uses this name for their undergraduate major, and theirs is one of fastest growing majors across their campus. Therefore, clearly the name has some appeal to undergraduates. We are working to initiate an undergraduate program in Agricultural Biology, and while a match between the name of the major and the department is not absolutely necessary, it will facilitate students finding our program and identifying the department with it. Therefore, we are especially optimistic about the impact on the recruitment of undergraduates to the soon-to-be major.

3) The department voted on a set of possible names, and this one was chosen by a solid margin. Further, the department chairs in the college also approved it enthusiastically.

Last year, the proposal was brought to potentially affected departments and discussed with administration, and approved by them, including:

- Department of Biology
- Dean of the College of Agricultural Sciences
- Dean of the College of Natural Sciences
- Provost and the Vice Provost for Faculty Affairs

6. New Degree: Master of Sport Management, Plan C, **to be established effective Fall 2020** in the College of Liberal Arts – UCC

Brad Goetz, Chair, UCC spoke to the motion.

Gallagher: The motion is now on the floor for consideration. Any discussion?

There was no discussion.

Gallagher: All in favor?

Unanimously approved by Faculty Council.

SUBJECT: New Degree: Master of Sport Management, Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

A new Master of Sport Management, Plan C, to be established effective Fall 2020
 in the College of Liberal Arts.

According to the request submitted:

Description:

The Master of Sport Management (MSPMT) program provides a mixture of academic and applied education in areas such as sport governance, policy, marketing, and leadership. All curriculum of the program is geared towards providing students with the necessary skills and knowledge to become successful sport industry leaders.

Program Catalog Copy:

Graduates of the MSPMT program become mid-to-high level sport industry leaders in domestic and global as well as private, public, and non-governmental sport organizations. Students are prepared to pursue leadership roles within sport equipped with critical understandings and tools for effective responsiveness to the shifts in industries of sport. Graduates of the sport management master's program will gain practical and theoretical knowledge to pursue a range of mid-high level positions in sport. This specialization has a focus on preparing managers across the sport industry. All curriculum of the program is geared

towards providing students with the necessary skills and knowledge to become successful sport industry leaders.

Rationale:

The proposed MSPMT program aligns with CSU's land-grant mission and the University's strategic plan. This program leverages the world class reputations of Colorado State University System, CSU-Fort Collins campus, the premier franchise of the Denver Broncos professional football organization. The MSPMT is also supported by other sport industry leaders locally within the state of Colorado and stakeholders outside the state regarding support for student experiential learning opportunities and classroom engagement. This program provides a path by which graduates can contribute to problem solving in the public and private sectors of the sport industry. This program will increase graduate student enrollment at CSU by attracting students interested in serving in the multifaceted industry of sport both domestically and internationally.

The request was reviewed and approved by the Committee on Scholarship, Research and Graduate Education on 10/3/19 and by the University Curriculum Committee on 10/11/19.

7. Faculty Council Resolution on Budget Priorities –
 Executive Committee

Sue Doe spoke to the motion on behalf of Executive Committee, then Chair Gallagher gave a brief synopsis of how the resolution evolved.

Gallagher: This is the motion that you are being asked to approve. The floor is now open in favor of or against this resolution.

Mary Meyer (CNS): As most of you know, I keep track of the academic and athletic issues [Graphs were placed on the overhead for faculty to see] The resolution is about the athletic subsidies. The athletic budget consists of the subsidies and ticket sales and licensing, etc. The subsidy has increased by a factor of 4. There is a big difference between how athletic spending is occurring vs academic spending. It's concerning to me, and especially since we are told to make budget cuts, and have tiny salaries, etc., and meanwhile the athletic subsidies are increasing.

Stephan Kroll (Ag Sciences): We approved the minutes from two months ago. The President said those numbers (\$25 million) are not correct. Is there any reason to believe that she is not correct?

Mary Meyer (CNS): So, these numbers were taken from a report to the NCAA by all the colleges and universities, and are widely available online. Tony Frank said we shouldn't count the scholarships, but the NCAA does. (Meyer diverted the question to Steve Shulman, asking if he ever got an email reply from President McConnell).

Steve Shulman (CLA): I never heard from the President and asked for clarification of published numbers and corrections where needed. I pointed out to her that these were not my numbers but CSU's numbers. The President has never responded.

Antonio Pedros-Gascon (CLA At-Large): We should invite the President back to discuss the figures, given that she said Steve's figures were wrong. I want to let faculty know that I have requested the FCCIA for their figures, and the Chair has refused. Those are my two concerns.

Doug Cloud (CLA): So the argument against the \$25 million dollar number is that you shouldn't include the scholarships? How much would we be excluding from the \$25 million if scholarships were excluded?

Steve Shulman (CLA): I think it's about half, but President McConnell has never explained her reasoning so we really don't know. I don't know why we should take this seriously with what Tony said about not including scholarships. Even back then, when Tony made that claim, it was never clear. He should have taken this back to his own accountants.

Jason Bruemmer (Ag Sciences): I would like to make an amendment. 1) I want us to be clear that this is not an endorsement by the Executive Committee; 2) The title should highlight that there should be an increase in academics without going after anyone else. We need to appreciate that athletics have allowed for students to come to this university and add a great value to this. If the money were cut from athletics, it might not be here at all and might not be directed towards academics. And if it was here, it may not increase toward true academic incomes. I find it ironic that we just voted in a new sports curriculum, and now you say you want to cut sports. I move to amend the proposal by striking numbers 2, 3 and 5, and put "Be it resolved" in front of number 4.

Gallagher: Is there a second for this motion? Melinda Smith seconded.

Gallagher: All in favor of this motion?

The motion was not approved by Faculty Council.

Gallagher: We are now back to considering the main motion.

Ross McConnell (CNS): In 2017, we were in last place for instructional planning. CSU spent 65 cents per tuition dollar collected and tied with the University of Rhode Island. CSU tuition has risen in significant years and student deaths has reached crisis. Classes are larger, student debt is higher, and more of my students are stressed and working fulltime. We are

supposed to be here to serve our State and society. We can't afford a top notch football program. Therefore, I vote in support of this resolution.

Dawn DeTienne (CoB): I don't have enough information to vote on this. So, you are saying that the athletic spending includes scholarships. Do other departments count scholarship aid as spending? Aren't athletic scholarships included as expenses?

Antonio Pedros-Gascon (CLA At-Large): By the way, these are official figures. We can challenge any figures in the chart but we should also challenge any other figures by the administration. I would ask the Provost for clarification.

Provost Miranda: Scholarship money is revenue back to the university. The \$25 million is about \$5-6 million in student fees and about \$10 million comes back in the form of scholarships. You ask the question about scholarships for other students. We have about \$50 million financial aid effort and that money is allocated to students and then comes back to us. This money is issued in the Office of Financial Aid, which sends the money to students, who then pay the university. In one case, that money is part of the athletics budget and the other is part of the Financial Aid Office, so it's not an apples to apples comparison.

Sue James (CoE): I vote to support this resolution. James explained that the original budget had a lot of numbers in it and Executive Committee simplified it. Executive Committee is not endorsing this. It was much more complex and we were worried about getting pulled down by the myriad of numbers. I do believe, in general, I would like to put more in the academics division vs athletics.

Maura Velazquez-Castillo (CLA): Regardless of the exact amounts and coming from the CLA and having tremendous academic needs that never seem to be met, I support this resolution, but I feel it is a very weak one. Looking at the salary of the coach in relation to the faculty--I was just reading an article that the average was a 30% salary increase for faculty; administration was 90% and a 652% increase for coaches, which is ridiculous. The fact that we are not funding things that go with the act of education in the classroom, then I don't know what we are doing.

Raama Vasudevan (CLA): We are living in a context of increasing tuition fees, student debt and political views. The effects have led to stressed students. In such a context, if we are not more transparent on how we spend our resources, we fail our mission. In a polarized climate, we need to do a service to our mission. It's hard to support this lack of transparency.

Melinda Smith (Chair, CoSRGE): I am member of Executive Committee. I am not voting in favor of this resolution, because while I am in support of the academic mission, I don't think that solely targeting athletic subsidies is the way to go. There are many other sports and I was a student that benefited from sports. I would argue that we want to support the academic mission if there are other things to look at rather than targeting athletic subsidies.

Karen Barrett (HHS): I am in favor of the resolution. One of the things that is problematic with football is that the expenditures are greater than all the women sports combined and there should be transparency.

Lisa Langstraat (CLA): Sue James mentioned that on the Executive Committee there were discussions of a number of elements in this resolution. My question has to do with #5, in particular. Why we are ultimately resolving to urge the administration to reduce the subsidies? It is so vague that it may result in no action. Did you have relevant discussions on Executive Committee about this and why?

Sue James (CoE): This is a bit of a memory test. Most of the revisions had to do with reducing from 10 points and from extensively detailed data. It was always a rather wimpy resolution that seeks support of the Faculty Council.

Jason Bruemmer (Ag Sciences): It wasn't our intention that we wanted to get it passed by FC but rather than we wanted it to be ready to sustain debate. We may be setting a problematic precedent.

Jennifer Martin (Animal Sciences): Athletics were my way in. I am able to sit here today as a First Generation female student who only got to go to college because of athletics. We want to support more expenditures with regard to academics so let's quit hiding behind the "athletics" terms and focus on the one problematic area--football.

Mary Meyer (CNS): I think we know that the scientific fact that football causes brain damage and more and more people are going to start questioning this. We are putting our eggs into the football basket. I am not against any women's sports.

Doug Cloud (CLA): As compelling as personal stories are, the personal academic scholarship could be distributed according to academic promise or on the basis of need, rather than athletics, which would seem to be more in keeping with our mission.

Stephan Kroll (Ag Sciences): \$1 from athletic savings will go \$1 to academics. If we cut down on athletic subsidies, is there actually a one-to-one correspondence with where money would go?

Sue James (CoE): Athletics adds value to the university. I do not doubt this, and I support both the resolution and women's athletics.

Antonio Pedros-Gascon (CLA At-Large): This discussion makes it clear that we need to have additional discussions with university administration about budgetary priorities generally. I agree that this is a lukewarm text and I would prefer a clearer one. This was the one we could settle on at Executive Committee, but what we need is additional conversations with university administration.

Gallagher asked if Faculty Council was ready to vote.

Silvia Canetto (CNS): I move we do a paper ballot?

Antonio Pedros-Gascon (CLA At-Large) seconded the motion.

Gallagher: All in favor of a paper ballot?

Faculty Council unanimously approved.

Paper ballots were distributed to faculty members by CoFG representatives (Steve Reising, Chair and Ruth Hufbauer, Vice Chair).

Registered Parliamentarian, Lola Fehr, recommended that the ballots not be folded, just returned upside down for privacy. It's easier to count the results this way.

Gallagher: Vote yes – if approving the resolution; vote no – if you want the resolution defeated.

The tally of votes were revealed by Gallagher: 46 approved; 24 against; 1 abstention.

The resolution passed.

FACULTY COUNCIL RESOLUTION ON BUDGET PRIORITIES

October 2019

(1) WHEREAS instructional spending per student at CSU has remained flat, after accounting for inflation, since 2009;

(2) WHEREAS athletic subsidies have almost doubled during this same period, amounting to \$25.4 million in FY18;¹

(3) WHEREAS \$5.9 million of these subsidies came from student athletic fees that raised the cost of attendance;¹

(4) WHEREAS Faculty Council believes that more resources should be devoted to CSU's primary academic mission without increasing tuition and fees;

(5) BE IT RESOLVED that Faculty Council urges the CSU administration to significantly reduce athletic program subsidies, and to use the savings to support the university's primary academic mission.

ENDNOTES

1. Budgetary subsidies are provided by the university to the athletic program to offset athletic program budget deficits. Athletic program budget data from NCAA financial reports, available at <https://sports.usatoday.com/ncaa/finances/>. The FY18 subsidy is reduced by a \$0.5 million transfer from athletics back to the general fund.

F. REPORTS TO BE RECEIVED

1. Provost/Executive Vice President – Rick Miranda

Miranda reported on the following:

There was a Board of Governors meeting over homecoming week. Everything presented to the Board passed.

Blake Naughton was hired as the new VP for Engagement and Extension. He will be replacing Lou Swanson in that role.

We also hosted the Society for Journalists Conference, which brought in 500 journalists from all over the world. They were happy to come here because of our environmental studies.

Griffin Foundation: Was founded by the resources of Pat Griffin, local entrepreneur of Gasamat. He set up an endowment for higher education and we have benefited over the decades—i.e., library renovation, and in many areas of the campus. Miranda expressed appreciation for the Griffin

family and how they contributed. One of their final acts was to give us the Tamasag (Gasamat spelled backwards) location on the Poudre River.

We had a NTTF Forum session and will follow up with a couple more. Looking forward to those recommendations. Miranda encouraged faculty to attend an upcoming forum and listen. There will be another forum at the end of this week.

Presentation on Qingdao University. We sent a proposal. It doesn't mean that if they fund it, that we are definitely in. It will give us a good start to investigate things.

Launched a search for the next Dean of Agricultural Sciences. James Pritchett has been serving as the Interim Dean.

Miranda and Dan Bush, Vice Provost for Faculty Affairs, had a nice tour with Gwen Gorzelsky and Paula Rodriguez of the University Testing Center located at TILT. It is for students who need or want to take exams outside of classrooms and, for students from the community, this is a resource that has enjoyed expanded space. There are cubicles and it is completely proctored.

President McConnell had three open forums. Faculty attendance wasn't as good. The AP and State Classified attendance was much better.

Budget update: On November 1, the Governor issues the draft budget for the year. It is taken up by the legislature in January. This budget has a 2.5-3% increase to State appropriations; a 2.0-2.5% increase for State Classified; and a cap on tuition increases at 3%. How much will survive legislation remains to be seen.

Gallagher: Any questions for the Provost?

Miranda's report was received.

2. Faculty Council Chair – Tim Gallagher

Gallagher reported on the following:

Gallagher speaks to meeting of implementation of NTTF policies. Alex Bernasek is chairing this task force. A number of department heads that had great ideas also attended. Best practices are being identified. There was a forum by President McConnell, along with two other faculty members. Gallagher took advantage of it to talk about Non-Tenure Track faculty line investment. Tony Frank usually got asked about this topic as

well. The same answer was—the goal is to keep that ratio roughly constant. Well, depending on how you interpret “roughly”, we have failed dramatically to meet that goal. The number of Tenure Track lines has hardly moved at all vs NTTF.

President McConnell received this recommendation favorably and said this should be considered in the strategic process.

Silvia Canetto (CNS): What are the proportions?

Gallagher: I did not bring the numbers today, but I have graphs in my office that are pretty dramatic.

Gallagher’s report was received.

3. Board of Governors Faculty Representative – Stephanie Clemons

Clemons reported on the following:

Board of Governors – Faculty Council Representative Report – CSU-Fort Collins

Respectfully submitted by Stephanie Clemons, Ph.D. CSU Faculty Council Meeting - November 5, 2019

Board of Governors Meeting – October 3-4, 2019 – Location: CSU-Fort Collins Campus

Executive Summary

CSU-Fort Collins highlights. Meridian Village (MV) update. Two-phase process. First phase: bring 1,000 beds online in MV; take 400 beds offline in Allison. Allison + Newsom need maintenance. Data indicates grades are higher if students live on campus rather than off-campus. It is projected that MV will offer beds to freshmen and sophomores; with fewer dining seats as more students are choosing “grab ‘n go”. Facility opening: fall 2022. President McConnell’s report: Race, Bias, Equity Initiative discussed. CSU is playing a critical role in “convening” (e.g. Salazar Center, International Symposium on Conservation Impact (SoGES). Medical School Branch: first 4-year cohort starts spring 2021; curriculum accredited through CU Anschutz Medical Campus. Curriculum unique to CSU: One Health framework, access to rural medicine practice in rural communities, access to various research on our campus, and renowned vet school and branch of medical school in same college. College Spotlights: College of Agriculture and Warner Scott College of Engineering. Consent Agenda Items - all approved.

CSU-Global highlights. Demographics: 19,000 active students; 71% undergrad + 29% graduate students; 58% female population; 38% first gen students. Growth: 14%. Projecting influx of new students. No tuition increase expected to ensure competitive edge. Rolling out new “E-sports” program. <https://csuglobal.edu/esports-program>. CSU-Global is considering other innovative solutions moving forward.

CSU-Pueblo highlights. Demographics: 84% in-state students; graduating more students. Retention rate for Hispanic students is equal to non-Hispanic; atypical of national trend. Some students opting to use online rather than face-to-face. Issue: as students migrate to online, they are paying less fees to support infrastructure; poses a financial issue. Therefore, considering cost avoidance strategies (e.g. wind power). Another goal is to increase summer enrollment. New programs: social work and nurse practitioner. Continuing to move forward with *Implementing Vision 2028*. <https://www.csupueblo.edu/vision2028/>.

System Highlights: National Western – Building up community programs to transfer to new physical facilities (e.g. oral histories from students, Platte River activities, community health clinic, and partnership with CU to offer mobile vet clinic). Developing 1) “journey maps” to National Western campus and 2) National Western branding. **Todos Santos** – developing a five-year strategic plan. College of Liberal Arts (CLA) offering first full semester set of courses, fall 2019. See CSU “State” magazine for additional details. Programs at Todos include continuation of “Kids Do it All” CLA program; in sixth year of operation; Todos Santos students team up with CLA theatre students; community loves it! **Sturm Collaboration Campus** opened. Pioneering venture between CSU, Douglas County, and Arapahoe Community College (ACC). It is CSU’s Regional Engagement Hub in Castle Rock. Offers 2 + 2 Program between ACC and Douglas School District. Offers a variety of degrees and certificates within three of ACC’s Pathways: Business, Health, and Technology.

Discussions held with representatives from CSU Extension and CSU-Fort Collins Student Veterans.

Special Reports received - Engagement/Extension and Annual Public Safety Reports/Clery Reports.

Standing Committee Reports received - Academic and Student Affairs Committee, Audit and Finance, Real Estate/Facilities Committee and Evaluation Committee.

Next BOG Meeting: December 5-6, 2019. Denver – CSU System Office

Clemons: The medical school curriculum is related to the One Health framework, which gives access to the rural health network, and will have connections to our veterinary school.

CSU Global is starting a new E-Sports program and it is taking off. First Generation students are particularly interested.

CSU-Pueblo has retention rates of Hispanic students that is equal to non-Hispanics and this is unusual.

The 2+2 program with Arapahoe Community College is proceeding.

Clemons’ report was received.

4. Task Force on Institutional Learning Objectives
 -Matt Hickey. Chair, CoTL

Matt Hickey, Chair of CoTL, spoke regarding ILO. The genesis of this report is in the report. Has done considerable homework. The process has been thoughtful and engaged over the last two years. Hickey expressed thanks to Provost Miranda, Kelly Long and Laura Jensen. This report provides a broad framework for curricular revision. Moving forward will require a great deal more work. Curricular changes would run through the standard curricular process. Expects to be back with additional initiatives related to this at later meetings.

Gallagher: Any questions related to this?

There were no additional questions.

The Committee on Teaching and Learning submits the following report from the Task Force on Institutional Learning Objectives (ILOs).

Background:

The most recent accreditation visit to CSU from the Higher Learning Commission (HLC) resulted in a suggestion to consider developing ILOs to frame the undergraduate curriculum. By stating the knowledge, skills, attitudes, and habits of mind an institution's graduates should demonstrate, ILOs clarify for current and prospective students, families, instructors, and other internal and external stakeholders the value of an education at that institution. During a 2017 Fall Forum session, Kelly Long, Laura Jensen, and Matt Hickey shared the rationale for developing ILOs, examples of peer institutions' ILOs, and explanations of how these institutions developed their ILOs, then led a discussion of options for how to proceed at CSU. Following the Fall Forum, the Provost's Office asked the Committee on Teaching and Learning (CoTL) to constitute and charge a Task Force with developing ILOs for CSU. The Task Force was constituted in October 2017 and met throughout the Fall 2017 and Spring 2018 terms. In April 2018, the Task Force submitted a preliminary report to CoTL, recommending that stakeholder input be sought on the draft ILOs. From May-October 2018, CoTL solicited and received this stakeholder input. The Task Force was reconvened in November 2018 and used this input to revise the ILOs over the next several months. CoTL received formal recommendations on ILOs from the Task Force in February 2019. The ILOs were discussed and edited in CoTL at the February 25 and March 11 meetings. CoTL formally endorsed the ILOs at the March 11 meeting, and the report was discussed at the September 6th UCC meeting. The draft graphic shared on the final page of the report was designed by one of the Task Force members, and simply serves to show the interconnectedness of the ILOs; they are not meant to "stand alone".

Recommendations regarding Institutional Learning Objectives

A report created by the CoTL Task Force on Institutional Learning Objectives

Task Force Members:

Lumina Albert (Associate Professor, College of Business, Daniels Ethics Fellow, member, CoTL) Shannon Archibeque-Engle (AVP, Strategic Initiatives & Assessment, Office of the

Vice President for Diversity)

Shawn Archibeque (Associate Professor, College of Agriculture and Associate Chair, CoTL) Ben Clegg (Professor, College of Natural Sciences, member CoTL

Maricela DeMirjyn (Associate Professor, College of Liberal Arts) Jody Donovan (AVP, Student Affairs & Dean of Students)

Gwen Gorzelsky (Executive Director, The Institute for Learning and Teaching)

Matthew Hickey (Professor and UDTs, College of Health and Human Sciences, Chair, CoTL) Katie Lloyd (Director of Career Education, The Career Center)

David McKelfresh (Executive Director for Assessment & Research, Student Affairs, Faculty, School of Education)

Latoya Noel (Academic Success Coordinator, Food Science and Human

Nutrition) Branislav Notaros (Professor and UDTs, College of Engineering)

Sara Rathburn (Professor, Warner College of Natural Resources)

Erica Suchman (Professor and UDTs, College of Veterinary Medicine and Biomedical Science) Renae Watson (Assistant Professor, Morgan Library)

Kerry Wenzler (Director, Orientation and Transition

Programs) Theresa Wernimont (Instructor, College of Business)

Introduction

In the Fall 2017 term, the Provost's Office invited the Faculty Council Standing Committee on Teaching and Learning (CoTL) to form a Task Force to develop recommendations regarding Institutional Learning Objectives (ILOs) to help provide a framework for the overall educational mission at CSU. The impetus for developing ILOs arose from the most recent Higher Learning Commission (HLC) accreditation visit, when a suggestion was made that CSU consider developing ILOs. Nationally, many of our peer institutions have articulated ILOs to frame institutional educational objectives and help provide a coherent framework within which individual course and programmatic learning outcomes can be oriented.

ILOs are meant to provide a framework for curricular and co-curricular coherence; in principle, the ILOs are conceptually linked to the university [Principles of Community](#) and individual course-level and program-level student learning outcomes (SLOs). By design, the SLOs within any given course or program may justifiably be aligned with one or more ILOs as part of the overall curricular and co-curricular framework. The alignment between SLOs and ILOs allows for coherent curricular and program mapping and design, affords opportunities for reflection on the relationship between the All-University Core Curriculum (AUCC) and disciplinary coursework, and can provide students a framework for understanding the coherence between AUCC, discipline-specific, elective coursework, and co-curricular learning. Moreover, ILOs make explicit the guiding principles that form the basis of the educational experience at Colorado State University. Colorado State University Institutional Learning Objectives.

An education at CSU is an opportunity for rigorous engagement with people and ideas in an environment built on the foundation of intellectual diversity and the free exchange of ideas that are at the heart of academic and intellectual freedom and oriented toward the common good. The pursuit of learning is rooted in our fundamental commitment to diverse viewpoints, open inquiry, and constructive disagreement in our pursuit of scholarship and learning. This commitment is manifested as the sustained willingness to engage with and understand different perspectives, ideas, histories, and approaches to solving complex social problems - and the attendant responsible exercise of freedom of speech and freedom of association – that form the basis for the vibrant academic life of the university. It is equally manifested through practice in the components of a traditional liberal education - employing the habits of mind, stimulating imagination, developing appreciation for the creative arts, developing the ability to communicate effectively in speech and writing, and understanding the ethical implications and societal applications of discoveries in science and technology. Here, these components are joined with the distinctive features of a CSU education, including the consistent pursuit of environmental sustainability, multidisciplinary approaches to human and animal health, and our sustained commitment to equity and inclusive excellence that is oriented toward expanding educational opportunity and building collaborative communities that apply and adapt knowledge to pursue solutions to the complex problems that impact the citizens of Colorado, the United States, and the world. This commitment reflects our land-grant mission of access, excellence, and engagement to inspire responsible citizenship and promote lifelong learning and community development inside and outside the classroom. As a research-intensive university, CSU is committed to designing and delivering curricula informed by the best scholarship in the art and science of teaching and learning.

This commitment to the science of teaching and learning informs our approach to continuous improvement in delivering on our educational mission. Given these foundational commitments, the CSU Institutional Learning Objectives (ILOs) toward which our educational experience and mission are oriented include:

Creativity

Education for creativity includes the development of an understanding of the ways in which the arts and sciences support expression of the diversity of the human experience and human community, and the development of the ability to apply creative skills in problem solving; it stimulates the imagination to inform new ways of understanding our place in the world and contributes to innovative solutions addressing the challenges we face locally and globally.

Reasoning

Education for reasoning includes the development and application of logic, analytic and synthetic skills, the reflective discovery and use of information, the ability to identify and understand problems, ask effective questions, understand and apply ethical principles appropriate to the task(s) and communities at hand, and the application of requisite knowledge and skills as part of multidisciplinary approaches to key challenges at all levels of society.

Communication

Education for personal and professional expression includes the development of written and oral communication skills for technical, professional, and public audiences. These skills include developing the capacity to listen substantively and communicate effectively and respectfully in settings where a variety of viewpoints, cultures, identities, and objectives may intersect; skills central to effective and equitable communication in a diverse society.

Responsibility

Education for personal and social responsibility is built upon an understanding of the social and educational advantages of viewpoint diversity and the ability to learn from those with perspectives, histories, cultures, and identities different from our own. Personal and social responsibility involves shared deliberation on the just ordering of political and legal systems, the presence of and options for responding to systemic barriers to equity and inclusiveness, and an understanding of the interconnectedness of societies worldwide. Finally, personal and social responsibility also includes understanding and being able to articulate and justify the values and principles involved in personal decision-making, taking responsibility for our own actions, speech, and reasoned convictions, engaging in critical reflection, and as warranted, self-correction or principled dissent; as well as understanding and participating in relevant governance systems.

Collaboration

Education for collaboration is oriented toward the effective and sustainable stewardship of human, economic, and environmental resources. This involves developing cooperative and mutually beneficial relationships with others; understanding of the advantages of shared discourse, open inquiry, and constructive disagreement regarding proposed solutions to social problems; demonstrating skill in guiding and assisting a group, organization, or community in meeting its goals; understanding the dynamics of a group and exhibiting democratic principles as a leader or group member; and communicating a vision, mission, or purpose that encourages commitment and action in others.

In order to deliver on these Institutional Learning Objectives, CSU graduates will throughout their education be immersed in sustained engagement with and reflection upon the interrelated core and discipline-specific knowledge domains including:

Creative and Aesthetic Expression

- **Ethical Foundations of Sciences and Societies**
- **Economic and Financial Literacy**
- **Natural, Physical, Social and Behavioral Scientific Knowledge**
- **Qualitative and Quantitative Methods for Acquiring, Interpreting, and Using Data**
- **Historical Knowledge**
- **Civic and Political Knowledge**
- **Cultural and Global Knowledge** These domains undergird the specific knowledge and skills requisite to contribute to society as graduates of CSU. They are integrated in a curricular and

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co-curricular design that prepares students for success both as professionals and as responsible and self-aware community citizens who are equipped to be lifelong learners.

G. DISCUSSION

1. None.

Gallagher adjourned the meeting at 5:31 p.m.

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

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
Jason Bruemmer	Animal Sciences	2021
Cynthia (Cini) Brown	Bioagricultural Sciences & Pest Management	2021
Kelly Curl	Horticulture & Landscape Architecture	2022
<u>Thomas Borch</u>	Soil and Crop Sciences	2020
Bradley Goetz	College-at-Large	2022
Ruth Hufbauer	College-at-Large	2020
TBD	College-at-Large	2022
Health and Human Sciences		
Vivian Li (Yan Li) FA19; Nancy Miller SP20	Design and Merchandising	2021
<u>Raoul Reiser</u>	Health and Exercise Science	2022
David Sampson	Food Science and Human Nutrition	2022
Karen Barrett	Human Development and Family Studies	2020
Bolivar Senior	Construction Management	2020
Andy Persch (Substituting for Matt Malcolm)	Occupational Therapy	2020
Carole Makela (Substituting for Thomas Chermack)	School of Education	2021
Shannon Hughes	School of Social Work	2022
Business		
Larry Johnson	Accounting	2022
<u>Stephen Hayne</u>	Computer Information Systems	2021
John Elder	Finance and Real Estate	2022
Dawn DeTienne	Management	2021
<u>Kathleen Kelly</u> (excused)	Marketing	2021
Engineering		
Kristen Rasmussen	Atmospheric Science	2021
Margarita Herrera-Alonso	Chemical and Biological Engineering	2022
Peter Nelson	Civil and Environmental Engineering	2021
Ali Pezeshki (Substituting for Siddharth Suryanarayanan)	Electrical and Computer Engineering	2022
Kirk McGilvray (Substituting for Shantanu Jathar)	Mechanical Engineering	2020
Susan James	College-at-Large	2022
Steven Reising	College-at-Large	2022
Jason Quinn	College-at-Large	2021
J. Rocky Luo	College-at-Large	2022

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Liberal Arts

Michael Pante	Anthropology	2020
<u>Jason Bernagozzi</u>	Art	2022
Ziyu Long	Communication Studies	2022
Ramaa Vasudevan	Economics	2020
Doug Cloud	English	2020
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures and Cultures	2022
Thaddeus Sunseri	History	2020
Jangyul Kim	Journalism and Technical Communication	2020
(Substituting for Michael Humphrey)		
Wes Kenney	Music, Theater, and Dance	2022
<u>Moti Gorin</u> (excused)	Philosophy	2022
<u>Peter Harris</u>	Political Science	2021
Tara Opsal	Sociology	2022
Steve Shulman	College-at-Large	2020
Antonio Pedros-Gascon	College-at-Large	2020
Lisa Langstraat	College-at-Large	2020
Marcela Velasco	College-at-Large	2021
<u>Del Harrow</u>	College-at-Large	2021
Maura Velazquez-Castillo	College-at-Large	2021

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability	2020
David Koons	Fish, Wildlife, & Conservation Biology	2021
<u>Seth Davis</u>	Forest and Rangeland Stewardship	2020
Bill Sanford	Geosciences	2020
Tara Teel	HDNR in Warner College	2020

Natural Sciences

<u>Jennifer Nyborg</u>	Biochemistry and Molecular Biology	2022
Melinda Smith	Biology	2021
George Barisas	Chemistry	2020
Ross McConnell	Computer Science	2022
<u>Yongcheng Zhou</u>	Mathematics	2020
Dylan Yost	Physics	2021
Silvia Canetto	Psychology	2022
Mary Meyer	Statistics	2022
<u>Chuck Anderson</u>	College-at-Large	2020
<u>Anton Betten</u>	College-at-Large	2022
TBD	College-at-Large	2022
Brad Conner	College-at-Large	2021
Alan Van Orden	College-at-Large	2020

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Veterinary Medicine & Biomedical Sciences

<u>DN Rao Veeramachaneni</u>	Biomedical Sciences	2022
<u>Kevin Haussler</u>	Clinical Sciences	2022
<u>Elizabeth Ryan</u> (on sabbatical through Spring 2020)	Environmental & Radiological Health Sciences	2020
Tony Schountz	Microbiology, Immunology and Pathology	2021
Noreen Reist	College-at-Large	2020
<u>Jennifer Peel</u>	College-at-Large	2020
<u>William Black</u>	College-at-Large	2020
<u>Marie Legare</u> (excused)	College-at-Large	2022
<u>Adam Chicco</u>	College-at-Large	2022
Christianne Magee	College-at-Large	2022
Candace Mathiason	College-at-Large	2022
Gerrit (Jerry) Bouma	College-at-Large	2021

University Libraries

Linda Meyer	Libraries	2022
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Ex Officio Voting Members

Timothy Gallagher	Chair, Faculty Council/Executive Committee	2020
Sue Doe	Vice Chair, Faculty Council	2020
Stephanie Clemons	BOG Faculty Representative	2020
Steve Reising, Chair	Committee on Faculty Governance	2020
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2020
Jerry Magloughlin	Committee on Libraries	2020
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2020
Hong Miao, Chair	Committee on Responsibilities & Standing of Academic Faculty	2020
Melinda Smith, Chair	Committee on Scholarship Research and Graduate Education	2020
Karen Barrett, Chair	Committee on Scholastic Standards	2020
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2020
Matt Hickey, Chair	Committee on Teaching and Learning	2020
Mo Salman, Chair	Committee on University Programs	2020
Bradley Goetz, Chair	University Curriculum Committee	2020
<u>Susan (Suellen) Melzer</u>	Committee on Non-Tenure Track Faculty	2021
<u>Denise Apodaca</u>	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Leann Kaiser (Substituting for Ashley Harvey)	Committee on Non-Tenure Track Faculty	2022
Daniel Baker	Committee on Non-Tenure Track Faculty	2020
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
<u>Mary Van Buren</u>	Committee on Non-Tenure Track Faculty	2020
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Natalie Ooi	Committee on Non-Tenure Track Faculty	2022

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Ex-Officio Non-Voting Members

Joyce McConnell	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Special Advisor to the President
Kim Tobin	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Blake Naughton	Vice Provost for Engagement/Director of Extension
Leslie Taylor	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Brandon Bernier/Dawn Paschal	Interim Vice President for Information Technology/Dean Libraries
Kathleen Fairfax	Vice Provost for International Affairs
Pam Jackson	Interim Vice President for External Relations
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
James Pritchett	Interim Dean, College of Agricultural Sciences
Lise Youngblade	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Mary Stromberger	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
Catherine Douras	Chair, Administrative Professional Council

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **October 25, 2019** at 2:00 p.m.
The meeting adjourned at 3:07 p.m.

Minutes

The minutes of October 18, 2019 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

Study Abroad Courses – Permanent Offerings			
Course #	Course Title	Notes	Effective Term
AREC 461A	Study Abroad—Italy: Economics of the Renaissance in Modern Italy	3 cr.; Travel dates: 9/1/20 – 11/26/20 (<i>3 months</i>) Previously offered once (provisionally) as AREC 482B .	Fall 2020
AREC 461B	Study Abroad—Italy: Food and Resource Economics	3 cr.; Travel dates: 9/1/20 – 11/26/20 (<i>3 months</i>) Previously offered once (provisionally) as AREC 482A .	Fall 2020
College of Business			
MGT 469A	Study Abroad—Peru: Global SCM Experience	3 cr.; Travel dates: 8/12/20 – 8/21/20 (<i>10 days</i>) Pre-and post-travel coursework will take place on campus. Previously offered once (provisionally) as MGT 482B .	Fall 2020

Study Abroad Course – Permanent Offering			
AUCC/Guaranteed Transfer (GT) Pathways New Course Submission (<i>GT-SC1</i>)			
Course #	Course Title	Notes	Effective Term
NR 151A	Study Abroad: Oceanography Lab	1 cr.; Travel dates: 5/17/20 – 5/24/20 (<i>8 days</i>) Previously offered twice (provisionally) as NR 182C . Required prerequisite: NR 150: Oceanography (GT-SC2) Approved for AUCC 3A and GT-SC1.	Summer 2020

New Courses			
Course #	Course Title	Notes	Effective Term
CHEM 315	Foundations of Polymer Chemistry		Spring 2020
MU 275B	Applied Instruction: French Horn	Music performance majors only. Written consent of instructor required. May be taken up to five times for credit. Will be required in MUSC-PERZ-BM: Major in Music, Performance Concentration, Orchestral Instrument Option (<i>program changes in CIM workflow</i>)	Fall 2020
MU 275C	Applied Instruction: Trombone		
MU 275D	Applied Instruction: Trumpet		
MU 275E	Applied Instruction: Tuba		
MU 275G	Applied Instruction: Harpsichord		
MU 475A	Applied Instruction: Euphonium		

SYSE 596	Group Study-Systems Engineering Skills	1-2 credits. Submitted as a new course so that ENGR can continue using reserved course number 596.	Fall 2020
SYSE 597	Group Study in Systems Engineering	3 credits. Submitted as a new course so that ENGR can continue using reserved course number 597.	Fall 2020
SYSE 695	Independent Study	1-18 credits. Submitted as a new course so that ENGR can continue using reserved course number 695.	Fall 2020
SYSE 699	Thesis	1-18 credits. Submitted as a new course so that ENGR can continue using reserved course number 699.	Fall 2020
SYSE 786	Applied Systems Engineering Practicum	1-9 credits. Submitted as a new course so that ENGR can continue using reserved course number 786.	Fall 2020
SYSE 795	Independent Study	1-18 credits. Submitted as a new course so that ENGR can continue using reserved course number 795.	Fall 2020
SYSE 799A	Dissertation: PhD	1-18 credits. Submitted as a new course so that ENGR can continue using reserved course number 799.	Fall 2020
SYSE 799B	Dissertation: Professional Doctorate	1-9 credits. Submitted as a new course so that ENGR can continue using reserved course number 799.	Fall 2020

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
EDHE 676	Organizational Behavior and Campus Ecology in Student Affairs	Edits to course title and description; addition of registration restriction: 'Enrollment in MS in SAHE or instructor permission.'	Fall 2020
EDHE 678	Capstone in Higher Education Administration Student Affairs	Credit increase from 2 to 3; edits to course title, description and offering term.	Spring 2021
SYSE 501 ENGR 501	Foundations of Systems Engineering	Subject code change and Department/Unit change from 1301 to 1377. Program changes required in: <ul style="list-style-type: none"> ENGR-EMGZ-ME: Master of Engineering, Plan C, Engineering Management Specialization (<i>not started in CIM yet, but program requirements were pulled from the catalog last year. Will it be deactivated?</i>) MECH-BS: Major in Mechanical Engineering (<i>will be administratively updated</i>) ENVE-BS: Major in Environmental Engineering (<i>in 'CLS – hold for FC approval' – already administratively updated</i>) ISEQ: Interdisciplinary Minor in Sustainable Energy (<i>will be administratively updated</i>) 	Fall 2020
SYSE 530 ENGR 530	Overview of Systems Engineering Processes	Subject code change and Department/Unit change from 1301 to 1377. Program change required in ISEQ: Interdisciplinary Minor in Sustainable Energy (<i>will be administratively updated</i>)	Fall 2020
SYSE 532/ ECE 532 ECE 532/ ENGR 532	Dynamics of Complex Engineering Systems	Subject code change and Department/Unit change from 1301 to 1377. Program change required in CPEG-BS: Major in Computer Engineering (<i>will be administratively updated</i>)	Fall 2020
SYSE 567 ENGR 567	Systems Engineering Architecture	Subject code change and Department/Unit change from 1301 to 1377.	Fall 2020
SYSE 569 ENGR 569	Cybersecurity Awareness for Systems Engineers	Subject code change and Department/Unit change from 1301 to 1377.	Fall 2020
SYSE 571 ENGR 571	Analytics in Systems Engineering	Subject code change and Department/Unit change from 1301 to 1377.	Fall 2020
SYSE 602 ENGR 602	Systems Requirements Engineering	Subject code change and Department/Unit change from 1301 to 1377.	Fall 2020

SYSE 603 ENGR 603	Introduction to Systems Test and Evaluation	Subject code change and Department/Unit change from 1301 to 1377.	Fall 2020
SYSE 667 ENGR 695	Advanced Model-Based Systems Engineering	Subject code change and Department/Unit change from 1301 to 1377.	Fall 2020
SYSE 710 ENGR 710	Leadership/Innovation in Systems Engineering	Subject code change and Department/Unit change from 1301 to 1377.	Fall 2020
SYSE 711 ENGR 711	Ethics in Systems Engineering	Subject code change and Department/Unit change from 1301 to 1377.	Fall 2020

Guaranteed Transfer (GT) Pathways New Course Submissions (*GT-MA1*)

Course #	Course Title	GTP Category/Notes	Effective Term
FIN 200	Personal Finance and Investing	Proposed for AUCC 1B: Quantitative Reasoning and GT-MA1. Edit to course description; addition of 'No Freshman' restriction.	Fall 2020

Guaranteed Transfer (GT) Pathways Course Resubmissions (*GT-AH1*)

Course #	Course Title	GTP Category/Notes	Effective Term
D 110	Understanding Dance	Existing AUCC Cat 3B: Arts & Humanities. Addition of Distance/Online offering; edit to course description and edit to offering term: As Needed Every	Fall 2020
MU 100	Music Appreciation	Existing AUCC Cat 3B: Arts & Humanities.	Fall 2020

Major Changes to Existing Programs

Program Title	Notes	Effective Term
ARTM-MFA: Master of Fine Arts in Art and Art History	In an effort to be accredited with the National Association of Schools of Art and Design (NASAD) we need to bump up our strictly studio focused course load to 70%. To do this, we are changing the wording under 'MFA Department List Electives' to say that 6 of the 12 elective credits MUST be studio courses.	Fall 2020
PHIL-MA: Master of Arts in Philosophy, Plan A	This change fixes a logical contradiction in our program requirements. Footnote 1 currently says "A minimum of 6 credits must be taken as regular courses (courses ending in -00 through -79) at the 500- to 600-level. A maximum of 6 credits may be taken as PHIL 695 and/or PHIL 697." Since there are 9 credits maximum and 6 must be -00 to -79, it is impossible to also count 6 credits for 695/697. This change makes the minimum for -00 to -079 into 3 credits, thus allowing a student to count a maximum of 6 credits of 695/697.	Fall 2020
BISF-CT: Graduate Certificate in Business Information Systems	Addition of CIS 601/MGT 601 as a 'Select 3 courses from the following' option.	Fall 2020
GSWF-CT: Graduate Certificate in Applied Global Stability: Water Resources	Updates to elective list; addition of Admissions Criteria in order to clarify to prospective applicants the level of mathematics, basic hydrology, and fluid mechanics background that is necessary to succeed in the elective courses.	Fall 2020

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
F 380A1	Timber Harvesting and the Environment		Spring 2020
MATH 280A3	Algorithms in Mathematics		Spring 2020
MECH 480A5	Vehicle Dynamics	Offered Distance/Online and Face-to-face.	Spring 2020
MU 381A2	Percussion Specialist		Spring 2020

Experimental Courses – 2nd Offering (<i>for informational purposes only</i>)			
Course #	Course Title	Notes/Changes	Effective Term
VM 781A6	Spanish for Rural Veterinary Practice II	1 st offering; Fall 2019 (6 students).	Spring 2020

Experimental Courses – 2nd Offering (<i>for informational purposes only</i>)			
Course #	Course Title	Notes/Changes	Effective Term
VM 781A6	Spanish for Rural Veterinary Practice II	1 st offering; Fall 2019 (6 students).	Spring 2020

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
FTEC 496A	Group Study Fermentation Science: Current Issues	Addition of course description; edit to offering year and term.	Fall 2020
FTEC 496B	Group Study Fermentation Science: Functional Foods in Health	Addition of course description; edit to offering year and term.	Fall 2020

Minor Changes to Courses			
Course #	Course Title	Notes/Changes	Effective Term
FTEC 496A	Group Study Fermentation Science: Current Issues	Addition of course description; edit to offering year and term.	Fall 2020
FTEC 496B	Group Study Fermentation Science: Functional Foods in Health	Addition of course description; edit to offering year and term.	Fall 2020

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
E 436	American Fiction, 1945-Present	Not referenced in any programs or courses.	Fall 2020
LAND 610	Topics in Garden Design	Not referenced in any active programs or courses.	Spring 2020
LAND 620	Topics in Park Design	Listed in an elective list in NSCI-ZZ-MPSM: Professional Science Master's in Natural Sciences – Zoo, Aquarium, and Animal Shelter Management Specialization (<i>will be administratively removed</i>)	Spring 2020
LAND 630	Topics in Urban Design	Not referenced in any active programs or courses.	Spring 2020
LAND 640	Major Landscape Change	Not referenced in any active programs or courses.	Spring 2020
LAND 670	Landscape Architecture Studio Option	Not referenced in any programs or courses.	Spring 2020

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
E 436	American Fiction, 1945-Present	Not referenced in any programs or courses.	Fall 2020
LAND 610	Topics in Garden Design	Not referenced in any active programs or courses.	Spring 2020
LAND 620	Topics in Park Design	Listed in an elective list in NSCI-ZZ-MPSM: Professional Science Master's in Natural Sciences – Zoo, Aquarium, and Animal Shelter Management Specialization (<i>will be administratively removed</i>)	Spring 2020
LAND 630	Topics in Urban Design	Not referenced in any active programs or courses.	Spring 2020
LAND 640	Major Landscape Change	Not referenced in any active programs or courses.	Spring 2020
LAND 670	Landscape Architecture Studio Option	Not referenced in any programs or courses.	Spring 2020

Minor Change to Existing Program			
Program Title	Notes	Effective Term	
CCMF-DD-CT: Graduate Certificate in Campus Crisis Management	Removal of EDHE 671 in a 'Select 2 courses from the following' list.	Spring 2020	

Minor Change to Existing Program			
Program Title	Notes	Effective Term	
CCMF-DD-CT: Graduate Certificate in Campus Crisis Management	Removal of EDHE 671 in a 'Select 2 courses from the following' list.	Spring 2020	

Minor Change to Existing Program			
Program Title	Notes	Effective Term	
CCMF-DD-CT: Graduate Certificate in Campus Crisis Management	Removal of EDHE 671 in a 'Select 2 courses from the following' list.	Spring 2020	

Update/Correction to 10/11/19 Minutes			
Course #	Course Title	Notes	Effective Term
MATH 651	Numerical Analysis II	<p>Prerequisites: (CS 156 or CS 253 or MATH 151) and (MATH 340 or MATH 345 or MATH 369 or MATH 530) and MATH 561</p> <p>Reason: Since MATH 561 is now a required prerequisite for MATH 651, and all of the other prerequisites listed for 651 would be met by students taking 561, those prerequisites should be removed from 651.</p> <p>UCC Policy Manual (page 11): “If two or more courses are listed as prerequisites and one of the courses is a prerequisite to another prerequisite, it should not be included (e.g., a course should not list both PH 121 and PH 122 as prerequisites since PH 121 is a prerequisite to PH 122).”</p>	Fall 2020

Minutes approved by the University Curriculum Committee on 11/1/19.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **November 1, 2019** at 2:00 p.m.
The meeting adjourned at 3:22 p.m.

Minutes

The minutes of October 25, 2019 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

Study Abroad Courses – Permanent Offerings			
Course #	Course Title	Notes	Effective Term
CON 350A	Study Abroad: European Perspectives	3 cr.; Travel dates: 5/17/20 – 6/6/20 (<i>21 days</i>) Previously offered twice (provisionally) as CON 382A	Summer 2020
SPCM 435A	Study Abroad—Spain: Social Support and Communication	3 cr.; Travel dates: 5/27/20 – 6/20/20 (<i>25 days</i>) Previously offered once (provisionally) as SPCM 482B .	Summer 2020

New Courses			
Course #	Course Title	Notes	Effective Term
CHEM 321	Foundations of Chemical Biology		Spring 2020
CHEM 322	Foundations of Chemical Biology Laboratory		Spring 2020
ECE 558	Manycore System Design Using Machine Learning	Offered Distance/Online and Face-to-face. Previously offered as experimental course ECE 580B9 (Spring 2019: 19 students; Fall 2019: 24 students).	Fall 2020
MU 275H	Applied Instruction: Organ	3 credits each. Music performance majors only. Written consent of instructor required. May be taken up to five times for credit. Will be required in MUSC-PERZ-BM: Major in Music, Performance Concentration, Orchestral Instrument Option.	Fall 2020
MU 275I	Applied Instruction: Piano		
MU 275J	Applied Instruction: Percussion		
MU 275K	Applied Instruction: Guitar		
MU 275L	Applied Instruction: Harp		
MU 275M	Applied Instruction: Double Bass		
MU 275N	Applied Instruction: Viola		
MU 275O	Applied Instruction: Violin		
MU 275P	Applied Instruction: Violoncello		
MU 275Q	Applied Instruction: Voice		

MU 275R	Applied Instruction: Bassoon		
MU 275S	Applied Instruction: Clarinet		
MU 275T	Applied Instruction: Flute		
MU 275U	Applied Instruction: Oboe		
MU 275V	Applied Instruction: Saxophone (Alto)		
STAT 331	Intermediate Applied Statistical Methods	Previously offered as experimental course STAT 380A1 (Spring 2019: 21 students; Fall 2019: 23 students).	Fall 2020
TH 345	Global Theatre	Requires written consent of instructor.	Summer 2020

Major Changes to Courses

Course #	Course Title	Notes	Effective Term
CHEM 440	Advanced Organic Chemistry Lab	Edit to prerequisites: CHEM 242 or CHEM 344 or CHEM 346. <i>Existing AUCC Cat 4B for CHEM-ACSZ-BS (program in workflow for deactivation).</i>	Fall 2020
ECE 514	Applications of Random Processes	Addition of Distance/Online offering; edit to course description.	Fall 2020
GES 192	Global Environmental Sustainability Seminar	Credit decrease from 3 to 1; addition of Distance/Online offering; edit to course description. Listed in: <ul style="list-style-type: none"> • INST-ASTZ-BA; INST-EUSZ-BA; INST-LTSZ-BA; INST-MEAZ-BA (<i>electives lists without credits showing</i>) • SOWK-BSW; SOWK-ASZ-BSW (<i>School of Social Work would like the course removed from their elective lists – updates will be completed administratively</i>) • GRPQ: Minor in Geography (<i>electives list without credits showing</i>) • Proposed Major in Global Environmental Sustainability (<i>saved not submitted</i>) 	Fall 2020
LSPA 348	Spanish Professional Terminology in Context	Credit distribution change from 3 (1-0-2) to 3 (2-0-1). One additional credit hour of classroom instruction will replace one credit hour of recitation in order to provide more focused instruction in word formation. This change will better prepare students to apply terminology in recitations.	Spring 2021
STAT 301	Introduction to Applied Statistical Methods	Edits to course title and description.	Fall 2020

Guaranteed Transfer (GT) Pathways Course Resubmissions (*GT-SS1*)

Course #	Course Title	GTP Category/Notes	Effective Term
POLS 101	American Government and Politics	Existing AUCC Cat 3C: Social and Behavioral Sciences . Resubmission for GT-SS1: Economic or Political Systems.	Fall 2020

Guaranteed Transfer (GT) Pathways Course Resubmissions (*GT-SS2*)

Course #	Course Title	GTP Category/Notes	Effective Term
GR 100	Introduction to Geography	Existing AUCC Cat 3C: Social and Behavioral Sciences . Resubmission for GT-SS2: Geography.	Fall 2020

Guaranteed Transfer (GT) Pathways Course Resubmissions (<i>GT-SS3</i>)			
Course #	Course Title	GTP Category/Notes	Effective Term
ANTH 100	Introductory Cultural Anthropology	Existing AUCC Cat 3C: Social and Behavioral Sciences . Resubmission for GT-SS3: Human Behavior, Culture or Social Frameworks.	Fall 2020

Title Change – New Program Title		
Program Title	Notes	Effective Term
Master of Addiction Counseling in Psychology, Plan C (M.A.C.P.)	The old title (abbreviated M.A.C.) is a protected term for Master Addiction Counselor, meaning that graduates of the program are unable to list their degree as ‘M.A.C.’ Since this program is housed in the Psychology Department, we are simply adding Psychology to the title and the abbreviation.	Spring 2020

Title Change - Program Deactivation			
Program Title	Notes	Last admit term	Last term students can complete
ADCN-MAC: Master of Addiction Counseling, Plan C (M.A.C.)		Fall 2019	Fall 2019

Major Changes to Existing Program		
Program Title	Notes	Effective Term
STAQ: Minor in Statistics	We are simplifying the minor so that there are fewer required courses and more electives, chosen from a pre-specified list, and with the requirement that a minimum of 6 credits be STAT or DSCL.	Fall 2020

Program Deactivations			
Program Title	Notes	Last admit term	Last term students can complete
ASTQ: Minor in Applied Statistics	The revised Minor in Statistics subsumes the Minor in Applied Statistics, rendering it redundant.	Spring 2020	Spring 2024

CONSENT AGENDA

Experimental Courses – 1st Offering			
Course #	Course Title	Notes/Changes	Effective Term
ECE 480A4	Digital Logic Synthesis	Approved for SP20 1 st experimental offering on 9/6/19 Consent Agenda; this course change adds a Distance/Online offering.	Spring 2020
ENGR 581A5	Design/Analysis of Engineering Experiments	Offered Distance/Online and Face-to-face.	Spring 2020
HORT 581A4	Graduate Student Professional Development		Spring 2020
MU 481A1	Music Education Seminar		Spring 2020
STAT 381A1	General Statistics Supplement (A)		Spring 2020

Minor Changes to Courses			
Course #	Course Title	Notes	Effective Term
STAT 192	First-Year Seminar in Statistics	Edit to offering term: Fall Spring Proposed to be required in STAT-BS; MCM updated.	Fall 2020

Course Deactivations			
Course #	Course Title	Notes/Changes	Effective Term
VM 625	Principles of Diagnostic Imaging	Not referenced in any programs or courses.	Fall 2020

Minutes approved by the University Curriculum Committee on 11/8/19.

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

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A regular meeting of the University Curriculum Committee was held on **November 8, 2019** at 2:00 p.m.
The meeting adjourned at 3:20 p.m.

Minutes

The minutes of November 1, 2019 were approved.

Consent Agenda

The Consent Agenda was approved.

Please note: Approved curriculum changes are summarized below. Additional details may be viewed in the Curriculum Management (CIM) system by clicking on the hyperlinked course number or program title below. Once a course proposal is fully approved through the CIM workflow (approved proposal will be viewable under 'History' box on right side of CIM-Courses screen), the course should be available to be added to the Class Schedule in ARIES/Banner (contingent on the effective term approved by UCC and Scheduling deadlines).

Study Abroad Courses – Permanent Offerings			
Course #	Course Title	Notes	Effective Term
ESS 430A/ ANTH 430A	Study Abroad— South Africa: Communities and Conservation	6 cr.; Travel dates: 6/8/20 – 7/1/20 (<i>24 days</i>). Includes pre- and post-travel meetings, and a post-travel final group project. Previously offered twice (provisionally) as ESS 482A/ANTH 482A	Summer 2020

New Courses			
Course #	Course Title	Notes	Effective Term
CHEM 371	Fundamentals of Physical Chemistry	4 cr.; Chemistry majors only.	Fall 2020
CHEM 372	Fundamentals of Physical Chemistry Lab	1 credit; Chemistry majors only. Approved for AUCC 4A for CHEM-BS.	Fall 2020
F 101	Intro to Forest and Rangeland Stewardship		Fall 2020
GES 494	Independent Study in Global Sustainability	1-3 var. cr.; requires written consent of instructor.	Fall 2020
HDFS 545	Program Evaluation Methods and Statistics	Partial semester; offered as Distance/Online only. Required in the new Graduate Certificate in Prevention Program Planning & Evaluation .	Spring 2021

Major Changes to Courses			
Course #	Course Title	Notes	Effective Term
CHEM 431	Instrumental Analysis	Edit to prerequisites. Approved for AUCC 4B for CHEM-BS.	Fall 2020
CHEM 461	Inorganic Chemistry	Edit to prerequisites. Approved for AUCC 4B for CHEM-BS.	Fall 2020
CHEM 476	Physical Chemistry II	Edit to prerequisites. Existing AUCC 4B for CHEM-ACSZ-BS and CHEM-NACZ-BS.	Fall 2020
DM 360/ MKT 360	Retailing	Edits to course description; removal of Distance/Online offering.	Summer 2020
MU 250	Music Therapy Practice	Addition of Distance/Online offering; edit to prerequisites; addition of 'Background check required' to Registration Information.	Fall 2020
MU 342	Psychology of Music	Addition of Distance/Online offering.	Fall 2020
MU 443	Music Therapy Methods II	Addition of Distance/Online offering; edit to course description.	Fall 2020

MU 450	Style and Performance in Singing	Edits to course description and prerequisites.	Fall 2020
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CONSENT AGENDA

Experimental Courses – 1st Offering

Course #	Course Title	Notes/Changes	Effective Term
AREC 480A2	Commodity Market Trading Experience		Spring 2020
LEAP 580A1	Artist Management in the Music Industry		Spring 2020
OT 681A1	Neuroscience Foundations of Occupation		Spring 2020

Minor Changes to Courses

Course #	Course Title	Notes	Effective Term
EDUC 474	Elementary Music Methods I	Edit to prerequisites: MU 151A None	Fall 2020

Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
EDHE 671	Higher Education Administration	Not referenced in any programs or courses.	Spring 2021
EDHE 674	Campus Ecology	Not referenced in any programs or courses.	Spring 2021
MECH 402	Mechanical Engineering Experimental Analysis	Listed in EGSC-SPEZ-BS: Major in Engineering Science, Space Engineering Concentration (in workflow for deactivation)	Summer 2020

Update to 11/1/19 Minutes

Course #	Course Title	Notes	Effective Term
CHEM 321	Foundations of Chemical Biology	'Chemistry Majors only' removed as a registration restriction.	Spring 2020
CHEM 322	Foundations of Chemical Biology Laboratory	'Chemistry Majors only' removed as a registration restriction.	Spring 2020

Minutes approved by the University Curriculum Committee on 11/15/19.

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

Date: November 5, 2019

To: Tim Gallagher
Chair, Faculty Council

From: Hong Miao
Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: Faculty Manual Section E.12.2 **Research and Other Creative Activity**

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

MOVED, THAT SECTION E.12.2 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseored~~ Additions Underlined

E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases (*last revised ~~June 21, 2011~~xxx*)

E.12.2 Research and Other Creative Activity (*last revised ~~August 12, 2009~~xxx*)

Research is the discovery and development of knowledge; other creative activity is original or imaginative accomplishment. Research and other creative activity include, but are not limited to: publications (including scholarly articles, conference proceedings, invited reviews, book chapters, textbooks, and other monographs); exhibitions, presentations or performances; copyrighted, patented, or licensed works and inventions; supervision of or assistance with graduate student theses/dissertations and undergraduate research; and ~~the award of~~ both effort and success in generating funding to support research and other creative activities. Scholarly activities that advance the effectiveness of teaching and education could also be considered research. Scholarly activities with a research/creative artistry component that include reciprocal engagement with external partners (local, state, national, and international) are encouraged and should be considered research and creative activity (see Section E.12.4). Examples include applied research, community-based participatory research, and collaboratively-created new artistic or literary performances. Other examples can be found in the “Continuum of Engaged Scholarship”.

The criteria for evaluating the original or imaginative nature of research and other creative activities should be the generally accepted standards prevailing in the applicable discipline or professional area. It is important to note that the focus is on quality and impact, rather than quantity of output. Standards for determining quality will vary among disciplines and should be specified by each academic unit. However, evaluations should be based primarily upon the quality of the product as judged by peers. Some measures of quality are the prestige of the journals in which publications appear, reviews of publications in the critical literature, reviews of artistic performance by recognized experts, prizes and other awards for significant professional accomplishment, citations of publications, grants obtained in open competition, invitations to

Speak at prestigious national and international meetings, invitations to serve on grant panels or other national or international committees, and impact and outcome assessments as indicated by adoption of results by clientele. When work is a collaborative effort, every attempt should be made to assess the value of the contribution of the faculty member. Some categories of publication or other accomplishments, such as Extension publications, more properly are regarded as vehicles for teaching or outreach/engagement; however, these may be considered evidence of other creative activity to the extent that new ideas and research are incorporated.

Rationale: These changes are meant to help clarify what constitutes research and creative activity.

Date: November 5, 2019

To: Tim Gallagher
Chair, Faculty Council

From: Hong Miao
Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: Faculty Manual Section J.2 **Definitions** and Section J.3 **Ownership and Rights**

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

MOVED, THAT SECTIONS J.2 and J.3 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL, BE AMENDED AS FOLLOWS:

Deletions ~~Overseered~~ Additions Underlined

J.2 Definitions

Academic Materials

Materials used for pedagogical purposes including, but not limited to collected data, recorded and live digital, video, and audio presentations; photographs, films, graphic illustrations, transparencies, and other visual aids; programmed instructional packages; computer programs and data bases; and scripts, study guides, syllabi, tests, and other items that accompany, or are used to present or demonstrate, the above described materials. Academic Materials may be copyrighted, patented, and/or trademarked.

Contributing Unit

An organizational entity, other than the Member's home department, that provides University Resources directly in the creation or production of Works.

Department

The home department, either an academic department or other University entity, of the Member's appointment or contract.

Information Support Technologies

Includes technologies or processes used to support the electronic capture, storage, retrieval, transformation, and presentation of digital data and information or to interface between digital forms and other communications and information media, but excludes the content presented and stored in word processors, databases, or other capture, storage, retrieval, transformation, or presentation programs.

Inventions

New, useful, and non-obvious ideas and/or their reduction to practice that result in, but are not limited to, new devices, processes, and/or methods of producing new and/or useful industrial operations and materials; any produced article useful in trade; any composition of matter, including chemical compounds and mechanical mixtures; any plant covered under plant patent laws, the Plant Variety Protection Act, or other methods that provide protection; biological materials including cell lines, plasmids, hybridomas, monoclonal antibodies, and genetically-engineered organisms with commercial potential; many new designs in connection with the production or manufacture of an article including computer software, data bases, circuit design, prototype devices and equipment; and any improvement upon existing processes or systems. An Invention may be copyrighted, patented, and/or trademarked.

Inventors and Creators

Members responsible for the conception, ideas, and content of Inventions and other Works. Support staff such as research assistants, photographers, artists, producers, computer programmers, printers, and others contribute to the Works but are not considered Inventors or Creators unless they substantially influence the original and novel aspects of the Works.

Other Creations

Creative and artistic endeavors and performances and all other Works.

Publications

Textbooks, bulletins, circulars, pamphlets, reports, information releases, data sets, exhibits, demonstrations, and other scholarly or popular writings regardless of medium. Publications may be copyrighted and may include any of the items described above in Academic Materials.

University Resources

Funds, supplies, equipment, physical facilities, support personnel, and/or other services or property of the University, including Information Support Technologies. In consideration of the benefit that accrues to the University from individual scholarly activity, the University has concluded that University Resources shall not include the Member's time, use of the library, or use of personal office including any office computer or data processor located therein.

Works For Hire

Expressly-commissioned Works for instructional, public service, or administrative use, by the University are deemed to be “works for hire” and property of the University. (See also Section J.12.2.)

J.3 Ownership and Rights

Ownership and rights to Works having potential monetary or commercial value depend on the origin, type, and amount of resources used in the creation of Works. The Vice President for Research (hereinafter referred to as “VPR”) is responsible for making ownership and licensing decisions for works pursuant to Section J. Decisions by the VPR concerning software will consider whether such software is Academic Material. When software is Academic Material, and not developed using University Resources, the Member retains ownership (see also Sections J.3.1, J.7, and J.12.2). The following provisions shall govern the ownership of Works.

J.3.1 Works Supported by the University

With the exception of Academic Materials and Publications not supported through the substantial use of University Resources, Works developed using University Resources or reduced to practice¹ in the course of a Member’s University responsibilities ~~and those expressly commissioned by the University shall be the property of the University and the Members who created them~~ are owned and managed by the University or its designee on behalf of the University and the inventors/creators pursuant to this Section J. In this context, if data and information that are a result of research activities are used in Academic Materials and Publications, that alone shall not be considered to constitute a substantial use of University Resources. All Members shall execute written assignments and such other documents as may be necessary to transfer to the University or its designee there are obligated to assign and do hereby assign to the University or its designee all rights, title, and interest in and to such Works that are determined by the VPR to have potential monetary or commercial value, unless otherwise specified in written agreements under Section J.7.4 all Inventions of which they are inventors/creators. Inventors/creators will cooperate with the University, or its assignee, in seeking intellectual property protection for such Inventions and in complying with legal obligations to research sponsors related to such Inventions. The Member shall retain, in all circumstances, a non-exclusive, non-transferable right to use such Inventions for non-commercial teaching, research, and publication purposes. Any other use, such as a commercial use, including use in consulting activities, will require a license from CSURF. Associated with such transfer, †The Member retains the following non-reassignable rights to use Academic Materials and Publications other than those which are or may be patented Inventions (“Non-patentable Non-Invention Academic Materials and Publications”) without obtaining permission from the University, unless waived in writing by the Member:

- a. The right to use or reproduce such ~~Non-patentable~~ Non-Invention Academic Materials and Publications in other scholarly endeavors;
- b. The right to update or revise the content of such ~~Non-patentable~~ Non-Invention Academic Materials and Publications, except that the University shall not be obligated to provide further resources toward such use, unless the revisions are requested by the University or agreed to jointly by the University and the Member;

- c. The right to be identified as the creator of such ~~Non-patentable~~ Non-Invention Academic Materials and Publications, if desired;
- d. The right to make derivations of such ~~Non-patentable~~ Non-Invention Academic Materials and Publications; and
- e. The right to use such ~~Non-patentable~~ Non-Invention Academic Materials and Publications in other scholarly endeavors with a new employer. Notwithstanding the foregoing, if any such ~~Non-patentable~~ Non-Invention Academic Materials and Publications are the subject of an exclusive license to a third party, the Member shall be deemed to have waived the foregoing rights in consideration of the potential for royalty distribution as set forth in Section J without execution of a written waiver.

Where no inventors/creators are reasonably attributable to a Work, such as in the case of a Work created with the input of numerous individuals in past collaborative efforts over long periods of time, such that distinct inventors/creators or specific contributions are not reasonably identifiable, the Work will be treated as having no inventors/creators ("University Works"). Where a Work was created or developed in whole by Members other than academic faculty members and within the scope of their employment, the Work will be considered to be a work made for hire and treated as a University Work. When a University Work is clearly attributable to a specific unit, that unit shall be treated as the Member for the purposes of this policy.

¹ Black's Law Dictionary generally defines "reduced to practice" as "accomplished when an inventor's conception is embodied in such form as to render it capable of practical and successful use."

Rationale:

The previous language states that Works are owned jointly by the University and the Member, but that the Member must sign over all rights, interest, and title to the University. In practice, this means that the Member retains no ownership. This is further reinforced by the language in the opening paragraph of Section J.3. As a compromise, the wording is changed to make it clear that the Member retains no ownership, but this is limited to Inventions, so faculty do retain ownership of Academic Materials and Publications. Also, the inventors/creators still receive the royalties described in Section J.8.

The final paragraph deals with the situation where something has evolved over a long period of time with many contributors so that no clear inventors/creators can reasonably be identified.

MEMO

TO: Tim Gallagher, Chair, Faculty Council

FROM: Melinda Smith, Chair, Committee on Scholarship, Research and Graduate Education

DATE: November 7, 2019

RE: Revisions to the *Graduate and Professional Bulletin*: Integrated Degree Program and Integrated Degree Program Plus Admissions, The Advisory System, Graduate Assistantship – Terms and Conditions of Appointment, and Definition of “In-State Residency” for Tuition Purposes

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revisions to the sections “Integrated Degree Program and Integrated Degree Program Plus Admissions”, “The Advisory System”, “Graduate Assistantship – Terms and Conditions of Appointment”, and “Definition of “In-State Residency” for Tuition Purposes” of the *Graduate and Professional Bulletin*, to be effective upon Faculty Council adoption:

Additions – underlined Deletions ~~overscore~~

Integrated Degree Program and Integrated Degree Programs Plus Admissions

Exceptional undergraduate students may be recruited to integrated bachelor’s/master’s or bachelor’s/doctoral degree programs (IDPs). An IDP partners an undergraduate and graduate program within or between departments, programs, or SAUs in the same or differing colleges. The graduate degree will be awarded *after or concurrently* with the award of the Baccalaureate degree. There are two types of IDPs:

1. The IDP is for undergraduate programs that have a 120 degree credit requirement;
2. The IDP+ is for undergraduate programs that have a 121, or more, degree credit requirement.

Undergraduates enrolled in a bachelor’s degree program at CSU may apply for admission to the appropriate IDP program if they meet the following criteria students must:

1. Complete at least 90 credits of course work toward their first bachelor’s degree.
 - a. Students enrolled in IDP+ programs may double count one through nine 500-level credits toward both their bachelor’s/ master’s or their bachelor’s/ PhD degrees when the credit requirements for the undergraduate degree programs range respectively between 121 through 129 credits, or more. For example, a maximum of 5 credits could be double counted for a 125- credit degree and a maximum of 9 credits could be double counted for a degree program with 129 or more credits. (This process is managed by the Registrar’s Office; the maximum number of credits that may be double counted is 9.)
 - b. Students enrolled in an IDP may not double count credits. However, prior to earning 120 credits, these students may enroll for a maximum of nine credits of graduate-level course work that may be applied toward the graduate degree, provided such course work is not used to meet bachelor’s degree

requirements. As undergraduates, students pay the undergraduate tuition rate for these credits. (This process is managed by the Registrar's Office.)

2. Complete or enroll in 9 credits of upper division level courses required or listed within their majors by their senior year.
3. Maintain a cumulative GPA of 3.000 or above.

In addition to the on-line application and the application processing fee, students applying for admission to either IDP program must send the following materials directly to the department in which they plan to study:

1. Three letters of recommendation written by individuals in each of the following categories:
 - a. Applicant's undergraduate advisor.
 - b. Applicant's instructor in at least one course within ~~his or her~~ the applicant's major and who is not ~~his or her~~ the applicant's advisor.
 - c. Applicant's instructor in a course outside of ~~his or her~~ the applicant's major field of study.
2. A written "statement of purpose" that contains:
 - a. A summary of long-term professional or personal goals.
 - b. A statement regarding the applicant's educational goals.
 - c. A statement indicating how participating in the Track III degree program will contribute to the applicant's long-term goals.
3. A completed resume that contains the following:
 - a. Record of all professional employment including dates of service (including military).
 - b. List of any special skills or competencies (including certifications or licensures).
 - c. List of publications, exhibitions, prizes, awards, or other recognitions.
 - d. List of service activities (including community and charitable).

The Advisory System

The advisor is identified and the committee is appointed through filing a **GS Form 6** with the Graduate School. It is the student's responsibility to identify an advisor and a committee, all of whom are willing and qualified to serve. The student's department chair or designee will use ~~his/her~~ their best efforts to facilitate selection of the committee and subsequent changes therein. With notification, temporary replacement of a member may be arranged. A member, including the advisor, may resign from the committee in accordance with any applicable provisions in the student's departmental code. In such cases, the affected student and ~~his or her~~ the student's department chair will be notified promptly by the departing member. It is then the student's responsibility to obtain a replacement. Any permanent changes are recorded through the filing of **GS Form 9A** with the Graduate School.

Graduate Assistantship - Terms and Conditions of Appointment

9. A Graduate Assistant may be required to participate in a retirement program depending on the number of credit hours for which ~~he or she~~ the student is enrolled and the number of hours of work required. Contribution to such a retirement program shall follow the University's rules and regulations

currently in effect for such enrollment. More detailed information concerning participation in the student retirement plan is available from the Student Employment Services Office.

Definition of "In-State Residency" for Tuition Purposes

In-state classification requires a domicile in Colorado for 12 months on or prior to the first day of classes of each semester. "Domicile" is the legal term used to describe the place where a person has chosen to make a true fixed and permanent home. Domicile is made up of two components: physical presence and evidence of intent. **Both** physical presence and evidence of intent must be established for 12 months on or prior to the first day of classes. A student can only establish domicile in Colorado for tuition purposes if ~~he or she~~ the student intends to reside permanently in the state and meet the definition of a "Qualified Person."

Rationale:

The above revisions provide gender-inclusive language by eliminating or changing binary references such as he/she and his/her.

MEMO

TO: Tim Gallagher, Chair, Faculty Council

FROM: Melinda Smith, Chair, Committee on Scholarship, Research and Graduate Education

DATE: November 7, 2019

RE: Revisions to the *Graduate and Professional Bulletin*: Graduate Assistantship – Terms and Conditions of Appointment

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revision to the section “Graduate Assistantship – Terms and Conditions of Appointment” of the *Graduate and Professional Bulletin*, to be effective upon Faculty Council adoption:

Additions – underlined Deletions ~~overscore~~

Graduate Assistantship - Terms and Conditions of Appointment

The following terms and conditions apply to all graduate students being appointed as Graduate Assistants. The Graduate Assistant Appointment and Certification Form generated by the academic department should be signed only after reading the terms and conditions set forth below and those noted on the Graduate Assistant Appointment and Certification Form.

All appointments of a student (the “Student”) as a Graduate Assistant (the “Appointment”) by Colorado State University (the “University”) are effective on the date set forth beside the student’s signature on the Graduate Assistant Appointment and Certification Form, subject to final approval (“Final Approval”) by the Board of Governors of the Colorado State University System or the individual to whom the Board has delegated such authority (its “delegated representative”).

The stipend payable to a Graduate Assistant, as specified on a Graduate Assistant Appointment and Certification Form, is offered in return for services and shall be deemed taxable compensation. Tuition remission, if specified on a Graduate Assistant Appointment and Certification Form, is provided in the form of financial aid, independently of the stipend, as a qualified tuition reduction given for educational purposes under Section 117 of the Internal Revenue Code.

A Graduate Assistant may be appointed as a Support Assistant, a Teaching Assistant, or a Research Assistant, or some combination thereof, as specified on a Graduate Assistant Appointment and Certification Form. Support Assistants provide administrative services; they are typically located in non-academic units like Housing or Athletics, but may be found in any office. Teaching Assistants help in the provision of educational services to undergraduates. Responsibilities may range from grading papers through leading discussions or lab sessions to complete independent teaching of a class. Research Assistants typically work with a professor on a project of importance to scholarship. The particular nature of Student’s duties will be specified in writing, to the Student by the student’s advisor or a departmental representative.

Full-time graduate students should not be appointed to more than a half-time assistantship or hold a sum of part-time assistantships greater than half-time. A half-time assistantship (.5 FTE) usually involves an average of about 20 hours of service per week of a nominal 40 hour workweek. Stipends will vary by department and by the duties assigned as well as the skills, competencies, and experience exhibited by the student. However, the stipend for half-time assistants must be paid no less than the Graduate School's officially established minimum monthly amount. Contact the Graduate School for information on the amount of this minimum for any given year. A quarter-time assistantship (.25 FTE) usually involves an average of about 10 hours of service per week of a nominal 40 hour workweek. Those with such assignments, must be paid a minimum of half of this amount. Any other level of appointment (e.g. less than 25% or between 26% and 49%) must be paid at least the prorated established minimum stipend. The level of appointment, amount of stipend and any tuition remission for each Graduate Assistant shall be as set forth on the Graduate Assistant Appointment and Certification Form.

Signature of the Graduate Assistant Appointment and Certification Form by the Student and Final Approval by the Board of Governors of the Colorado State University System or its delegated representative shall constitute a legally binding employment agreement (the "Agreement") between the University and Student. Such Agreement shall be subject to the following terms and conditions::

1. Appointment as a Graduate Assistant is expressly conditioned upon:
 - a. Student securing admission to a graduate degree program and the Graduate School, and registering for and completing at least one (1) on-campus-credit during each fall and spring semester, and such credits as the appointing department may require each summer term during which the appointment is in effect.
 - b. Student's conformance to each of the following: maintaining good academic standing at Colorado State University; maintaining at least a 3.0 grade point average in each of the various categories (regular courses and overall) specified in the [Scholastic Standards](#) section of the Graduate and Professional Bulletin after having attained 12 credits of regular coursework or two semesters of graduate work, whichever comes first; not being placed on academic probation; and for non-native speakers of English, taking and obtaining a satisfactory score on prescribed language competency tests.
 - c. Continued association with and enrollment in an academic department and the absence of suspension, dismissal, expulsion, or withdrawal from the University, Graduate School, or department.
 - d. Student's performance of assigned duties and functions in a timely and competent fashion.
 - e. A routine background check, if applicable, is completed and reviewed in compliance with the Colorado State University policy regarding background checks.

Conditions A through D above shall be deemed conditions precedent which must be met by the Student in order to remain eligible for appointment as a Graduate Assistant. Failure to meet conditions A through D above shall render the appointment voidable at the option of the University, which option may be exercised by discontinuing payment of the stipend. Failure to meet the condition set forth in E above may result in termination of the Appointment, subject to Paragraph 5 below. Termination or election to void the Appointment shall terminate the stipend payable thereunder, although such action shall not result in forfeiture of the tuition remission for the semester in which it occurs.

2. The University and the Student understand and agree that the stipend portion of an Assistantship is not a scholarship award; rather it is an appointment which involves the performance of services in return for reasonable compensation in the form of stipend. Tuition remission may also be provided in the form of financial aid, independently of the stipend, as a qualified tuition reduction given for educational purposes under Section 117 of the Internal Revenue Code.
3. The term of appointment as a Graduate Assistant and the stipend and tuition remission amounts specified in a Graduate Assistant appointment and Certification Form may reflect the anticipated continuation of the appointment for more than one academic semester, which is set forth as an administrative convenience only. Notwithstanding any such provisions, the term of appointment as a Graduate Assistant and Student's right to receive the stipend and tuition remission during any succeeding academic semester is not guaranteed by the University and no offer of future appointment shall be implied.
4. The University (or the appointing department) reserves the right to terminate the Appointment because of unavailability of funds or other conditions beyond its control upon thirty days written notice to Student, said notice effective when posted in a U.S. Mail Depository with sufficient postage attached thereto. Termination of the appointment shall terminate the stipend payable thereunder, although termination shall not result in forfeiture of the tuition remission for the semester in which such termination occurs.
5. Pursuant to State Statute C.R.S. 24-19-104, all Graduate Assistants are "employees at will" and their employment may be terminated by either party at any time, for any reason or no reason. Termination of at-will employees does not generally require pre-termination due process. However, except for non- renewals of employment following the end of a stated employment period or election to void an appointment due to failure of conditions A through D under Paragraph 1 above, the Provost/Academic Vice President must review and approve any recommendations concerning the termination of a Graduate Assistant Appointment, including a determination, based on advice from the Office of the General Counsel, as to whether any pre-termination due process is appropriate under the circumstances. Approval of the Board of Governors of the Colorado State University System or its delegated representative is required prior to any final action on such terminations. The provisions of this section shall not be interpreted to authorize the termination of any Graduate Assistant for any reason that is contrary to applicable federal, state, or local law. Termination of or an election to void an Assistantship shall be subject to appeal in accordance with the Graduate Appeals Procedure set forth in the Graduate and Professional Bulletin.
6. Payments will be made on the last work day of the month. All payments will be deposited directly in a bank or forwarded to the address indicated on the Earnings Disposition/Address Form. Students must report to their major department to complete the necessary forms.
7. Benefits: Between semesters Graduate Assistants usually concentrate on their research and associated library work. To the extent that the supervising faculty member and department head concur, Graduate Assistants may use such periods for leave. Graduate Assistants are covered by the University's liability insurance and by Workmen's Compensation. ~~Student health insurance coverage for Graduate Assistants is available at additional cost to the student through the CSU Health Network.~~ The Graduate School provides a health insurance contribution to help offset the cost of health insurance to qualifying graduate assistants. See the Graduate School's Assistantship Health Insurance Contribution for details and eligibility criteria. Graduate Assistants may also qualify for parental leave benefits. See the Graduate Student Parental Leave policy for eligibility and application form details.

8. The Colorado Uniform Jury Selection and Service Act applied to persons appointed as Graduate Assistants and they must be excused for jury service as required by thereunder.
9. A Graduate Assistant may be required to participate in a retirement program depending on the number of credit hours for which he or she is enrolled and the number of hours of work required. Contribution to such a retirement program shall follow the University's rules and regulations currently in effect for such enrollment. More detailed information concerning participation in the student retirement plan is available from the Student Employment Services Office.
10. The appointment period specified on the Graduate Assistant Appointment and Certification Form may be renewed by the Department by generating a new Graduate Assistant Appointment and Certification Form requiring Student signature.
11. Increases in the amount of the stipend from that originally indicated on the Graduate Assistant Appointment and Certification Form will not require Student signature.
12. Changes other than those noted on #11 (e.g., type of assistantship, level of service, decrease in stipend, or tuition payment arrangements) require the drawing of a new Graduate Assistant Appointment and Certification Form for student signature.

Rationale:

The revisions reflect new benefits for Graduate Assistants. Qualifying Graduate Assistants may also receive health insurance contributions and parental leave benefits.