

PLEASE NOTE: Members, in the Microsoft Teams environment, should indicate their wish to speak by expressing their desire to speak “for” or “against” a motion, or to request clarification, in the chat feature. Guests should contact the Faculty Council Office by email prior to the meeting to discuss any contributions they have.

PLEASE NOTE: Members planning to introduce amendments are requested to provide copies to the Faculty Council Office, 315 Administration or by email, at least 24 hours before this meeting.

**AGENDA
Faculty Council Meeting
May 5, 2026 – 4:00pm – TILT 221/Microsoft Teams**

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – May 5, 2026 [4:00pm-4:05pm]

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – September 1, 2026 – Location TBD/Microsoft Teams – 4:00pm
2. CSU Online and Learning Innovations Work Streams Open Forum – May 7, 2026 – Lory Student Center Room 322 or [Microsoft Teams](#) – 1:00pm-2:00pm
3. Employee Council Year-End Party – May 17, 2026 – Avogadro’s Number – 5:00pm–7:00pm
 - a. [RSVP Form](#)
4. [Human Resources/Finance Alignment Slides](#) – April 23, 2026
5. [Colorado Faculty Advisory Council & Colorado Department of Higher Education Survey](#) on Reduced Credit Bachelor’s Degrees
6. World Food Safety Day Petition (p. 4)
7. Announcement of Harry Rosenberg Award Recipient

B. MINUTES TO BE APPROVED [4:05pm-4:06pm]

1. Faculty Council Meeting – April 7, 2026 (pp. 5-16)

C. UNFINISHED BUSINESS

D. CONSENT AGENDA [4:06pm-4:07pm]

1. UCC Minutes – April 3, 10 & 17, 2026 (pp. 17-30)

E. ACTION ITEMS [4:07pm-4:50pm]

1. New Undergraduate Degree Program: Major in Elementary Education – University Curriculum Committee – Brad Goetz, Chair (pp. 31-38)
2. Proposed Revisions to Section B.2.6.1 of the Academic Faculty and Administrative Professional Manual – Committee on University Programs – Day Halsey & Kristy Nowak, Co-Chairs (pp. 39-40)
3. Faculty Representatives to Faculty Council Standing Committees – Committee on Faculty Governance – Steve Reising, Chair (pp. 41-43)
4. Proposed Revisions to Section C.2.1.3.3 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Steve Reising, Chair (pp. 44-46)
5. Proposed Revisions to the Graduate and Professional Bulletin: Requirements for All Degrees: Scholastic Standards – Committee on Scholarship, Research and Graduate Education – Rob Schonlau, Chair (pp. 47-53)
6. Proposed Revisions to Introductory Statement on Student Course Surveys – Committee on Teaching and Learning – Deborah Garrity, Chair (p. 54)
7. Proposed Revisions to Section B.2.4 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Mark Shelstad, Chair (p. 55)
8. Proposed Revisions to Section B.2.5 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Mark Shelstad, Chair (pp. 56-57)
9. Proposed Revisions to Section B.2.6 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Mark Shelstad, Chair (pp. 58-62)

**F. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Interim Provost
Lise Youngblade [4:50pm-5:05pm]**

**G. BUDGET UPDATE – Vice President for University Operations and Chief
Financial Officer Brendan Hanlon [5:05pm-5:25pm]**

H. REPORTS TO BE RECEIVED [5:25pm-6:00pm]

1. Final Report from the Task Force on Free Speech – Ray Black, Chair (pp. 63-67)
2. Final Report of the Task Force on Revising the Program and Curriculum Approval, Suspension, and Discontinuance Processes

- at CSU – Christopher Gentile & Joshua Schaeffer, Co-Chairs (pp. 68-81)
- a. Outline for Improved Processes and Workflow for Program Review and Management (pp. 68-71)
 - b. A Framework for Resolving Program and Curricular Disputes (pp. 72-75)
 - c. Policies Around the Process for Suspension and Discontinuance of Programs and Courses (pp. 76-81)
3. CoSFP Values for Unit-Level Budget Model Implementation – Committee on Strategic and Financial Planning – Lisa Kutcher, Chair (p. 82)
 4. Faculty Council Chair Report – Andrew Norton
 5. Board of Governors Report – Jennifer Martin (pp. 83-85)

I. DISCUSSION

<https://sites.google.com/view/csu-wfsd/home>



WORLD FOOD SAFETY DAY, JUNE 2026

A Petition to the Colorado State University Administration

The World Health Organization's 2026 World Food Safety Day

June 7, 2026

The theme for 2026

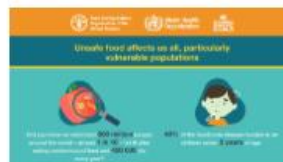
From burden to solutions - safe food everywhere

Help CSU be a leader of education and conversations about food safety.



WORLD HEALTH ORGANIZATION

[World Food Safety Day, 2027](#) information.



Please add your name to our petition to the Administration of CSU.

Help us make Colorado State University a leader in food safety.

[Sign here](#)

You may send your petition to the president's office at:

[CSU President's Office](#)



Sign a personal pledge to promote food safety education and awareness

Please sign our pledge to support food safety education and awareness.

[Sign Here](#)



A food safety quiz for you.

Test your knowledge of Food safety or test others with a Food Safety "Quiz".

[Take the quiz](#)

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, e-mail immediately to Amy Barkley.

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

MINUTES
Faculty Council Meeting
April 7, 2026 – 4:00pm – Animal Sciences Harris-Wood Boardroom/Microsoft Teams

CALL TO ORDER

Chair Andrew Norton called the meeting to order at 4:01 p.m.

Chair Norton reminded Faculty Council members about the rules of engagement.

FACULTY COUNCIL AGENDA ITEMS:

I. FACULTY COUNCIL AGENDA – April 7, 2026

A. ANNOUNCEMENTS [4:00pm-4:10pm]

1. Next Faculty Council Meeting – May 5, 2026 – TILT 221/Microsoft Teams – 4:00pm
2. Next Employee Council Meet & Greet – April 9, 2026 – 10:30am-12pm – Lory Student Center Room 300
3. Next Faculty Council Office Hours – April 9, 2026 – 3pm-4pm – Administration 315
4. Book Discussion on Lee Bollinger’s “University: A Reckoning” – Center for the Study of Academic Labor – April 30, 2026 – 4:00pm – TILT 104
 - a. [RSVP Link](#) – Book Giveaway to first 20 people that sign up

B. MINUTES TO BE APPROVED [4:10pm-4:11pm]

1. Faculty Council Meeting – March 3, 2026

Hearing no suggested edits or corrections, the Faculty Council minutes from March 3rd were approved by unanimous consent.

C. UNFINISHED BUSINESS

D. CONSENT AGENDA [4:12pm-4:15pm]

1. UCC Minutes – February 20 & 27, March 6 & 27, 2026

Hearing no questions or anything to be pulled for discussion, the University Curriculum Committee minutes were approved by unanimous consent.

E. ACTION ITEMS

[4:15pm-4:30pm]

1. Faculty Representatives to Faculty Council Standing Committees – Committee on Faculty Governance – Steve Reising, Chair

Steve Reising (CoFG): On behalf of the Committee on Faculty Governance, move the election of faculty standing committee representatives as seen in the agenda packet.

Hearing no questions or discussion, Chair Norton requested a vote.

Motion passed.

2. Confirmation of Appointment of Steven Reising as University Grievance Officer

Dennis Harry: Indicated that he was the chair of the ad hoc committee to replace the University Grievance Officer. The committee unanimously puts forward the nomination of Steve Reising.

Hearing no questions or discussion, Chair Norton requested a vote.

Motion passed.

F. PROVOST/EXECUTIVE VICE PRESIDENT REPORT – Interim Provost Lise Youngblade

[4:30pm-5:00pm]

Interim Provost Lise Youngblade: Provided a few campus updates:

- The Multicultural Undergraduate Research, Art, and Leadership Symposium (MURALS) event was last week. There were many posters, lots of enthusiasm, and great presentations.
- The Celebrate Undergraduate Research and Creativity (CURC) event will be on April 21st in the Lory Student Center. There is a call out for additional judges.
- There will be a budget forum next Monday, April 13th, from 1pm-2pm. The forum will be hybrid.

Provost Youngblade: Provided information regarding the budget reduction process. As the process was started, we heard from campus a desire to prioritize compensation and raises. The budget we are working on for the next year maintains that commitment. Reiterated the priorities, which include student access and success and faculty success. We have prioritized the 3% raise pool, while also trying to hold benefits steady. There will be impacts to people and we are anticipating layoffs. What we are modeling is less than where we started, so the impact to campus is less than 1% of our employee base. Human Resources is committed to increasing support and resources around termination. The budget decisions were informed locally by leaders

of divisions and colleges to submit proposals. Nearly seven hundred (700) proposals were submitted and those have been reviewed. There were also meetings and opportunities for back-and-forth conversations around the proposals. Thanked everyone for their work on this to consider the trade-offs in a careful and strategic way. There is still work to do but appreciate the way everyone showed up in this space.

Provost Youngblade: Provided some additional campus updates:

- The two (2) Dean searches are close to concluding. We will announce these as soon as we can.
- The Doctor of Veterinary Medicine program has once again been named one of the top programs in the country. The College of Veterinary Medicine and Biomedical Sciences has also been named the nation's leading veterinary college for biomedical research, as well as earning the number three (3) spot for the 2026-2027 best graduate school ranking released by U.S. News and World Report.
- The doctoral program in Occupational Therapy has been ranked as number one (1) in the country by U.S. News and World Report.
- There are six (6) new University Distinguished Professors.
- The CSU Alumni Association recently recognized the 2026 best teachers at a banquet last week.
- There was a 60 Minutes segment on "Aging and the Brain" that showcased the College of Veterinary Medicine and Biomedical Sciences and CSU's translational medicine research into dementia in dogs and the implications for human aging.
- Expressed appreciation for the work of the Faculty Council task forces and standing committees for the support of the shared governance process.
- Office hours for the Provost's office will continue. The dates and times are posted on the Provost's website.

A Faculty Council member requested that data be shared regarding the layoffs and its categories, including employment type and race, gender, and ethnicity. Provost Youngblade indicated that a lot of care has been put into the approach around any layoffs and that this data can be compiled for a report in September.

Another Faculty Council member asked whether the 3% raises included staff and graduate assistants. It was clarified that the raises apply to faculty and administrative professionals, since state classified staff run under a separate process.

A Faculty Council member noted that since 2020, faculty and staff have lost 10% earning power across campus and are making less than we were five (5) years ago. The member additionally asked whether there was an update on what was happening with the Honors program with their reorganization and the effect on the non-tenure track faculty there.

Provost Youngblade: Acknowledged that there is reorganization going on and is still progressing. Indicated that more information will be shared at the May Faculty Council meeting.

A Faculty Council member requested that detailed information about the consequences of the budget cuts and actions be shared at the budget forum on Monday, April 13th. Provost

Youngblade indicated that much of the budget process is still in the works and relies on approval by the Board of Governors but will try to share and do as much as possible.

Hearing no further questions or discussion, the Provost's report was concluded.

G. REPORTS TO BE RECEIVED

[5:00pm-6:00pm]

1. [JED Foundation Task Force Final Report](#) – Jennier Aberle & Laurel Halsey, Co-Chairs – [see link]

Jennifer Aberle: We are sharing the final synthesis of the partnership between CSU and the JED Foundation, focusing on how our policies, systems, and campus environment support student mental health and well-being. While this work centers students, we want to be clear that student well-being is inseparable from the well-being of the faculty and staff who teach, mentor, advise, and support them. The goal today is not to go into detail with the report, which is in the agenda packet, but to provide a larger idea of the ongoing organizing framework of this work and to invite continued engagement as we continue to work toward a more coordinated and sustainable campus environment that supports student mental health and well-being, as well as supporting all faculty and staff.

Aberle: Provided an overview of the report:

- The JED Foundation is a national nonprofit focused on student mental health and suicide prevention through a systems-level public health approach.
- CSU started an 18-month engagement with the JED Foundation starting in September 2024. They provided a process for how we assess our campus and provided us a framework for the creation of a strategic plan.
- The task force was charged with advancing student emotional health and suicide prevention, applying the JED campus framework and developing a campus-wide approach to supporting mental health.

Laurel Halsey: Discussed the process and findings from the task force:

- The JED campus assessment is a systems-level review and looks at how policy, culture, training, communication, and physical environments interact together to shape student well-being over time.
- The assessment involved more than 250 indicators across academic units, student affairs, health services, campus safety, student systems, and shared governance.
- The recommendations focus on clarifying systems and strengthening coordination in ways that reduce guesswork and protect faculty and staff from absorbing unnecessary emotional labor.
- There are five (5) implementation domains:
 - Leadership and policy clarity
 - Coordinated access to care
 - Communication and referral pathways
 - Evidence-based safety and prevention
 - Flexible faculty and staff training and support

- There is an additional recommendation of the creation of a wellness council as a cross-functional group to provide coordinated oversight and advisement of student well-being efforts, and improving clarity, alignment, and prevention across academic and student-facing systems.

Faculty Council members discussed the recommendations. A Faculty Council member expressed the importance of supporting the mental health and well-being of not just students but faculty and staff as well. Additional Faculty Council members asked how faculty can be supportive of this and engage in the process.

A Faculty Council member asked whether there were budgetary considerations around some of the recommendations.

Aberle: Confirmed that there are specific financial implications to some of the recommendations. Some of it is acknowledging the financial dedication already put into our safety. The report outlines some of the long-term.

A Faculty Council member asked whether there was a focus on students, staff, and faculty of color and difference.

Aberle: In the report, it goes over specific contexts, identities, and areas of the University that support students, faculty, and staff in different areas that may need additional supports.

Hearing no additional questions or discussion, report was received.

2. Task Force on Innovating in the AUCC Final Report – Frankie Wilcox & Dale Lockwood, Co-Chairs

Dale Lockwood: There were two (2) charges given to the task force. The first was to develop criteria for new AUCC course proposals and the second was the develop procedures for the review of new AUCC course proposals. The report recognizes the key goals of the AUCC, which is to promote curiosity and wonder and engagement in students, a broad foundation of questions across disciplines, expanding students' sense of possibility by helping themselves envision who they can become, and articulating the value of general education, offering a balanced, coherent, and meaningful AUCC. The task force created a set of questions that faculty who are submitting courses for AUCC approval should address, understanding that these questions are not intended to be prescriptive. It is intended to be a reflective process in the approach of developing an AUCC course.

Lockwood: The task force is recommending that the new standing committee on the AUCC, which is being formed, be the guide in shaping the AUCC into a cohesive program rather than a collection of courses.

A Faculty Council member asked about the abbreviated timeline for the task force and whether it was appropriate for a subject as large as the AUCC.

Chair Norton: Indicated that this is just a report from the task force and recommendations are not being voted on today. There may be something at the next meeting from the task force for Faculty Council consideration. Outlined the process. Last fall, a pause was placed on the development of new AUCC courses. Faculty Council Executive Committee did not want to leave this pause indefinite, so it was requested that we get the approval process done by the end of the semester.

Frankie Wilcox: Outlined the timeline and process of the task force. There were weekly meetings and some of those meetings contained working groups to focus on the criteria.

A Faculty Council member asked whether the impact of the new budget model had been considered in the process, particularly around the high-impact practices.

Wilcox: This was discussed in the task force, including discussions around potentially larger class sizes. The high-impact practices was debated for quite some time and the task force landed on the fact that there are high-impact practices that can be implemented at scale in big and small classrooms.

Vice Provost Michael Galchinsky: Part of the process that the established AUCC leadership committee will take on is thinking through how to make sure that we are managing the general education program adequately in terms of resources as well as in other dimensions.

Faculty Council members discussed the process for approval of AUCC courses through the CIM system. It was clarified that this approval was envisioned as a step prior to going to the University Curriculum Committee. The AUCC committee would do the review and then pass the recommendation through or refer the course back for more development.

A Faculty Council member asked whether there had been discussion on the continuing, contract, and adjunct faculty that often teach a lot of AUCC courses, particularly regarding the criteria indicating whether the unit has faculty with the relevant credentials and what these credentials might be.

Lockwood: Part of that debate came from the balance of having innovative courses and interdisciplinary courses appearing on the books and counterbalancing the fracturing of what departments who have the expertise and others reaching over into other categories to offer these courses. Something the task force considered was the idea of having more co-teaching or cross-listing of these courses to bring the relevant skills of faculty together to create an interdisciplinary experience on that subject matter.

Additional concerns were expressed around the criteria indicated a unit's disciplinary mission and defining a unit's expertise in a prescriptive way. It was noted by the co-chairs that there was text added to that portion to remind people that the goal is not to be prescriptive. The committee would want to see an expansive description of why the course belongs where it is.

A Faculty Council member brought up concerns regarding courses brought from AUCC 3C or 3B to 1C and that there was not vetting of the courses in the original categories as they moved into AUCC 1C. Asked how this will be addressed.

Lockwood: This did come up in discussion within the task force. It was not within our charge to address this, but this would be something brought forward to the AUCC standing committee. Indicated one of the criteria requires faculty to consider the impact of their course on other courses within the core curriculum.

Vice Provost Galchinsky: Indicated that the clarification that was received from the state of Colorado was that GT Pathways are those core courses that are accepted by other institutions around the state, but not every core course at our institution needs to be a GT Pathway course. This means we can develop the core curriculum we want for our students here at CSU in light of our land-grant mission and what our goals are.

Faculty Council members discussed the process for the new standing committee. Vice Provost Galchinsky stated that the AUCC standing committee will design a process for not only approval of new AUCC courses but also a review of existing core course domains and existing core courses. We want to have a routine periodic review process.

Hearing no further questions or discussion, task force report was received.

3. Faculty Council Chair Report – Andrew Norton

Chair Norton: Provided some chair updates:

- The chairs and vice chairs of the employee councils, along with the chair of the Committee on Strategic and Financial Planning, met with Chief of Staff Matt Tillman, Vice President Brendan Hanlon, Provost Youngblade, and Vice President Eric Ray around the budget cuts and the priorities and how to engage the councils in the process.
- There was a robust pool of candidates for the Provost search. The first on-campus interviews start next week. The Faculty Council Executive Committee has also been scheduled for brief meetings with each candidate.
- The results of the Presidential survey were transmitted. There were 532 responses this year, which equates to a 25.8% response rate. Stated that we often get requests from people about whether these will be published and we do not do this, as it is part of a personnel evaluation.
- CSU Online recently moved out from the Office of Engagement and Extension and has a temporary home within the President's Office. There is an ongoing process that is working on various aspects of CSU Online.
- There are some upcoming sessions to note:
 - The budget forum will be on April 13th.
 - The final department/college code forum will be on April 16th.

- There is an alignment Q&A session scheduled for April 23rd. This will include Vice President Hanlon, Vice President Ray, and Vice President Cassandra Moseley.
- There is a CSU Online and Learning Innovations Workstream open forum on May 7th. More details will be provided.

4. Board of Governors Report – Jennifer Martin

Jennifer Martin (BOG Representative): Provided a few Board of Governors updates:

- The new President of CSU Pueblo, Rhonda Epper, started her tenure recently. There is a lot of optimism about this President and the future of CSU Pueblo.
- Our former interim Provost, Jan Nerger, was appointed as the interim Provost of CSU Global to allow for their accreditation process.
- Board of Governors member Andy Wirth resigned his position on the Board of Governors.
- There have been a few special meetings of the Audit and Finance Committee to help provide not only context for the challenging budget situation, but how the campuses will handle reducing or balancing out budget. The Long Bill has just moved from the Joint Budget Committee but has not yet been signed, so we do not yet know what state appropriations will look like.

Faculty Council members discussed the budget and expressed concern over the timing of the Faculty Council meeting and the Board of Governors meeting regarding finding out information about the budget. Members discussed potentially holding an additional Faculty Council meeting or moving the meeting to accommodate the requests for information about the budget.

H. DISCUSSION

Hearing no further discussion, Chair Norton called the meeting adjourned.

Meeting was adjourned at 6:06 p.m.

Andrew Norton, Chair
 Zaid Abdo, Vice Chair
 Jennifer Martin, BOG Representative
 Amy Barkley, Executive Assistant

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING
2025-2026

Chair: Andrew Norton

Vice-Chair: Zaid Abdo

Executive Assistant: Amy Barkley

BOG Representative: Jennifer Martin

Professional Registered Parliamentarian: Lola Fehr

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2028
Catie Cramer	Animal Sciences	2027
Lisa Blecker	Agricultural Biology	2027
Kelly Curl	Horticulture & Landscape Architecture	2028
<u>Esten Mason</u>	Soil and Crop Sciences	2026
Bradley Goetz	College-at-Large	2026
Stephen Coleman	College-at-Large	2027
Health and Human Sciences		
Kevin Kissell	Design and Merchandising	2027
<u>Neha Lodha</u>	Health and Exercise Science	2028
Charlie Hoxmeier	Food Science and Human Nutrition	2026
Day Halsey	Human Development and Family Studies	2027
Svetlana Olbina	Construction Management	2027
Aaron Eakman	Occupational Therapy	2026
Daniel Birmingham	School of Education	2027
<u>Shelby McDonald</u>	School of Social Work	2028
Leann Kaiser	College-at-Large	2027
Business		
Nate Nguyen	Accounting	2026
Seth Kinnett	Computer Information Systems	2027
Wenrui Zhang	Finance and Real Estate	2028
Rob Mitchell	Management	2027
Gina Slejko	Marketing	2028
Engineering		
Peter Jan van Leeuwen	Atmospheric Science	2027
Brian Munsky	School of Biomedical & Chemical Engineering	2028
Rachel Brennan	Civil and Environmental Engineering	2026
Steven Reising	Electrical and Computer Engineering	2028
Soheil Fatehiboroujeni	Mechanical Engineering	2026
Erika Gallegos	Systems Engineering	2026
Sybil Sharvelle	College-at-Large	2026

Pinar Omur-Ozbek	College-at-Large	2026
Liberal Arts		
Mary Van Buren	Anthropology & Geography	2026
Emily Moore	Art & Art History	2027
Mark Saunders	Communication Studies	2028
Martin Shields	Economics	2027
Genesea Carter	English	2026
Ray Black	Race, Gender, & Ethnic Studies	2028
John Slater	Languages, Literatures, and Cultures	2028
Tracy Brady	History	2026
Daniela Castillo	Journalism and Media Communication	2028
Wesley Longacre	Music, Theatre, and Dance	2028
Eirik Harris	Philosophy	2026
Marni Berg	Political Science	2027
Pete Taylor	Sociology	2028
(substituting for KuoRay Mao, Spring 2026)		
Forest Greenough	College-at-Large	2027
Antonio Pedros-Gascon	College-at-Large	2028
Emily Morgan	College-at-Large	2026
Abigail Shupe	College-at-Large	2027
Frankie Wilcox	College-at-Large	2027
Sanam Emami	College-at-Large	2026
Fabiola Ehlers-Zavala	College-at-Large	2026
Mohammed Hirchi	College-at-Large	2026
Karrin Vasby Anderson	College-at-Large	2028
Natural Resources		
Randall Boone	Ecosystem Science and Sustainability	2026
Troy Ocheltree	Forest and Rangeland Stewardship	2027
David Koons	Fish, Wildlife, & Conservation Biology	2027
Dennis Harry	Geosciences	2027
<u>Christina Cavaliere</u>	Human Dimensions of Natural Resources	2026
Natural Sciences		
Olve Peersen	Biochemistry & Molecular Biology	2028
Dale Lockwood	Biology	2028
Brittney Morgan	Chemistry	2026
Sanjay Rajopadhye	Computer Science	2027
Julia Gehrlein	Physics	2027
Matthew Rhodes	Psychology	2028
<u>Ben Shaby</u>	Statistics	2028
Steve Benoit	Mathematics	2026
<u>Alan Van Orden</u>	College-at-Large	2026
James Liu	College-at-Large	2026

Tanya Dewey	College-at-Large	2028
Veterinary Medicine & Biomedical Sciences		
Elaine Carnevale	Biomedical Sciences	2028
<u>Mo Salman</u>	Clinical Sciences	2028
Del Leary	Environmental & Radiological Health Sciences	2026
<u>Christie Mayo</u>	Microbiology, Immunology and Pathology	2027
Katriana Popichak	College-at-Large	2028
Karen Dobos	College-at-Large	2028
Doreene Hyatt	College-at-Large	2027
Zaid Abdo	College-at-Large	2028
RoxAnn Karkhoff-Schweizer	College-at-Large	2026
Dan Regan	College-at-Large	2026
Andreas Neophytou	College-at-Large	2028
<u>Mac Harris</u>	College-at-Large	2028
Jennifer Rawlinson	College-at-Large	2026
University Libraries		
Linda Meyer	Libraries	2028
<i>Ex Officio Voting Members</i>		
Andrew Norton	Chair, Faculty Council/Executive Committee	2026
Zaid Abdo	Vice Chair, Faculty Council	2026
Jennifer Martin	BOG Faculty Representative	2026
Steven Reising, Chair	Committee on Faculty Governance	2026
<u>Sudeep Pasricha, Chair</u>	Committee on Information Technology	2026
<u>Shane Kanatous, Chair</u>	Committee on Intercollegiate Athletics	2026
<u>Jon Clark, Chair</u>	Committee on Libraries	2026
Ryan Brooks, Chair	Committee on Non-Tenure Track Faculty	2026
<u>Mark Shelstad, Chair</u>	Committee on Responsibilities and Standing of Academic Faculty	2026
<u>Rob Schonlau, Chair</u>	Committee on Scholarship, Research, and Graduate Education	2026
<u>Alan Kennan, Chair</u>	Committee on Scholastic Standards	2026
Lisa Kutcher, Chair	Committee on Strategic and Financial Planning	2026
<u>Deborah Garrity, Chair</u>	Committee on Teaching and Learning	2026
Day Halsey, Co-Chair	Committee on University Programs	2026
Kristy Nowak, Co-Chair	Committee on University Programs	2026
Brad Goetz, Chair	University Curriculum Committee	2026
<u>Chris Becker</u>	Committee on Non-Tenure Track Faculty	2026
<u>German Parada</u>	Committee on Non-Tenure Track Faculty	2027
<u>Lisa Fyffe</u>	Committee on Non-Tenure Track Faculty	2028
Karen Montgomery Moore	Committee on Non-Tenure Track Faculty	2027
Clarissa Trapp	Committee on Non-Tenure Track Faculty	2028
Sean Bryan	Committee on Non-Tenure Track Faculty	2028
Ann Hess	Committee on Non-Tenure Track Faculty	2028

Traci Kinkel

Committee on Non-Tenure Track Faculty

2028

Ex Officio Non-Voting Members

Amy Parsons

President

Matthew Tillman

Chief of Staff

Lise Youngblade

Interim Provost/Executive Vice President

Scott Roberts

Vice President for Advancement

James Pritchett

Vice President for Engagement & Extension

Kevin MacLennan

Vice President for Enrollment and Access

Melinda Smith

Vice Provost for Faculty Affairs

Eric Ray

Vice President for Human Resources

Kauline Cipriani

Vice President for Inclusive Excellence

Brandon Bernier

Vice President for Information Technology

Kathleen Fairfax

Vice Provost for International Affairs

Laura Jensen

Vice Provost for Planning and Effectiveness

Cassandra Moseley

Vice President for Research

Blanche M. Hughes

Vice President for Student Affairs

Michael Galchinsky

Vice Provost & Dean for Undergraduate Affairs

Kyle Henley

Vice President for University Marketing & Communications

Brendan Hanlon

Vice President for University Operations

Carolyn Lawrence-Dill

Dean, College of Agricultural Sciences

Beth Walker

Dean, College of Business

Allen Robinson

Dean, College of Engineering

Matt Hickey

Interim Dean, College of Health and Human Sciences

Colleen Webb

Dean, Graduate School

Kjerstin Thorson

Dean, College of Liberal Arts

Karen Estlund

Dean, Libraries

Jacob Roberts

Interim Dean, College of Natural Sciences

Susan VandeWoude

Dean, College of Vet. Medicine & Biomedical Sciences

Rich Conant

Interim Dean, Warner College of Natural Resources

Nicole Olsen

Representative, Administrative Professional Council

Kyle Saunders

NCAA Faculty Athletics Representative

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **April 3, 2026** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:58 a.m.

Minutes

The minutes of March 27, 2026 were approved via email on March 30, 2026.

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).

Major Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
AM 450	Social Psychology of Dress and Appearance Social Psychological Aspects of Clothing	<ul style="list-style-type: none"> • Edits to course title and abbreviated title • Edits to course description • Prereq details and universal restrictions added • Edits/Updates to Add'l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM 	Spring 2027
ANEQ 474	Swine Systems	<ul style="list-style-type: none"> • AUCC justifications added for existing 4A and 4C course • Change of schedule type/credit distribution (from lecture/lab to lecture only) (2-1-0) to (3-0-0) • Edit to offering term: Fall Fall, Spring • Edit to prerequisites: ANEQ 305 and ANEQ 310 and ANEQ 320, None. • Edits/Updates to prereq details, Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM 	Fall 2026
NB 502 CM 502	Molecular and Cellular Neurobiology Techniques in Molecular & Cellular Biology	<ul style="list-style-type: none"> • Change of Dept/Unit: 1001 – Provost/Acad Vice President 1055 – Cell & Molecular Bio Grad Prog SAU • Subject Code/Dual-listing removed: Cell+ Molecular Biology-CM • Change of schedule type/credit distribution (from lecture/lab to lecture only) (1-1-0) to (2-0-0) • Edits to course title and abbreviated title • Edits to course description • Edit to prerequisites: None. (BIO 100 to 481—at least 4 credits or BZ 100 to 481—at least 4 credits or LIFE 100 to 481—at least 4 credits) and (BC 100 to 481—at least 4 credits and PH 100 to 481—at least 4 credits) 	Fall 2026

		<ul style="list-style-type: none"> • Universal restriction added: Graduate ONLY • Edits/Updates to prereq details, Reg Info, Add'l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM 	
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New Courses

Course #	Course Title	Notes	Effective Term
ANEQ 326	Animal Nutrition for Non-Majors		Spring 2027
ANTH 323	Artificial Intelligence and Anthropology	Proposed for AUCC 4A; online only	Fall 2026
ANTH 463	Engendering Archaeology	Proposed for AUCC 4A; previously offered as experimental course ANTH 492A; online only	Fall 2026
EDEL 479	Elementary Education Capstone	2 cr.; proposed for AUCC 4C	Fall 2026
EDEL 485	Elementary Student Teaching	12 cr.; proposed for AUCC 4A and 4B	Fall 2026
GEOL 476	Field Geoscience Capstone	Proposed for AUCC 4A and 4C; 1-6 var. credits; partial semester	Fall 2026
JTC 428	Creative Visual Workflows		Spring 2027
SPCM 778	Job Market Preparation	1 cr.; partial semester; Graduate or Professional only	Spring 2027

Major Changes to Existing Programs

Program Title	Notes/Changes	Effective Term
AREC-MS: Master of Science in Agricultural and Resource Economics, Plan A	<ul style="list-style-type: none"> • Updates to align with Graduate School accreditation policies. 	Fall 2026
AREC-MS: Master of Science in Agricultural and Resource Economics, Plan B	<ul style="list-style-type: none"> • Updates to align with Graduate School accreditation policies. 	Fall 2026
BUSN-MBA: Master of Business Administration	<ul style="list-style-type: none"> • Minimum credits required to complete the program were reduced from 42 to 35. • See CIM for all program changes. <p><i>New course: BUS 592 (approved 2/20/26)</i> <i>Course number change/new subtopic courses: BUS 503A-E (approved 2/20/26)</i></p>	Fall 2026

CONSENT AGENDA

Experimental Course – 1st Offering

Course #	Course Title	Notes	Effective Term
MATH 180A6	College Algebra in Context I with Support	2 cr.	Summer 2026

Minor Changes to Existing Courses

Course #	Course Title	Notes/Changes	Effective Term
GES 330A	Sustainability in Practice: Project	<ul style="list-style-type: none"> Change of Grade Mode: Traditional <u>S/U-Sat/Unsat Only</u> CLO numbers added to weekly schedule <p><i>Submitted in CIM as Major change</i></p>	Spring 2027
GES 330B	Sustainability in Practice: Service Learning	<ul style="list-style-type: none"> Change of Grade Mode: Traditional <u>S/U-Sat/Unsat Only</u> CLO numbers added to weekly schedule <p><i>Submitted in CIM as Major change</i></p>	Spring 2027
MU 338	Opera History and Literature	<ul style="list-style-type: none"> Edit to offering year: Odd <u>Every</u> Edit to prerequisites: MU 111 or MU 117, MU-131 Updates to prereq details, CLOs, assessment components, weekly schedule, and other info in CIM <p><i>Submitted in CIM as Major change</i></p>	Spring 2027

Update/Corrections to 1/23/26 UCC Minutes

Course #	Course Title	Notes	Effective Term
EDCO 210	Mental Health & Elementary Child Development	<ul style="list-style-type: none"> Offering term: Spring <u>Fall</u> Credits: 2 <u>3</u> credits Lecture 	Fall 2026
EDEL 210	Creating an Inclusive Classroom Environment	<ul style="list-style-type: none"> Offering term: Fall <u>Spring</u> 	Fall 2026
EDEL 240	Foundations of Literacy Instruction	<ul style="list-style-type: none"> Offering term: Spring <u>Fall</u> Registration Info: "Must have concurrent registration in EDEL 286B <u>286A</u>." 	Fall 2026

Update/Corrections to 2/6/26 UCC Minutes

Course #	Course Title	Notes	Effective Term
EDCO 310	Mental Health Skills for Elementary Teachers	<ul style="list-style-type: none"> Offering term: Fall <u>Spring</u> 	Fall 2026
EDEL 375	Language Acquisition and Teaching	<ul style="list-style-type: none"> Offering term: Fall <u>Spring</u> 	Fall 2026

Update/Correction to 2/27/26 UCC Minutes

Course #	Course Title	Notes	Effective Term
SYSE 679 SYSE 679A	Capstone: Sustainable Systems Engineering	<ul style="list-style-type: none"> Course number change 	Fall 2026

Minutes approved by the University Curriculum Committee on 4/10/26.

Brad Goetz, Chair
Shelly Ellerby and Erin Trant, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **April 10, 2026** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:56 a.m.

Minutes

The minutes of April 3, 2026 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 Course – 1st Provisional Offering			
Course #	Course Title	Notes	Effective Term
ANTH 382B	Study Abroad--Belgium: Culture, History, and Brewing	3 cr. Travel dates: January 1-15, 2027 (Winter Break)	Spring 2027

Major Changes to Existing Courses			
Course #	Course Title	Notes/Changes	Effective Term
BC 465	Molecular Regulation of Cell Function	<ul style="list-style-type: none"> • Edits to course description • ‘Credit not allowed’ statement removed from Add’l Reg Info • Edits to CLOs, weekly schedule, and other info in CIM 	Spring 2027
BIOM 550 GRAD 550	STEM Communication	<ul style="list-style-type: none"> • Change of College: Walter Scott, Jr. College of Engineering Intra-University • Change of Dept/Unit: 1378 – School of Biomedical and Chemical Engineering 4005–Graduate School • Subject code change: BIOM GRAD • Edits to CLOs, assessment components, weekly schedule, and other info in CIM 	Fall 2026
ERHS 566	Forensic Toxicology	<ul style="list-style-type: none"> • Change of schedule type/credit distribution <i>(from lecture/lab to lecture only (2-1-0) to (3-0-0))</i> • Edits to course description • Distance/Online added to instructional format • Edits/Updates to Add’l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM 	Spring 2027
FTEC 574	Current Issues in Food Safety	<ul style="list-style-type: none"> • Instructional format/schedule type changed to Distance/Online only • Universal restriction added: Graduate Only 	Spring 2027

		<ul style="list-style-type: none"> • Updates to Reg Info, Add'l Reg Info, CLOs, assessment components, weekly schedule, and other info in CIM 	
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New Courses

Course #	Course Title	Notes	Effective Term
BUS 364	Large Venue Management and Operations	Previously offered as experimental course BUS 380A5	Fall 2026
ESS 526	Voluntary Carbon Markets – Quality & Risk	1 cr.; partial semester; Graduate only	Spring 2027
LEAP 525	Museum Management	Graduate only; online only; previously offered as experimental course LEAP 580A4	Spring 2027
OT 102	Ram Scholars- Daily Living Skills	2 cr.; RAM Scholar students only; previously offered as experimental course OT 180A3	Spring 2027
OT 103	Ram Scholars- Social Skills	2 cr.; RAM Scholar students only; previously offered as experimental course OT 180A1	Spring 2027

Major Changes to Existing Programs

Program Title	Notes/Changes	Effective Term
APAM-MDSZ-BS: Major in Apparel and Merchandising, Merchandising Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New course: AM 471 (approved 1/30/26)</i></p>	Fall 2026
BCHM-ASBZ-BS: Major in Biochemistry, ASBMB Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
BCHM-DTSZ-BS: Major in Biochemistry, Data Science Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
BCHM-HMSZ-BS: Major in Biochemistry, Health and Medical Sciences Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
BCHM-PPHZ-BS: Major in Biochemistry, Pre-Pharmacy Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
ENGL-CRWZ-BA: Major in English, Creative Writing Concentration	<ul style="list-style-type: none"> • HONR 193 added as an 'or' option with CO 150 in Freshman year. 	Fall 2026
ENGL-ENEZ-BA: Major in English, English Education Concentration	<ul style="list-style-type: none"> • HONR 193 added as an 'or' option with CO 150 in Freshman year. • See CIM for all program changes. 	Fall 2026
ENGL-IESZ-BA: Major in English, Integrated English Studies Concentration	<ul style="list-style-type: none"> • HONR 193 added as an 'or' option with CO 150 in Freshman year. • See CIM for all program changes. 	Fall 2026
ENGL-LINZ-BA: Major in English, Linguistics Concentration	<ul style="list-style-type: none"> • HONR 193 added as an 'or' option with CO 150 in Freshman year. • See CIM for all program changes. 	Fall 2026
ENGL-LITZ-BA: Major in English, Literature Concentration	<ul style="list-style-type: none"> • HONR 193 added as an 'or' option with CO 150 in Freshman year. • See CIM for all program changes. 	Fall 2026
ENGL-WRLZ-BA: Major in English, Writing, Rhetoric and Literacy Concentration	<ul style="list-style-type: none"> • HONR 193 added as an 'or' option with CO 150 in Freshman year. • See CIM for all program changes. 	Fall 2026

MUSC-MUEZ-BM: Major in Music, Music Education Concentration, Choral Option	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
SOCJ-CRCZ-BA: Major in Sociology, Criminology and Criminal Justice Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
SOCJ-ENSZ-BA: Major in Sociology, Environmental Sociology Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
SOCJ-GNSZ-BA: Major in Sociology, General Sociology Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
EINQ: Minor in Entrepreneurship and Innovation	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: AREC 224 (from 1 to 3 cr. approved 3/27/26)</i></p>	Fall 2026
FFSQ: Minor in Fermentation and Food Science	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
ETRF: Certificate in Entrepreneurship	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: AREC 224 (from 1 to 3 cr. approved 3/27/26)</i></p>	Fall 2026

New Degree (FYI only)

New degrees require Special Action and cannot be approved by FC via UCC minutes. Included here as a record of the UCC approval date. A Special Action memo will be sent from UCC to FC once approval is received from Provost Leadership Council.

Program Title	Notes	Effective Term
Major in Elementary Education	<p>Offered Main Campus Face-to-Face.</p> <p>4A, 4B: EDEL 485 (new course approved 4/3/26)</p> <p>4C: EDEL 479 (new course approved 4/3/26)</p>	Fall 2027

New Concentrations

Program Title	Notes	Effective Term
Major in Computer Engineering, Robotics and Automation Concentration	<p>Offered Main Campus Face-to-Face.</p> <p><i>New course: ECE 463 (approved 3/27/26)</i></p> <p><i>Credit change: ECE 205 (approved 3/6/26)</i></p>	Fall 2026
Major in Electrical Engineering, Robotics and Automation Concentration	<p>Offered Main Campus Face-to-Face.</p> <p><i>New course: ECE 463 (approved 3/27/26)</i></p> <p><i>Credit change: ECE 205 (approved 3/6/26)</i></p>	Fall 2026
Major in Mechanical Engineering, Mechanical Engineering Concentration	<p>Offered Main Campus Face-to-Face.</p> <p><i>New course: MECH 261 (approved 2/20/26)</i></p>	Fall 2026
Major in Mechanical Engineering, Robotics and Automation Concentration	<p>Offered Main Campus Face-to-Face.</p> <p><i>New course: MECH 261 (approved 2/20/26)</i></p>	Fall 2026

New Minor

Program Title	Notes	Effective Term
Minor in Content Creation	Offered Main Campus Face-to-Face and Online/DCE.	Spring 2027

Program Title Change – New Concentrations

Program Title	Notes	Effective Term
Major in Conservation and Environmental Leadership	Placeholder for the degree – a concentration must be selected.	Fall 2026
Major in Conservation and Environmental Leadership, Conservation and Society Concentration	Offered Main Campus Face-to-Face. 4A: NRRT 376 4B, 4C: NRRT 475 <i>New courses: NRRT 403 and 412 (approved 1/23/26)</i> <i>Credit change: NRRT 193 (approved 2/13/26)</i>	Fall 2026
Major in Conservation and Environmental Leadership, Sustainable Tourism and Outdoor Recreation Management Concentration	Offered Main Campus Face-to-Face. 4A: NRRT 372 and NRRT 376 4B, 4C: NRRT 475 <i>New course: NRRT 404 (approved 1/23/26)</i> <i>Credit change: NRRT 193 (approved 2/13/26)</i>	Fall 2026

Program Title Change – Deactivation

Program Title	Notes	Last admit term	Last grad term
HDNR-BS: Major in Human Dimensions of Natural Resources	This program is being deactivated because of a program name change. This program is being revised and will now be called Conservation & Environmental Leadership.	Summer 2026	Spring 2029

Program Deactivations

Program Title	Notes	Last admit term	Last grad term
NRTM-GLTZ-BS: Major in Natural Resource Tourism, Global Tourism Concentration	Will no longer be offering this major. A concentration in tourism and recreation will be added to our existing HDNR major (revised name is Conservation & Environmental Leadership).	Spring 2026	Spring 2029
NRTM-NRTZ-BS: Major in Natural Resource Tourism, Natural Resource Tourism Concentration	This request is due to changing student needs and opportunities, and in response the department prioritizing new programs. Students currently enrolled in the program will be advised through completion, but no new enrollments will be accepted.	Spring 2026	Spring 2029

Program Title Changes – New

Program Title	Notes	Effective Term
Major in Geosciences	Placeholder for the degree – a concentration must be selected.	Fall 2026
Major in Geosciences, Environmental Geology Concentration	4A: GEOL 344 4B: GEOL 372 4A, 4C: GEOL 376 and GEOL 476	Fall 2026
Major in Geosciences, Geology Concentration	4A: GEOL 344 4B: GEOL 372 4A, 4C: GEOL 376 and GEOL 476	Fall 2026
Major in Geosciences, Geophysics Concentration	4A: GEOL 344 4B: GEOL 372 4A, 4C: GEOL 376 and GEOL 476	Fall 2026

Major in Geosciences, Hydrogeology Concentration	4B: GEOL 372 4A, 4C: GEOL 376 and GEOL 476	Fall 2026
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Program Title Changes – Deactivations

Program Title	Notes	Last admit term	Last grad term
GEOL-EVGZ-BS: Major in Geology, Environmental Geology Concentration	Being superseded by Major in Geosciences, Environmental Geology Concentration.	Summer 2026	Spring 2031
GEOL-GEOZ-BS: Major in Geology, Geology Concentration	Being superseded by Major in Geosciences, Geology Concentration.	Summer 2026	Spring 2031
GEOL-GPYZ-BS: Major in Geology, Geophysics Concentration	Being superseded by Major in Geosciences, Geophysics Concentration.	Summer 2026	Spring 2031
GEOL-HYDZ-BS: Major in Geology, Hydrogeology Concentration	Being superseded by Major in Geosciences, Hydrogeology Concentration.	Summer 2026	Spring 2031

Program Title Change – New

Program Title	Notes	Effective Term
Certificate in Management Accounting	Offered Main Campus Face-to-Face and Online/DCE.	Fall 2026

Program Title Change – Deactivation

Program Title	Notes	Last admit term	Last grad term
AMAF: Certificate in Applied Management Accounting for Decision Making	This certificate is being replaced with the Certificate in Management Accounting. (<i>above</i>)	Fall 2026	Fall 2027

CONSENT AGENDA

Minor Changes to Existing Courses

Course #	Course Title	Notes/Changes	Effective Term
ESS 320	Internship and Career Preparation	<ul style="list-style-type: none"> Edit to offering term: Fall, Spring CLOs added to weekly schedule <p><i>Submitted in CIM as Major change</i></p>	Spring 2027
SOWK 370	Addictions – A Social Work Perspective	<ul style="list-style-type: none"> Edit to offering term: Spring, Summer Distance/Online added to instructional format Updates to weekly schedule and student experiences field <p><i>Submitted in CIM as Major change</i></p>	Spring 2027
WR 513	Water Sustainability in the Western US	<ul style="list-style-type: none"> Edit to offering term: Spring Fall Distance/Online added to instructional format Add'l Reg Info updated 	Spring 2027

Course Deactivations

Course #	Course Title	Notes/Changes	Effective Term
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ETST 130	West Africa in Global and Local Perspective	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026
ETST 265/ EDUC 265	Culture of Care in Schools	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026
ETST 277	Racial Representations of Black Athletes	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026
ETST 412	Africa and African Diaspora	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026
ETST 425	Indigenous Film and Video	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026
ETST 432	Latinx Routes to Empowerment	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026
ETST 454/ SPCM 454	Chicanx Film and Video	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026
SOC 323	Soc. of Environmental Cooperation & Conflict	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026
SOC 375	Sociology of Religion	<i>C&C Unit will administratively remove this course from the Interdisciplinary Minor in Religious Studies.</i>	Fall 2026
SOC 431	Community Dynamics and Development	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Summer 2026
SOCR 331	Genetics Laboratory	<i>C&C Unit will administratively remove this course from the programs that it is listed in.</i>	Fall 2026

Minutes approved by the University Curriculum Committee on 4/17/26.

Brad Goetz, Chair
Shelly Ellerby and Erin Trant, Curriculum & Catalog

UNIVERSITY CURRICULUM COMMITTEE MINUTES

A ‘virtual’ meeting of the University Curriculum Committee was held on **April 17, 2026** at 10:00 a.m. via Microsoft Teams.

The meeting adjourned at 11:43 a.m.

Minutes

The minutes of April 10, 2026 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).

Major Changes to Existing Programs		
Program Title	Notes/Changes	Effective Term
ANTH-PHD: Ph.D. in Anthropology	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
ARTM-MFA: Master of Fine Arts in Art, Plan A	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
BMSC-APSZ-MS: Master of Science in Biomedical Sciences, Plan B, Anatomical and Physiological Sciences Specialization	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
NSED-MNSE: Master of Natural Sciences Education, Plan C (M.N.S.E.).	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
PHIL-MA: Master of Arts in Philosophy, Plan B	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
AGBU-BS: Major in Agricultural Business	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: AREC 224 (from 1 to 3 cr. approved 3/27/26)</i></p>	Fall 2026
AGBU-AECZ-BS: Major in Agricultural Business, Agricultural Economics Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
AGBU-FRCZ-BS: Major in Agricultural Business, Farm and Ranch Management Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
AGBU-FSSZ-BS: Major in Agricultural Business, Food Systems Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: AREC 224 (from 1 to 3 cr. approved 3/27/26)</i></p>	Fall 2026
ANIM-BS: Major in Animal Science	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
ANTH-BA: Major in Anthropology	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
ANTH-ARCZ-BA: Major in Anthropology, Archaeology Concentration	<ul style="list-style-type: none"> • Adding Online/DCE offering format • See CIM for all program changes. 	Fall 2026

ANTH-BIOZ-BA: Major in Anthropology, Biological Anthropology Concentration	<ul style="list-style-type: none"> • Adding Online/DCE offering format • See CIM for all program changes. 	Fall 2026
ANTH-CLTZ-BA: Major in Anthropology, Cultural Anthropology Concentration	<ul style="list-style-type: none"> • Adding Online/DCE offering format • See CIM for all program changes. 	Fall 2026
CBEG-AVMZ-BS: Major in Chemical and Biological Engineering, Advanced Materials Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: CIVE 261 (from 3 to 2 cr. approved 3/6/26)</i> <i>Credit change: CIVE 441 (from 3 to 2 cr. approved 3/6/26)</i></p>	Fall 2026
CBEG-BIMZ-BS: Major in Chemical and Biological Engineering, Biomanufacturing Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: CIVE 261 (from 3 to 2 cr. approved 3/6/26)</i> <i>Credit change: CIVE 441 (from 3 to 2 cr. approved 3/6/26)</i></p>	Fall 2026
CBEG-MLMZ-BS: Major in Chemical and Biological Engineering, Molecular Medicine Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: CIVE 261 (from 3 to 2 cr. approved 3/6/26)</i> <i>Credit change: CIVE 441 (from 3 to 2 cr. approved 3/6/26)</i></p>	Fall 2026
CBEG-SSEZ-BS: Major in Chemical and Biological Engineering, Sustainable Engineering Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: CIVE 261 (from 3 to 2 cr. approved 3/6/26)</i> <i>Credit change: CIVE 441 (from 3 to 2 cr. approved 3/6/26)</i></p>	Fall 2026
CHEM-BS: Major in Chemistry	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New course: CHEM 432 (approved 3/6/26)</i> <i>Credit change: CHEM 431 (from 4 to 3 cr. approved 3/6/26)</i> <i>Credit change: CHEM 465 (from 1 to 4 cr. approved 3/6/26)</i></p>	Fall 2026
CHEM-ECHZ-BS: Major in Chemistry, Environmental Chemistry Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: CHEM 431 (from 4 to 3 cr. approved 3/6/26)</i> <i>Credit change: CHEM 465 (from 1 to 4 cr. approved 3/6/26)</i></p>	Fall 2026
CHEM-FCHZ-BS: Major in Chemistry, Forensic Chemistry Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: CHEM 431 (from 4 to 3 cr. approved 3/6/26)</i> <i>Credit change: CHEM 465 (from 1 to 4 cr. approved 3/6/26)</i></p>	Fall 2026
CHEM-HSCZ-BS: Major in Chemistry, Health Sciences Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New course: CHEM 432 (approved 3/6/26)</i> <i>Credit change: CHEM 431 (from 4 to 3 cr. approved 3/6/26)</i> <i>Credit change: CHEM 465 (from 1 to 4 cr. approved 3/6/26)</i></p>	Fall 2026
CHEM-MTRZ-BS: Major in Chemistry, Materials Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
CPEG-AESZ-BS: Major in Computer Engineering, Aerospace Systems Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: ECE 205 (from 2 to 3 cr. approved 3/6/26)</i></p>	Fall 2026
CPEG-EISZ-BS: Major in Computer Engineering, Embedded and IoT Systems Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: ECE 205 (from 2 to 3 cr. approved 3/6/26)</i></p>	Fall 2026
CPEG-NDTZ-BS: Major in Computer Engineering, Networks and Data Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: ECE 205 (from 2 to 3 cr. approved 3/6/26)</i></p>	Fall 2026

ELEG-ASPZ-BS: Major in Electrical Engineering, Aerospace Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New course: ECE 463 (approved 3/27/26)</i> <i>Credit change: ECE 205 (from 2 to 3 cr. approved 3/6/26)</i></p>	Fall 2026
ELEG-LOEZ-BS: Major in Electrical Engineering, Lasers and Optical Engineering Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: ECE 205 (from 2 to 3 cr. approved 3/6/26)</i></p>	Fall 2026
ENRE-BS: Major in Environmental and Natural Resource Economics	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
FAFS-FSTZ-BS: Major in Fermentation and Food Science, Fermentation Science and Technology Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
FCSE-BS: Major in Family and Consumer Sciences Education	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
HEMG-BS: Major in Hospitality and Event Management	<ul style="list-style-type: none"> • Former “RRM” courses updated to the new “HEM” subject code. • See CIM for all program changes. 	Fall 2026
LSBM-BS: Major in Livestock Business Management	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: AREC 224 (from 1 to 3 cr. approved 3/27/26)</i></p>	Fall 2026
MECH-ACEZ-BS: Major in Mechanical Engineering, Aerospace Engineering Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New course: MECH 261 (approved 2/20/26)</i></p>	Fall 2026
MECH-ADMZ-BS: Major in Mechanical Engineering, Advanced Manufacturing Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New course: MECH 261 (approved 2/20/26)</i></p>	Fall 2026
SOWK-BSW: Major in Social Work	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
SOWK-HOCZ-BW: Major in Social Work, Holistic Care Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
SOWK-ISWZ-BW: Major in Social Work, International Social Work Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
STAT-BS: Major in Statistics	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
THTR-MUSZ-BA: Major in Theatre, Musical Theatre Concentration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New courses: MU 103, MU 104 (approved 2/13/26)</i></p>	Fall 2026
BUSQ: Minor in Business Administration	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>Credit change: AREC 224 (from 1 to 3 cr. approved 3/27/26)</i></p>	Fall 2026
CHEQ: Minor in Chemistry	<ul style="list-style-type: none"> • See CIM for all program changes. 	Fall 2026
CPEQ: Minor in Computer Engineering	<ul style="list-style-type: none"> • Adding Online/DCE offering format • See CIM for all program changes. 	Fall 2026
IBMQ: Interdisciplinary Minor in Biomedical Engineering	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New course: MECH 261 (approved 2/20/26)</i> <i>Credit change: CIVE 261 (from 3 to 2 cr. approved 3/6/26)</i></p>	Fall 2026

Graduate Certificate in Carbon Management	<ul style="list-style-type: none"> • See CIM for all program changes. <p><i>New course: ESS 526 (approved 4/10/26)</i></p>	Fall 2026
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Program Title Change – New

Program Title	Notes	Effective Term
Master of Arts in Anthropology, Professional Anthropology Specialization, Plan B	Offered Main Campus Face-to-Face.	Fall 2026

Program Title Change – Deactivations

Program Title	Notes	Last admit term	Last grad term
ANTH-PMTZ-MA: Master of Arts in Anthropology, Plan A, Professional Methods and Techniques Specialization	Interest in this MA specialization has been low over the last several years. Therefore, we are revising the degree name and program description to better appeal to current students and offering this degree as a Master's Degree Plan B only.	Summer 2026	Fall 2027
ANTH-PMTZ-MA: Master of Arts in Anthropology, Plan B, Professional Methods and Techniques Specialization	Interest in this MA specialization has been low over the last several years. Therefore, we are revising the degree name and program description to better appeal to current students and offering this degree as a Master's Degree Plan B only.	Summer 2026	Fall 2027

CONSENT AGENDA

Exception Requests for Third Experimental Course Offerings

Course #	Course Title	Notes	Effective Term
CON 481A1	Circularity in the Built Environment	Previous offerings: SP24, FA25	Fall 2026
CS 480A7	Principles of Empirical Software Engineering	Previous offerings: SP25, FA25	Fall 2026

Experimental Courses – 1st Offering

Course #	Course Title	Notes	Effective Term
AM 380A2	History of Asian Textiles		Fall 2026
ANEQ 480A4	Domestic Animal Welfare		Fall 2026
CS 480A9	Software Development with AI	4 cr.	Fall 2026
CS 480B1	Trustworthy AI	4 cr.	Fall 2026
GEOL 580B6	Introduction to Earth Science Data Analysis		Fall 2026
HIST 480B1	Business and Technology in Post-War East Asia		Fall 2026
POLS 380A8	International Human Rights Law		Fall 2026

Update to 4/3/26 UCC Minutes

Course #	Course Title	Notes	Effective Term
ANEQ 326	Animal Nutrition for Non-Majors	<ul style="list-style-type: none">• Effective term updated from Spring 2027 to Fall 2026	Fall 2026

Minutes approved by the University Curriculum Committee on 4/24/26.

Brad Goetz, Chair
Shelly Ellerby and Erin Trant, Curriculum &
Catalog

April 20, 2026

TO: Andrew Norton, Chair
Executive Committee and Faculty Council

FROM: Brad Goetz, Chair
University Curriculum Committee

SUBJECT: New Undergraduate Degree Program: **Major in Elementary Education**

The University Curriculum Committee moves Faculty Council adopt the following:

A new Undergraduate Degree Program: Major in Elementary Education, to be established effective Fall 2027 under the School of Education in the College of Health and Human Sciences.

According to the request submitted:

Program Description/Catalog Copy:

The Elementary Education degree prepares future educators to teach learners in grades K-6. This program is a competitive entry program. The program is designed to develop humanizing, student-centered teachers who bring deep knowledge of pedagogy, differentiated instruction, and strategies that support mental health and well-being of all learners.

The program integrates field experiences in elementary schools with pedagogical courses to ensure future teachers have opportunities to apply what they are learning in classroom contexts. The program equips future elementary teachers with the professional knowledge, practical skills, and reflective habits necessary for success, resilience, and long-term retention in the teaching profession.

Licensure Eligibility Requirements

This is a Colorado state-approved educator preparation program. To be eligible to apply for a Colorado Teaching License*, students must successfully complete the following:

- Maintain a minimum 2.75 cumulative CSU GPA
- Complete all professional education coursework with a grade of C or higher
- Successfully complete all field experience courses, as outlined in course syllabi
- Complete and earn the Elementary Education degree

*Licensure requirements vary by state. Completion of these Colorado requirements may not meet licensing criteria elsewhere. Students planning to teach outside Colorado are strongly encouraged to research the specific licensure requirements of the states in which they intend to reside after graduation.

Rationale/Justification:

Colorado and the United States are experiencing a teacher shortage. In Colorado, there is a large gap between the number of teachers being prepared and the open positions in the field. This has resulted in many positions being filled by emergency or alternative licensed teachers whose preparation for the classroom is significantly less intensive than those who go through a teacher licensure program. The retention rates of emergency and alternative licensed teachers are significantly lower than those of teachers who have gone through traditional preparation routes.

The time is right for an elementary education program at Colorado State University for several reasons. First, we believe this program will help address the teacher shortage in our state and beyond through workforce development. Second, preparing high-quality educators promises to positively impact retention issues in schools, which has been identified as a main contributor to the national teacher shortage. Third, student data from national sources and our own student surveys reveal opportunities for growth in an elementary education program as well as an opportunity to meet students' educational interests. Finally, an elementary education program fills a gap in the School of Education's program offering. Currently we offer pathways to teacher licensing in secondary (6-12) and early childhood (birth - 8 years-old) areas, but do not offer preparation for elementary teachers.

The request was reviewed and approved by the University Curriculum Committee on 4/10/26.



Colorado State University

NEW PROGRAM PROPOSAL

DATE SUBMITTED: 12/15/25 3:09 PM

MAJOR IN ELEMENTARY EDUCATION

Proposal Contact(s)

Name	Title	Phone	E-mail
Daniel Birmingham	Tenure Track Faculty	970-491-3979	daniel.birmingham@colostate.edu

Program available to students: Fall 2027

College: Health and Human Sciences

Department/Unit: 1588 - School of Education

Academic Level: Undergraduate

Program Type: Major

Degree Type: BS - Bachelor of Science

Program Title: Major in Elementary Education

Program Description:

The Elementary Education degree prepares future educators to teach learners in grades K-6. This program is a competitive entry program. The program is designed to develop humanizing, student-centered teachers who bring deep knowledge of pedagogy, differentiated instruction, and strategies that support mental health and well-being of all learners.

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- Complete all professional education coursework with a grade of C or higher
- Successfully complete all field experience courses, as outlined in course syllabi
- Complete and earn the Elementary Education degree

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Program Catalog Copy:

The Elementary Education degree prepares future educators to teach learners in grades K-6. This program is a competitive entry program. The program is designed to develop humanizing, student-centered teachers who bring deep knowledge of pedagogy, differentiated instruction, and strategies that support mental health and well-being of all learners.

The program integrates field experiences in elementary schools with pedagogical courses to ensure future teachers have opportunities to apply what they are learning in classroom contexts. The program equips future elementary teachers with the professional knowledge, practical skills, and reflective habits necessary for success, resilience, and long-term retention in the teaching profession.

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This is a Colorado state-approved educator preparation program. To be eligible to apply for a Colorado Teaching License*, students must successfully complete the following:

- Maintain a minimum 2.75 cumulative CSU GPA
- Complete all professional education coursework with a grade of C or higher
- Successfully complete all field experience courses, as outlined in course syllabi
- Complete and earn the Elementary Education degree

*Licensure requirements vary by state. Completion of these Colorado requirements may not meet licensing criteria elsewhere. Students planning to teach outside Colorado are strongly encouraged to research the specific licensure requirements of the states in which they intend to reside after graduation.

Program Level Learning Objectives:

Upon successful completion of the program, preservice teachers will be able to:

PLO #1 Establish an elementary classroom environment where students feel they belong, have a voice, can take risks, and are valued for what they bring to the learning process. (Humanizing Educators)

PLO #2 Demonstrate interdisciplinary pedagogical expertise, grounded in elementary research-based instructional strategies and an understanding of the cognitive, social/emotional, and cultural assets/needs of the whole child. (Pedagogical Expertise)

PLO #3 Support their students' mental health, well-being and social/emotional learning needs through the use of trauma informed and restorative practices teacher-relational skills and culturally sustaining practices. (Mental Health and Wellness)

PLO #4 Plan and implement effective, responsive instruction that differentiates to meet individual student needs. (Differentiated Expertise)

This degree program, and its objectives, are aligned with CSU's institutional learning objectives in the following ways:

Champion sustainability: By providing a robust and state-approved program, the graduates of this program will, as teachers, be a significant positive force in their communities for the health and resilience of their communities. They will foster a caring, healthy, inquisitive learning environment in their schools and communities.

Advance knowledge: By virtue of fulfilling their role as teachers, graduates of this program will help learners develop themselves and inspire innovation and creativity in their schools and communities.

Offered as: Main Campus Face-to-Face

Justification for Request:

The timing is ideal for establishing an Elementary Education program at Colorado State University. Several key factors support this proposal:

The time is right for an elementary education program at Colorado State University for several reasons. First, this program will contribute directly to addressing will help address the teacher shortage in Colorado our state and nationally by expanding the pipeline of well-prepared elementary educators beyond through workforce development.

Second, preparing high-quality educators promises to positively impact retention issues in schools which has been identified as a main contributor to the national teacher shortage (Learning Policy Institute, 2024).

Third, student data from national sources and our own student surveys reveal opportunities for growth in an elementary education program as well as an opportunity, as well as opportunities to meet students' educational interests.

Finally, launching this program fills a notable gap in the School of Education's current offerings. an elementary education program fills a gap in the School of Education's program offering. While pathways exists for secondary (6th – 12th grade) and early childhood (ages birth thru 8- yrs-old) education licensure. Currently we offer pathways to teacher licensing in secondary (6-12) and early childhood (birth – 8 years-old) areas, CSU does not yet provide preparation for a complete elementary education teacher licensure program within the School of education, enhancing program cohesion, increasing student enrollment to CSU, and better serving students and school partners but do not offer preparation for elementary teachers.

Program Requirements

Effective Fall 2027

Students must earn a cumulative 2.50 GPA in all AUCC courses and a minimum grade of a C (2.00) in EDEL/EDCO core and concentration courses, including courses used as substitutions.

FRESHMAN			AUCC	CREDITS
<u>CO 150</u>	College Composition (GT-C02)		1A	3
<u>EDEL 120</u>	Foundations of Elementary Special Education			3
<u>EDEL 230</u>	Elementary Curriculum Development			3
<u>EDUC 175</u>	Identity Literacy and Education Dialogues		1C	3
<u>EDUC 275</u>	Schools, Society, and Self (GT-SS3)		3C	3
Select one course from the following:				3
<u>MATH 101</u>	Math in the Social Sciences (GT-MA1)		1B	
<u>MATH 105</u>	Patterns of Phenomena (GT-MA1)		1B	
<u>STAT 100</u>	Statistical Literacy (GT-MA1)		1B	
<u>STAT 201</u>	General Statistics (GT-MA1)		1B	
Select a minimum of 3 credits from the following:				3-4
<u>AA 100</u>	Introduction to Astronomy (GT-SC2)		3A	
<u>AA 101</u>	Astronomy Laboratory (GT-SC1)		3A	
<u>AB 111</u>	Feeding the World in a Changing Climate (GT-SC2)		3A	
<u>ANTH 120</u>	Human Origins and Variation (GT-SC2)		3A	
<u>ANTH 121</u>	Human Origins and Variation Laboratory (GT-SC1)		3A	
<u>BZ 101</u>	Life Matters - Genes, the Body, and Beyond (GT-SC2)		3A	
<u>BZ 110</u>	Principles of Animal Biology (GT-SC2)		3A	
<u>BZ 111</u>	Animal Biology Laboratory (GT-SC1)		3A	
<u>BZ 120</u>	Principles of Plant Biology (GT-SC1)		3A	
<u>ERHS 220</u>	Introduction to Environmental Public Health (GT-SC2)		3A	
<u>FTEC 155</u>	Introduction to Food Science (GT-SC2)		3A	
<u>FW 104</u>	Wildlife Ecology and Conservation (GT-SC2)		3A	
<u>GEOL 110</u>	Introduction to Geology-Parks and Monuments (GT-SC2)		3A	
<u>GEOL 120</u>	Geology and Society (GT-SC2)		3A	
<u>GEOL 121</u>	Experiential Geoscience Laboratory (GT-SC1)		3A	
<u>GEOL 122</u>	Geoscience--Climate and Environmental Change (GT-SC2)		3A	
<u>GR 110</u>	Introduction to Physical Geography (GT-SC2)		3A	

<u>GR 111</u>	Introduction to Physical Geography Lab (GT-SC1)	3A	
<u>HONR 292A</u>	Honors Seminar: Knowing in the Sciences	3A	
<u>HORT 100</u>	Horticultural Science	3A	
<u>LIFE 102</u>	Attributes of Living Systems (GT-SC1)	3A	
<u>LIFE 103</u>	Biology of Organisms-Animals and Plants (GT-SC1)	3A	
<u>MIP 101</u>	Introduction to Human Disease and Immunity (GT-SC2)	3A	
<u>NR 130</u>	Global Environmental Systems (GT-SC2)	3A	
Electives			9
		Total Credits	30-31
SOPHOMORE			
<u>EDCO 210</u>	Mental Health Elementary Child Development		2
<u>EDCO 310</u>	Mental Health Skills for Elementary Teachers		4
<u>EDEL 210</u>	Creating an Inclusive Classroom Environment		2
<u>EDEL 220</u>	Assessment and Data in Elementary Education		3
<u>EDEL 240</u>	Foundations of Literacy Instruction		3
<u>EDEL 286A</u>	Elementary Instruction Practicum: I		1
<u>EDEL 286B</u>	Elementary Instruction Practicum: II		1
Select one course from the following:			3
<u>CO 300</u>	Writing Arguments (GT-CO3)	2	
<u>CO 301C</u>	Writing in the Disciplines: Social Sciences (GT-CO3)	2	
<u>CO 301D</u>	Writing in the Disciplines: Education (GT-CO3)	2	
<u>CO 302</u>	Writing in Digital Environments (GT-CO3)	2	
<u>ITC 300</u>	Strategic Writing and Communication (GT-CO3)	2	
Select one course from the following:			3
<u>AMST 100</u>	Self/Community in American Culture, 1600-1877 (GT-HI1)	3D	
<u>AMST 101</u>	Self/Community in American Culture Since 1877 (GT-HI1)	3D	
<u>ETST 250/HIST 250</u>	African American History (GT-HI1)	3D	
<u>ETST 252/HIST 252</u>	Asian American History (GT-HI1)	3D	
<u>ETST 253</u>	Chicanx History and Culture (GT-HI1)	3D	
<u>ETST 255/HIST 255</u>	Native American History (GT-HI1)	3D	
<u>HIST 150</u>	U.S. History to 1876 (GT-HI1)	3D	
<u>HIST 151</u>	U.S. History Since 1876 (GT-HI1)	3D	
<u>Arts and Humanities</u>		3B	3

Biological and Physical Sciences¹		3A	3-4
Elective			3
Total Credits			31-32
JUNIOR			
EDEL 260	Children's Literature in Elementary Education		3
EDEL 320	Differentiation in the Elementary Classroom		3
EDEL 330	Elementary Mathematical Thinking		3
EDEL 340	Elementary Science Methods		3
EDEL 350	Elementary Social Studies Methods		3
EDEL 360	Diagnostics of Teaching Reading		3
EDEL 370	Writing in the Elementary Classroom		3
EDEL 375	Language Acquisition and Teaching		3
EDEL 386A	Elementary Instruction Practicum: III		1
EDEL 386B	Elementary Instruction Practicum: IV		1
Arts and Humanities		3B	3
Total Credits			29
SENIOR			
EDEL 410	Special Education Instructional Practices		3
EDEL 420	Elementary Interdisciplinary Methods		3
EDEL 440	Elementary Mathematics Methods		3
EDEL 450	Methods of Teaching Multilingual Learners		3
EDEL 470	Life in Elementary Classrooms		1
EDEL 479	Course EDEL 479 Not Found	4C	2
EDEL 485	Course EDEL 485 Not Found	4A,4B	12
EDEL 486A	Elementary Instruction Practicum: V		1
Elective ²			1
Total Credits			29
Program Total Credits:			120

¹ Choose from the list of AUCC 3A courses provided in Freshman year. At least one course used to satisfy this requirement must have a laboratory component.

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

Date: April 10, 2026

To: Andrew Norton

Chair, Faculty Council

From: Day Halsey and Kristy Nowak

Co-Chairs, Committee on University Programs

Subject: **Faculty Manual Section B.2.6.1**

The Committee on University Programs submits the following:

MOVED THAT Section B.2.6.1 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

B.2.6.1 Definitions (Current)

The CIOsUs are units which extend beyond a single academic department. These units may be labeled “Center,” “Institute,” “Office,” “Facility,” “Program,” or “Laboratory,” but other labels may also be used as appropriate. A unit which is completely contained within a single academic department does not need to apply for CIOsU status as long as it indicates its departmental affiliation whenever its title is used.

B.2.6.1 Definitions (Proposed)

The CIOsUs are units which extend beyond a single academic department. These units may be labeled “Center,” “Institute,” “Office,” “Facility,” “Program,” or “Laboratory,” but other labels may also be used as appropriate. A unit which is completely contained within a single academic department does not need to apply for CIOsU status as long as it indicates its departmental affiliation whenever its title is used. CIOsUs contained within a single academic department must provide evidence of extension beyond the single academic department in their new applications and biannual reports.

Rationale:

The Committee on University Programs has faced challenges in the biannual review when currently approved CIOsUs submit reports that do not clearly explain how the CIOsU extends beyond a single academic unit. The committee is restricted by the formal definition in the evaluation process and rubric. As it is currently written, the definition suggests a CIOsU housed in a single academic department should be terminated, which has not been standard

practice. This revision will clarify the approval criteria for CIOSUs housed within a single department and clarify the evaluation process and criteria for the Committee on University Programs going forward. This edited language will also provide added clarity for new applications to ensure any new CIOSU clearly articulates how they will extend beyond a single department.

BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
May 5, 2026

COMMITTEE ON ALL-UNIVERSITY CORE CURRICULUM

		<i>Term Expires</i>
<u>REBECCA ATADERO</u> (Nominated by Committee on Faculty Governance)	COE	2029
<u>MATT CAMPER</u> (Nominated by Committee on Faculty Governance)	CAS	2029
<u>ANDREA DUFFY</u> (Nominated by Committee on Faculty Governance)	CLA	2029
<u>ASHLEY HARVEY</u> (Nominated by Committee on Faculty Governance)	CHHS	2029
<u>JUSTINE LIEPKALNS</u> (Nominated by Committee on Faculty Governance)	CVMBS	2029
<u>CARLOS OLIVO-DELGADO</u> (Nominated by Committee on Faculty Governance)	CNS	2029

COMMITTEE ON FACULTY GOVERNANCE

		<i>Term Expires</i>
<u>ANNE CLEARY</u> (Nominated by Committee on Faculty Governance)	CNS	2029

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

		<i>Term Expires</i>
<u>SHANE KANATOUS</u> (Nominated by Committee on Faculty Governance)	CNS	2029
<u>HILLA SKIBA</u> (Nominated by Committee on Faculty Governance)	COB	2029
<u>AZER YALIN</u> (Nominated by Committee on Faculty Governance)	COE	2029

COMMITTEE ON LIBRARIES

		<i>Term Expires</i>
<u>JAYNE AIKEN</u> (Nominated by Committee on Faculty Governance)	CVMBS	2029

COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION

		<i>Term Expires</i>
<u>VINCENT PAGLIONI</u> (Nominated by Committee on Faculty Governance)	COE	2029

COMMITTEE ON SCHOLASTIC STANDARDS

		<i>Term Expires</i>
<u>RENEE CARROLL</u> (Nominated by Committee on Faculty Governance)	COB	2029

COMMITTEE ON STRATEGIC AND FINANCIAL PLANNING

		<i>Term Expires</i>
<u>RACHEL BRENNAN</u> (Nominated by Committee on Faculty Governance)	COE	2029

COMMITTEE ON TEACHING AND LEARNING

		<i>Term Expires</i>
<u>CAROLINA MEHAFFY</u> (Nominated by Committee on Faculty Governance)	CVMBS	2029

UNIVERSITY CURRICULUM COMMITTEE

		<i>Term Expires</i>
<u>DOREENE HYATT</u> (Nominated by Committee on Faculty Governance)	CVMBS	2029

MEMORANDUM

DATE: April 9, 2026

TO: Andrew Norton
Chair, Executive Committee and Faculty Council

FROM: Steven Reising
Chair, Committee on Faculty Governance

SUBJECT: Proposed revision to Section C.2.1.3.3 of the *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL*

The Committee on Faculty Governance moves Faculty Council adopt the following amendment:

MOVED, THAT SECTION C.2.1.3.3 of the ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE AMENDED AS FOLLOWS:

Additions are underlined and in red; deletions are indicated by ~~strikeouts~~ in red.

C.2.1.3.3 Officers (~~last revised June 21, 2011xxx~~)

a. ~~Chairperson~~Chair.

The ~~Chairperson~~Chair of the Faculty Council shall be elected at the regularly scheduled March meeting. Each candidate for election to ~~Chairperson~~Chair shall be a current or former elected member of the Faculty Council and shall meet the eligibility requirements for elected membership on Faculty Council. A ~~Chairperson~~Chair who ceases to meet the eligibility requirements for elected membership on Faculty Council shall cease to be ~~Chairperson~~Chair. The ~~Chairperson~~Chair shall serve a one (1) year term beginning in July and shall relinquish representation of a department or college (if serving in that capacity) to become a representative and member of the Council. The ~~Chairperson~~Chair shall be eligible to serve three (3) consecutive years, and then would be ineligible to serve as ~~Chairperson~~Chair or Vice ~~Chairperson~~Chair of Faculty Council for three (3) subsequent years. The ~~Chairperson~~Chair shall preside at meetings of the Faculty Council, serve as ~~Chairperson~~Chair of the Executive Committee and as Faculty Council representative to the Colorado Faculty Advisory Committee, and discharge the usual duties of the office. In the event that the elected ~~Chairperson~~Chair is unable to complete the Chair's term of office, new elections will commence at the next Faculty Council meeting, or as soon as possible thereafter, to fill the unexpired term according to the procedures outlined in Section C.2.1.3.3.d. In this case, if the replacement Chair is elected before January 1, serving for the remainder of the term through June 30 will be counted as one year of service as Chair. However, if the replacement Chair is elected on

or after January 1 of the current term, serving for the remainder of the term through June 30 will not be counted, and they will be eligible to serve as Chair for three (3) consecutive, subsequent years.

b. Vice ~~Chairperson~~Chair.

The Vice ~~Chairperson~~Chair of the Faculty Council shall be elected at the regularly scheduled March meeting. Each candidate for election to Vice ~~Chairperson~~Chair shall be a current or former elected member of the Faculty Council and shall meet the eligibility requirements for elected membership on Faculty Council. A Vice ~~Chairperson~~Chair who ceases to meet the eligibility requirements for elected membership on Faculty Council shall cease to be Vice Chairperson. The Vice ~~Chairperson~~Chair shall serve a one (1) year term beginning in July and shall relinquish representation of a department or college (if serving in that capacity) to become a representative and member of the Faculty Council. The Vice ~~Chairperson~~Chair shall be eligible to serve additional terms. In the absence of or at the request of the ~~Chairperson~~Chair, the Vice ~~Chairperson~~Chair shall assume the duties of the ~~Chairperson~~Chair. In the event that the elected Vice ~~Chairperson~~Chair is unable to complete the Vice Chair's term of office, new elections will commence at the next Faculty Council meeting, or as soon as possible thereafter, to fill the unexpired term according to the procedures outlined in Section C.2.1.3.3.d.

c. Faculty Council Representative to the Board.

The Faculty Council shall elect a faculty member to serve as a non-voting member of the Board and as an officer of the Faculty Council. The election for this Faculty Council Representative to the Board shall occur at the regularly scheduled March meeting. Each candidate for election to this Faculty Representative position shall be a current or former elected member of the Faculty Council, shall be an associate professor or professor, and shall meet the eligibility requirements for elected membership on Faculty Council. A Faculty Representative who ceases to meet the eligibility requirements for elected membership on Faculty Council or who ceases to be an associate professor or professor shall cease to be the Faculty Representative. The Faculty Representative shall serve a one (1) year term beginning in July and shall relinquish representation of a department or college to become a representative and member of the Faculty Council. No person shall serve more than two (2) terms as Faculty Representative during the Faculty Representative's lifetime. In the event the elected Faculty Representative is unable to complete the term of office, new elections will commence at the next Faculty Council meeting, or as soon as possible thereafter, to fill the unexpired term according to the procedures outlined in Section C.2.1.3.3.d.

d. Voting Procedures

The Committee on Faculty Governance shall present one (1) or more nominees, and additional nominations may be made from the floor. Voting will be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. The candidate receiving a majority of votes cast shall be elected. In the event that no candidate receives a majority, a second (2nd) ballot will consist of the two (2) candidates receiving the highest number of votes. On the second ballot, the candidate receiving the highest number of votes shall be elected.

Rationale:

The sentences to be added to Section C.2.1.3.3.a are intended to clarify the rules for term limits if someone is elected as a replacement Faculty Council Chair during an academic year. If the replacement Chair is elected before January 1, serving for the remainder of the term through June 30 will be counted as one year of service as Chair. However, if the replacement Chair is elected on or after January 1 of the current term, serving for the remainder of the term through June 30 will not be counted, and they will be eligible to serve as Chair for three (3) consecutive, subsequent years.

In Sections C.2.1.3.3.a and C.2.1.3.3.b, we propose to change the word “Chairperson” to “Chair” to reflect current usage.

MEMO

TO: Andrew Norton, Chair, Faculty Council

FROM: Rob Schonlau, Chair, Committee on Scholarship, Research and Graduate Education

DATE: April 2, 2026

RE: Revisions to the Graduate and Professional Bulletin –Requirements for All Graduate Degrees - Scholastic Standards

Additions – underlined Deletions ~~overseored~~ (see attached document)

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revisions to the Graduate and Professional Bulletin: REQUIREMENTS FOR ALL GRADUATE DEGREES – Scholastic Standards

The proposed revisions aim to better support graduate student GPA repair and return to good standing as well as to improve overall clarity and efficiency in the Graduate and Professional Bulletin following our holistic approach to revision.

The Committee on Scholarship, Research, and Graduate Education move that Faculty Council adopt the following revisions to the Graduate and Professional Bulletin: GRADUATE STUDY – Requirements for all Graduate Degrees: Scholastic Standards to be effective upon Faculty Council adoption:

Policy Changes

- **Lines 3-12: Reduction from four required GPAs for graduation to two required GPAs.**

Current policy requires four separate GPAs of 3.000 or above for graduation. Two of these GPAs may independently trigger loss of good standing. The four-GPA structure is confusing for students, faculty, and graduate program staff and is not aligned with peer institutional practices.

In most cases, all four GPAs rise or fall together. However, in certain edge cases, a student may repair one GPA and still fail to regain good standing or meet graduation requirements due to a second calculation. The revision simplifies the structure by retaining:

- The **Program of Study GPA**, which reflects required coursework toward the degree; and
- The **Overall Course GPA**, which serves as the standard for academic standing.

This change preserves academic standards while improving clarity and consistency.

Graduate School would aim for implementation by Fall 2026.

- **Lines 28-39: Repeat Repair**

Students, advisors, and graduate programs have requested a repeat repair option for several years. Under current policy, students whose GPAs fall significantly below 3.000 must sometimes complete additional credits beyond the repeat and across multiple semesters to achieve sufficient GPA repair.

The proposed Repeat Repair policy allows students who successfully repeat a course to more effectively repair their GPA. The policy parallels the undergraduate repeat repair framework with adjustments appropriate to graduate education:

- Limited to six credit hours (rather than 12) and no more than two courses (rather than three), consistent with the smaller total credit requirements of graduate degrees;
- Uses the higher of the two grades rather than the later grade, consistent with existing graduate policy for calculating the Program of Study GPA.

Graduate School would aim for implementation by Fall 2026.

- **Lines 63-65: Limit of two semesters of Continuous Registration when on Academic Watch**

The current Bulletin limits Continuous Registration to two semesters during Academic Dismissal Warning. This revision applies the same two-semester limit to Academic Watch.

The intent is to prevent indefinite extension of Academic Watch through repeated Continuous Registration while maintaining flexibility for short-term recovery.

Graduate School would aim for implementation by Fall 2026.

Deletions

Text describing curriculum information contained in the Curriculum Policies and Procedures Handbook of Faculty Council has been removed. The material was duplicative, unnecessary in the Bulletin, and would require ongoing revision should the Curriculum Policies and Procedures Handbook be updated.

Text describing the Accelerated Master's Programs (AMP) has been removed as the content was no longer relevant. AMP students are no longer dual enrolled. Instead, their graduate credits taken as an undergraduate transfer to their graduate program, which technically begins after the bachelor's is completed. Hence, all graduate policies apply once the student officially starts the graduate program.

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 in all regular course work. Regular course work is defined as courses other than independent or group studies, research courses, open seminars, thesis/dissertation credits, study abroad, U.S. travel, supervised college teaching, student teaching, practicum, internship, field placement, unique title courses offered through Continuing Education (CSU Online), and any courses graded pass/fail.⁴ Overall a 3.000 grade point average must be maintained in regular and non-regular courses graded traditionally (A through F). The grade point average in required courses included on the approved program of study (GS Form 6) must also equal at least 3.000.

⁴CSU recognizes two types of seminars at the graduate level. "Open" seminars are not content specific and may not address similar material from term to term. They may be organized around the ongoing research of those enrolled, current research of appropriate faculty members, presentations by visiting scholars, reviews of the latest developments in the disciplines, or other targets of intellectual opportunity. "Topical" seminars are advanced study experiences which deal with established content areas of the disciplines which are subject specific.

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. Graduation

To graduate, students must meet the following requirements:

1. Students must earn an Overall Course GPA of 3.000.

- The Overall Course GPA is calculated from all traditionally regular and non-regular courses graded A–F taken after admission to the degree program.

2. Students must earn a Program of Study overall GPA, defined as the of 3.000.

- The Program of Study GPA is calculated from all traditionally graded regular and non-regular courses listed on the approved program of study.

4. Program of Study See the Curricular Policies and Procedures Handbook of Faculty Council for curricular definitions, e.g. regular GPA, defined as the GPA calculated from all, non-regular, 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.

GPA Calculations and Program of Study Requirements

- Separate GPAs are calculated based on courses taken as a for master's or and 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. A change in degree level results in separate GPA calculations for each level.
- In addition, good Grades from transfer courses or those taken prior to admission are not included in GPA calculations.
- Pass/Fail grades are not included in GPA calculations.
- Graduate students may take 100 and 200 level courses for general enrichment or to satisfy a background requirement, however they are not included in the Program of Study.
- Grades of C or higher must be earned in all courses on the Program of Study.
- D grades may be accepted in background courses not taken as part of the Program of Study.
- Grades from 100 and 200 level courses are not included in the Overall Course GPA calculation.

Repeat Repair

Repeat Repair (effective Fall 2026) is a one-time per course grading option that may be used by graduate students who repeat a course.

- Repeat Repair may be used for a maximum of six credit hours and no more than two courses per degree level. It may not be applied to a course for which the final grade was given as a penalty for academic dishonesty in accordance with the academic integrity policy under section I.5.1 of the Academic Faculty and Administrative Professional Manual.
 - Repeat Repair may be used only the first time a course is repeated.
 - Repeat Repair does not retroactively affect academic standing requires in prior terms.
 - When a course is repeated, both attempts will appear on the transcript and the Program of Study. The Overall Course GPA and Program of Study GPA will be calculated using the higher course grade only.
-

Academic Standing

Academic Standing is determined by the Overall Course GPA and satisfactory progress. The Program of Study GPA requirement applies to graduation.

Good Standing

To remain in Good Standing, students must:

- Maintain an Overall Course GPA of 3.000 after admission; and
- Make satisfactory progress in the overall graduate program. Students' individual graduate
Graduate advisory committees may render judgments as to determine whether satisfactory progress
is being made toward the degree, taking into account all aspects of academic performance and
promise, not necessarily, particularly with respect to non-coursework alone requirements (e.g.,
preliminary examination, thesis, dissertation). A positive judgment determination is required to
remain in Good Standing.

Refer to remain in good academic standing.

Failure the Evaluation of Graduate Students section for procedures related to maintain good
academic standing due to a cumulative grade point average less than 3.000 results in being placed on an
unsatisfactory progress.

Academic Watch and Academic Dismissal Warning ~~The~~

Students whose Overall Course GPA falls below 3.000 after admission will be placed on
Academic Watch or Academic Dismissal Warning period extends for one semester beyond the one
in which this status is acquired. Exceptions. Students who fail to the make satisfactory progress will
be placed on Academic Dismissal Warning period are:

New regularly admitted students will ~~not~~ be placed on Academic ~~Dismissal Warning until~~ Watch if
they have completed less than 12 regular credits in their first semester of graduate work.

1- Students with 12 or more credits or two or more semesters of graduate work, whichever
comes first, and will be placed on Academic Dismissal Warning.

Academic Watch

- Academic Watch extends one semester beyond the term in which the status is assigned.
This may include summer if the student is registered for coursework.
- During Academic Watch, students must enroll in traditionally graded courses that affect
GPA. With advisory committee approval, Continuous Registration may be used instead.
- Continuous Registration may extend Academic Watch for a maximum of two semesters.
After that period, traditionally graded coursework must be taken.
- Students who restore their Overall Course GPA to 3.000 or above and are determined to
be making satisfactory progress will return to Good Standing.
- Students who fail to restore a 3.000 Overall Course GPA after one semester of Academic
Watch will be placed on Academic Dismissal Warning.

- Students are encouraged to consult their advisors promptly to develop a progress plan upon notification of Academic Watch.

Academic Dismissal Warning Students who were

- Academic Dismissal Warning extends one semester beyond the term in which the status is assigned. This may include summer if the student is registered for coursework.
- During Academic Dismissal Warning, students must enroll in traditionally graded courses that affect GPA. With advisory committee approval, Continuous Registration may be used instead.
- Continuous Registration may extend Academic Dismissal Warning for a maximum of two semesters. After that period, traditionally graded coursework must be taken.
- Students who restore their Overall Course GPA to 3.000 or above and are determined to be making satisfactory progress will return to Good Standing.
- Students who fail to restore a 3.000 Overall Course GPA and/or are determined not to be making satisfactory progress after one semester of Academic Dismissal Warning are subject to dismissal by the Dean of the Graduate School at the end of that semester.
- Students are encouraged to consult their advisors promptly to develop a progress plan upon notification of Academic Dismissal Warning.

Provisional Admission

2. Students 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 the Academic Dismissal Warning 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 Provisionally admitted students must:

- Earn an Overall GPA of 3.000 or higher in their first semester or will be dismissed from their program and the Graduate School; and
- Enroll in traditionally graded courses that affect GPA in their first semester.

Academic Dismissal Warning period for a maximum of two semesters, after which traditionally graded courses must be taken. Students on Academic Dismissal Warning are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the Academic Dismissal Warning 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.

Accelerated Master's Programs (AMP) 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 as outlined above will be placed on Academic Dismissal Warning 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. AMP 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.

Grades of C or higher must be earned in all courses on a Program of Study. Outside of the Program of Study, D grades may be accepted in background courses, but such courses must be included in the computation of the cumulative grade point average. There is no repeat/repair option in Graduate School. If a student repeats a course that is on the Program of Study, both courses will be listed on the Program of Study. The Program of Study GPA will be calculated with the higher course grade only, and not with the average grade of both courses. The grades for both courses are included in the GPA calculation for the overall course GPA and regular course GPA from courses taken within and outside of the Program of Study. Graduate students may take 100 and 200 level courses for general enlightenment or to satisfy a background requirement. These courses are not to be included in the student's program of study, and grades earned in such courses will not be considered in computing the graduate grade point averages described above. Once admitted to a graduate program, grades earned in courses 300 level and above will be considered in computing the graduate GPA. Standards and requirements for off-campus graduate study are the same as those standards and requirements on campus. The academic department head has the basic responsibility for the implementation of this policy. Note that only courses with a grade of B or better may be accepted as transfer courses and such courses are not included in the student's calculation of grade point averages.

For thesis, dissertation, research, and independent study graduate courses, the number of student credit hours earned will be determined using a base rate of 48 hours of student effort per credit hour. The faculty advisor, or other department official, shall estimate the total number of hours of student effort required over the length of the semester. This effort shall include consultation with the advisor, as well as library, laboratory, field, or studio work. The total number of hours shall be divided by 48 and the resultant quotient (rounded off to a whole number) shall define the number of credits to be awarded.

MEMO

April 6, 2026

FROM: The Committee on Teaching and Learning (CoTL), Chaired by Debbie Garrity
 TO: Drs. Mendy Smith, Andrew Norton, Sue Doe, and Michael Galchinsky
 RE: A suggestion to revise the introductory statement on student course surveys

CoTL would like to encourage more faculty and students to use the student course surveys. One suggestion arising from our discussion on this topic was that we revise the brief introductory statement students read before taking the student course survey. Our suggested change would help the students understand why the survey is important, how it will be used, and who will see the results. The new introductory statement would not affect the survey questions themselves.

The current lead-in to the student course survey is as follows: [View Survey Questions – TILT – Colorado State University](#)

The new CSU course survey assesses your overall experience of the learning environment in this course, this semester.

Reflect on your personal experience of the learning environment - not how you perceive others experienced it or what your classmates told you they experienced.

A revised lead-in could be this:

Thank you for taking the time to complete the CSU course survey. Your responses are anonymous and are read carefully. The survey asks about your overall experience with the learning environment in this course this semester. Your thoughtful and constructive feedback—both what supported your learning and what could be improved—helps the instructor shape how this course is taught in the future and can benefit future students.

This survey takes approximately 5–10 minutes to complete. Your responses will be shared only with the instructor or other designated departmental representatives after the course end date.

Reflect on your personal experience..... (continue as above).

Date: April 18, 2026

To: Andrew Norton
Chair, Faculty Council

From: Mark Shelstad
Chair, Committee on Responsibilities and Standing of Academic Faculty
Jennifer Martin
Vice Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: **Faculty Manual Section B.2.4**

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

MOVED, THAT Section B.2.4 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

B.2.4 Council of Deans Provost/Executive Vice President's Leadership Council (last revised December 3, 2021)

The ~~Council of Deans~~ Provost/Executive Vice President's Leadership Council (PLC) serves as a deliberative body to provide guidance and advice to the Provost. The Provost shall serve as the Chair. If the Provost is unavailable for a meeting, the Provost shall designate one (1) of the vice provosts to Chair that meeting. The other regular members of the ~~Council of Deans~~ PLC shall be the deans of the eight (8) colleges, the Dean of the Graduate School, the Dean of the Libraries, and the Chair of Faculty Council. The *ex officio* members of the ~~Council of Deans~~ PLC shall be the vice provosts, the vice presidents, and the Chair of the Faculty Council Committee on Strategic and Financial Planning.

Rationale:

The Council of Deans has been replaced by the Provost/EVPs Leadership Council. The composition and membership of this group has not changed.

Date: April 18, 2026

To: Andrew Norton
Chair, Faculty Council

From: Mark Shelstad
Chair, Committee on Responsibilities and Standing of Academic Faculty
Jennifer Martin
Vice Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: **Faculty Manual Section B.2.5**

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

MOVED, THAT Section B.2.5 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

B.2.5 Advisory Committee on Undergraduate Affairs (last revised June 4, 2008)

The Advisory Committee on Undergraduate Affairs (ACUA) advises the Vice Provost for Undergraduate Affairs, Vice President for Student Affairs, and Vice President for Enrollment and Access. The ACUA connects aspects of the undergraduate experience and addresses issues as they arise: undergraduate academics, student life, enrollment, and access that affect the quality of the undergraduate experience and the success of undergraduate students. The ACUA regularly addresses the effectiveness of the general education program, the effectiveness of current initiatives for improving student success and student outcomes, planning around admissions and enrollment cycles, development of undergraduate experiential learning, honors programing, international initiatives, strategic directions for academic program development, teaching and learning, and more. The ACUA links University offices that support the undergraduate experience and acts as a deliberative body for policies proposed by other entities (e.g., the ~~Council of Deans~~ Provost's Executive Vice President's Leadership Council, Faculty Council, the Colorado General Assembly, and the Colorado Commission on Higher Education). The Vice Provost and Dean for Undergraduate Affairs shall serve as the Chair of ACUA. Other regular members shall include the Vice President for Student Affairs, the Vice President for Enrollment and Access, Vice Provost for International Initiatives, Vice President for Inclusive Excellence, one (1) dean or designee of an academic college on a two-year term, one (1) associate/assistant dean from each of the eight (8) colleges on a two-year term, ~~and~~ the Dean of Libraries, the Vice Chair of Faculty Council, the Associate Vice President for Student Success, the Associate Vice Provost for Academic Advising, the Executive Director of the

Institute for Learning and Teaching (TILT), the Director of the Honors Program, designee from the Graduate School, Associate Vice President of Research Technologies, and any other as deemed appropriate by the ACUA. The Provost and Executive Vice President shall attend at least one meeting per semester to exchange views with the members on strategic directions for undergraduate education.

Rationale:

The proposed changes better reflect the current work and composition of the ACUA.

Date: April 18, 2026

To: Andrew Norton
Chair, Faculty Council

From: Mark Shelstad
Chair, Committee on Responsibilities and Standing of Academic Faculty
Jennifer Martin
Vice Chair, Committee on Responsibilities and Standing of Academic Faculty

Subject: **Faculty Manual Section B.2.6**

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

MOVED, THAT Section B.2.6 OF THE ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

B.2.6 President's Cabinet

The President's Cabinet serves as a deliberative body to provide guidance and advice to the President. The President shall serve as the Chair. If the President is unavailable for a meeting, the President shall designate the Provost/Executive Vice President to Chair that meeting. The regular members of the President's Cabinet shall be the vice presidents and the Chair of Faculty Council.

B.2.67 University Centers, Institutes, and Other Special Units *(last revised December 6, 2024)*

Centers, Institutes, and Other Special Units (hereinafter referred to as "CIOSUs") exist to promote teaching or research, provide academic support services, and/or perform service or outreach functions consistent with the mission of the University. The enhancement of undergraduate and graduate education is an important function of CIOSUs. However, CIOSUs do not have faculty positions that exist outside regular academic departments.

B.2.67.1 Definitions

The CIOSUs are units which extend beyond a single academic department. These units may be labeled "Center," "Institute," "Office," "Facility," "Program," or "Laboratory," but other labels may also be used as appropriate. A unit which is completely contained within a single academic department does not need to apply for CIOSU status as long as it indicates its departmental affiliation whenever its title is used.

B.2.67.2 Procedures for Approval of CIOSUs *(last revised December 6, 2024)*

Procedures for approval are intended to facilitate the establishment of appropriate CIOSUs and to avoid the creation of programs that unnecessarily duplicate existing programs. Faculty members shall submit a

proposal for the establishment of a CIOSU to their department head(s) and dean(s) for initial review and signature.

Administrative approval for a proposed CIOSU rests with the Overseeing Administrator, who may be the appropriate department head, dean, provost or vice president. It is important that the Overseeing Administrator be clearly identified and recorded as such on the CIOSU application form along with the required signature.

The proposal shall then be forwarded to the Office of Faculty Council, which shall forward a copy of the proposal to the Provost. The Provost shall act as or assign the Responsible Administrator for the proposed CIOSU based on its primary mission. The Responsible Administrator shall then review the proposal. If the Responsible Administrator endorses the proposal, the Office of Faculty Council shall then forward the proposal to the appropriate standing committee(s). If the standing committee(s) approve the proposal, then the Chair of Faculty Council shall forward this approval to the Responsible Administrator. The Faculty Council Executive Committee may act for the standing committee(s) during the summer. If the Responsible Administrator approves the proposal, then the proposal shall be placed on the Faculty Council agenda as an action item for approval by Faculty Council. The final decision on approval of the CIOSU shall be made by Faculty Council. The Chair of Faculty Council shall notify the Responsible Administrator of the decision by Faculty Council, and the Responsible Administrator shall notify the Overseeing Administrator and the Administrative Director(s). If the proposal is approved by Faculty Council, the Responsible Administrator shall deposit it in the Office of the VPR, which shall be responsible for maintaining an updated list of all CIOSUs.

In order to facilitate the funding of pending proposals, conditional approval for a CIOSU may be granted by the Responsible Administrator at the time of the Responsible Administrator's official review and endorsement.

If the CIOSU proposal requests University resources (see Section J.2) other than faculty time, funding from external agencies, and cost recovery activities, then the Committee on Strategic and Financial Planning shall be one of the standing committees that reviews the proposal.

B.2.67.3 CIOSU Oversight

Administrative oversight of CIOSU rests with the appropriate department head, dean, Provost, or vice president (hereinafter referred to as the "Overseeing Administrator"). Final authority for a CIOSU rests with the Responsible Administrator.

B.2.67.4 Guidelines for Preparing Proposals for CIOSU Establishment (*last revised May 2, 2007*)

Faculty members interested in creating a CIOSU should prepare a proposal that addresses the following items:

- a. The name of the CIOSU and the name(s) of its Administrative Director(s);
- b. The mission of the proposed CIOSU and how this mission relates to the mission and strategic goals of Colorado State University;

- c. A statement of the goals and objectives of the proposed CIOSU;
- d. Evidence that the proposed CIOSU does not duplicate or compete with existing CIOSUs or academic programs and, if applicable, how it will be coordinated with other CIOSUs with complementary functions;
- e. A description of the organizational and administrative structure and responsibilities, the faculty members involved, how the CIOSU will be internally governed, and the identification of the Overseeing Administrator; and
- f. A list of funding sources and amounts, space, personnel, and equipment required to initiate and sustain the CIOSU for a period of at least five (5) years.

Each CIOSU must be administered by a person whose responsibilities include assuring that the CIOSU conducts its operations consistent with its mission and goals and in accordance with University policies and applicable laws, and that all required reports are submitted. The method for the selection of the Administrative Director of the CIOSU shall be stated in the program proposal. Appointment of the Administrative Director shall be made by the President or by the Responsible Administrator if the President has so delegated the authority. This position is “at will,” and can be terminated by the President at any time. This appointment shall consider recommendations by the faculty members in the CIOSU, the Overseeing Administrator, and the Responsible Administrator.

B.2.67.5 Procedures for Periodic Evaluation of CIOSUs *(last revised December 6, 2024)*

a. Biennial Reports.

The Administrative Director of each CIOSU shall submit a brief biennial report of its activities and accomplishments to the Overseeing Administrator and the Responsible Administrator. Copies of all biennial reports shall be deposited in the Office of the VPR.

These reports shall include each of the following:

1. A list of current CIOSU faculty members and other personnel;
2. A brief description of the activities, services, or research performed, as related to the function/mission of the CIOSU in the past twenty-four (24) months;
3. A budget summary for the previous twenty-four (24) months;
4. A brief list of accomplishments and contributions, such as grants and contracts, refereed and non-refereed publications, and effects on teaching and outreach in the past twenty-four (24) months;
5. Plans for the next twenty-four (24) months.

b. After receiving the report, the Overseeing Administrator shall recommend one (1) of three (3) possible courses of action to the Committee on University Programs:

1. Continue the CIOSU with a recommendation either to reappoint the Administrative Director or to appoint a new Administrative Director, and with suggested changes (if any) in the mission, goals, objectives, and/or organization of the CIOSU.
 2. Consolidate with existing CIOSUs with similar missions and goals. This recommendation shall require submission and approval of a new proposal for the consolidated unit.
 3. Terminate the CIOSU. If there is loss of funding or key faculty members, or the CIOSU is otherwise deemed to be no longer appropriate, the recommendation may be made to eliminate the CIOSU.
- c. If the Committee on University Programs finds the biennial report of a CIOSU under review incomplete or deficient in any significant way (as to the criteria listed under B.2.6.5 a.) or without the requisite recommendation and signature of its Overseeing Administrator it may further recommend that the CIOSU in question be discontinued as a university listed CIOSU. In this event the chair of the committee on university programs, in consultation with the Responsible Administrator, shall communicate the outcome in writing to the CIOSU director/s and the Overseeing Administrator, and invite a resubmission of the report or acceptance of its recommendation, with reference to the policies and procedures for CIOSUs oversight and review (B.2.6.3).

The Committee on University Programs shall submit its recommendation to Faculty Council. After approval by Faculty Council, the recommendation shall be reported to the Responsible Administrator, who shall then decide what action to take.

B.2.67.6 Scheduling Periodic Evaluations

The Responsible Administrator for each CIOSU shall schedule the biennial reports of the CIOSU.

B.2.67.7 Courses and Programs of Study (*new section added June 21, 2011*)

A CIOSU may have a role in courses and/or programs of study (undergraduate majors and minors and graduate degrees and interdisciplinary studies programs) offered by departments, colleges, and/or the Office of the Provost. However, if a CIOSU wants to offer courses and/or house programs of study itself, then it must apply to become a Special Academic Unit as described in Section C.2.8.

B.2.67.8 Non-Profit Corporations

The formation of Special Units as separate non-profit corporations is a complex process with many additional procedures and regulations, and requires approval by the Board. If faculty members wish to create a CIOSU as a non-profit corporation, they must work closely with the Responsible Administrator and the Office of the General Counsel to ensure that all requirements are met. Approval of the formation of a CIOSU does not imply the approval of the formation of a non-profit corporation.

B.2.78 University Organizational Chart

[University Organizational Chart](#)

Rationale:

Currently, the manual does not include language regarding the President's Cabinet. This update would formalize the Cabinet and the role of the Faculty Council Chair as a Cabinet member.

**Report from the Faculty Council Task Force on Free Speech and Academic Freedom
April 2026**

Summary

The Task Force on Free Speech engaged members of the university community, groups representing faculty, students, and staff, on concerns about who could exercise their constitutional rights to self-expression. We encourage and promote the ability to discuss topics concerning the university community from individual classrooms to shared public spaces. We emphasize that discussions of restrictions on Free Speech and Academic Freedom lead to self-censorship, inhibit critical inquiry in research and instruction, and implicitly threaten CSU's land grant mission of outreach and service to the state of Colorado. We are building on the work of the 2022 Presidential Task Force which addressed issues of hate speech within the context of the First Amendment, as well as the Engagement Working Group on Academic Freedom, formed within the President's Incident Management Team in April 2025. All three groups share the charge to promote free speech, academic freedom, and the safety (physical and psychological) of students, staff, and faculty. This 2026 Task Force requests that the full Faculty Council present our recommendations to the CSU President and Provost as well as request concrete action steps to address them.

Task Force Recommendations:

This task force was composed of groups with complementary and contrasting interests. As a collective Task Force, we have the following recommendations:

1. The institution should actively promote the open ideals of freedom of expression because all members of the university community are entitled under the First Amendment
2. The institution has a responsibility to ensure Academic Freedom which encompasses teaching, research, extension, engagement, and service. The Academic Faculty and Administrative Professional Manual (section E.8.f), identifies the protection of academic freedom as "the major purpose of the University Administration."
3. Any process for revising any policy concerning Free Speech must be made transparently and through shared governance, with meaningful participation from all stakeholder groups: faculty, staff, and students.
4. Any policy concerning Free Speech should clearly designate
 - a. the institutional roles or positions responsible for defining, implementing, and enforcing the policy
 - b. establish a transparent process for bringing and appealing alleged violations
 - c. ensure that all stakeholder groups—faculty, staff, and students—are consulted throughout its development, not restricted to critical stage or decision points
5. The current policy on chalking is appropriate for campus and upholds the right to free speech. However, we recommend that
 - a. the chalking policy should be consistently applied to everyone

- b. suspected violations of the chalking policy should be addressed in a manner that respects free speech and the physical safety of staff, students, and faculty
- 6. To avoid misconceptions, there should be clear definitions of the following terms in the policies:
 - a. Political Advocacy
 - b. Materially disrupt University operations
 - c. Expressive activities
 - d. Freedom of Expression (with respect to definitions provided in the US Constitution, federal and state laws)
 - e. Personal Speech
- 7. The Academic Freedom policy in the Academic Faculty and Administrative Professional Manual should be revised:
 - a. Academic Freedom currently encompasses teaching, research, extension, and service (Section E.8). This portion of the manual should be amended to include everyone who teaches a class, performs scholarly research or extension work, regardless of primary role or employment position.
 - b. Determinations of appropriate Academic Freedom activity should be adjudicated by academic peers through existing policy.
- 8. There should be clear and consistent application of existing policies:
 - a. The current Free Speech and Peaceful Assembly Policy prohibits overnight encampments.
 - b. The Student Code of Conduct currently permits peaceful expression and prohibits harassment, disruptive, and abusive behavior.
- 9. Add Employee Speech protections to staff, Administrative Professionals and Classified Personnel manuals
 - a. University employees should be able to exercise their Free Speech rights without fear of repercussions. These protections should explicitly prohibit retaliation against employees for engaging in constitutionally protected speech.
- 10. CSU should create or consolidate a central website on Free Speech and Academic Freedom, accessible to all members of the university community, that links to existing policies and relevant campus resources.
- 11. We recommend that the Faculty Council and Administrative Professionals Council move forward with recommended changes to the Faculty and Administrative Professional Manual.
- 12. We recommend that the Faculty Council continue collaborating on Academic Freedom and Free Speech with a working group with members from student groups, Administrative Professionals Council and Classified Personnel Council.

Committee Charge:

Review the current Free Speech Policy and Academic Freedom policy and recommend any changes needed to ensure and enhance academic freedom and the right to free speech at Colorado State University.

- Determine how, or if, the Employee Speech provisions within the Academic Freedom Policy apply to staff and students at the university, and whether changes to existing policy should be proposed to ensure the rights to free speech for all members of the CSU community
- Determine if the current policy on chalking is appropriate for campus and upholds the rights to free speech.
- Evaluate whether “expressive activities” needs to be defined with the policy or in the manual to ensure rights to expressive activities.

Committee Membership:

Chair: Ray Black, Faculty Council Representative, Race, Gender, and Ethnic Studies

Members:

Ali Raza, Student Leadership, Involvement, & Community Engagement (SLiCE)

Amber Wright, Undergraduate Student Representative

Andrew Norton, Faculty Council Chair (former Task Force Chair)

Ben Gregg, Undergraduate Student Representative

Beth Etter, APC Representative, Director of Communications, College of Liberal Arts

Claire Pickerel, ASCSU Representative

Dale Lockwood, Faculty Council Representative, Biology

David Wolfgang, Journalism and Media Communication

Greg Dickinson, Communication Studies

Jakye Nunley, ASCSU President

Jen Dawrs, Faculty Success

Julia Giron, CPC Representative, Accounting Technician in Chemistry

Karrin Anderson, Faculty Council Representative, College of Liberal Arts

Melinda Smith, Vice Provost for Faculty Affairs

Ricki Ginsberg, English

Rob Sica, Humanities and Social Sciences Librarian

Sammi Milyard, CPC Vice Chair

Sarah Smith, APC Representative, Undergraduate Recruitment Coordinator for Walter Scott Jr.

College of Engineering

Scott Michelena, CPC Representative, Facilities Management

Sue Doe, Director of TILT

Susan James, Vice Provost for Faculty Affairs

Victoria Quesada-Stoner, ASCSU Representative

Yoseline Rivera, ASCSU Representative

Committee Work:

The committee met virtually seven times, Jan 21, Feb 2, and 16, Mar 2, 23 and 30, Apr 13.

Background to this Committee:

In February 2025, the U.S. Department of Education issued a [“Dear Colleague” letter](#) instructing universities to cease preferential practices in admissions and to discontinue DEI programs on campus. The Trump administration also began to bring lawsuits against and restrict funding to

select universities allegedly for permitting campus protests they deemed antisemitic. On CSU's campus, concerns had been circulating about activities in campus free speech zones (designated in university policy documents as "Public Forum" areas), specifically those that included controversial political slogans and other communication that may have singled out CSU students or personnel. The possibility of student encampments on campus also raised safety concerns.

In response to this "Dear Colleague" letter, the CSU administration maintained that any organization that was open to all students and/or all faculty/staff could remain in operation. The administration made changes to the CSU website and other communications, removing words and phrases that might trigger scrutiny. Stipulations were put on some campus events to ensure viewpoint diversity dictated by the February 2025 letter.

In April 2025, an engagement working group on Academic Freedom was created as part of and to advise the President's Incident Management Team (IMT). In July, they forwarded a letter to the IMT (see [Letter to IMT](#)) with several recommendations. This working group did not receive any response from the IMT. The group met from April until November when it was merged into this Faculty Council Task Force on Free Speech.

In Fall 2025, the CSU administration revised the Free Speech and Peaceful Assembly Policy (a tracked changes copy of the file is archived [here](#)), using a "fast-track" process that precluded input from faculty, staff, and students. The policy put additional restrictions on student speech, including prohibiting camping on campus and restricting chalking in Public Forum zones to promotional messages by CSU units and student organizations. It also included a new section on employee speech that some faculty members believed infringed on academic freedom. After significant pushback from students and faculty, the policy was rescinded.

After a [federal judge granted an injunction blocking the enforcement of the Dear Colleague letter](#) in April 2025, the Trump administration dropped its appeal, and the ["Dear Colleague" letter was invalidated in February 2026](#).

In 2022, CSU created a presidential task force to address the issue of free speech on campus following a series of conflicts between students and administrators. Interestingly, during that period, the positions articulated by students and administrators were the inverse of the positions each side appeared to take in 2025. After several high-profile incidents of speakers coming to campus and promoting what some have categorized as hate speech, students urged the administration to establish policies that would prevent hate speech from circulating on campus. The administrative response, in that case, was to educate the campus community about the ways in which a public university was constrained by its First Amendment obligations. The 2022 task force produced documents and signage to better educate the university community on CSU's First Amendment obligations and to let members of the community know how they could use their voices to oppose objectionable speech. It also recommended implementation of a "Better Ways of Speaking" Initiative that received support from the administration but was not pursued.

Within this context, in late 2025, this Faculty Council Task Force on Free Speech was constituted to make recommendations to the administration regarding free speech, peaceful assembly, and academic freedom on campus.

Committee Considerations:

The physical safety of community members

- As a land grant institution, the university has a responsibility promote and facilitate students, staff, and faculty to be full participants in the democratic process, which means the ability to speak, to question, and to discuss issues in a respectful and responsible manner.

Relevant Policies and Documents:

- [CSU Fort Collins Free Speech and Peaceful Assembly Policy](#)
- [CSU Fort Collins Freedom of Expression and Inquiry Policy](#)
- [Academic Faculty and Administrative Professional Manual, Academic Freedom, section E8](#)
- [CSU System Official Statements Policy](#)
- [CSU System Policy for Elections, Political Activities, and Colorado Fair Campaign Practices Act](#)
- [Memorandum of Understanding on Academic Freedom](#)
- The College of Liberal Arts website on [Academic Freedom in the Classroom](#)
- CSU “You and Free Speech” [First Amendment](#)

**A REPORT SUBMITTED TO FACULTY COUNCIL BY THE
TASK FORCE ON REVISING THE PROGRAM AND CURRICULUM
APPROVAL, SUSPENSION AND DISCONTINUANCE PROCESSES AT
CSU**

**I. Outline for Improved Processes and Workflow for Program
Review and Management**

March 25, 2026

Co-Chairs:

Christopher Gentile, Professor and Department Head, Food Science and Human Nutrition

Joshua Schaeffer, Assistant Professor, Environmental and Radiological Health Sciences

Members:

Brad Goetz, Chair of the Faculty Council University Curriculum Committee

Lisa Kutcher, Chair of the Faculty Council Strategic and Financial Planning Committee

Ryan Morrison, Associate Professor, Civil and Environmental Engineering

Sam Bechara, Associate Dean for Undergraduate Affairs, Walter Scott Jr. College of Engineering

Tanya Dewey, Associate Chair of Undergraduate Studies and Associate Professor, Dept of Biology

Seth Davis, Associate Professor, Forest and Rangeland Stewardship

Julia Murphy, Associate Registrar

Sandra Dailey, Operations Manager in the Graduate

School Kimberly Miloch, Chief of Staff, Office of the

Provost (ex officio)

Mission

The task force was charged with producing a report to be received by Faculty Council that makes recommendations on the following subject matters:

- I. Outline improved processes and workflow for program review and management
- II. Create a framework for resolving program and curricular disputes
- III. Produce clear policies around the process for suspension and discontinuance of programs and courses

Committee Work

The Curriculum Task Force was convened in spring 2026 and met approximately seven times during the spring semester. The task force generated three separate reports on the three aforementioned subjects.

I. Outline improved Processes and Workflow for Program Review and Management

Summary

Please note, the work on this issue is a continuation of the work from a task force that was convened in spring 2025. The task force identified several issues with the current approval process for new programs. While no committee member disagreed that there are issues with the curricular flow on campus, there were disagreements about the underlying source(s) of these issues. Some members felt that disparate deadlines among committees in the workflow slowed the approval process. Others felt that the preliminary program proposal (PPP) and comprehensive program proposal (CPP) processes slowed the approval process. However, it was the opinion of the representatives from the Office of the Registrar, the Chair of UCC and the Interim VPUA that the largest culprit was the quality of proposals that are submitted.

These differences in opinion led the committee to recommend a 2-phase implementation for curricular reform. Phase 1 involves reducing inefficiencies within the current approval processes and phase 2 involves reconsideration of the approval processes. The committee recommends implementing phase 1 immediately and running the changes for at least one year before finalizing and implementing phase 2.

Issues Identified with the Current Approval Process

1. Curricula submitted by proposers/departments contain mistakes and omissions. Issues vary, but the burden of curricular speed lies within a proposal that is well prepared, follows policies and procedures, solicits help in final preparation and removes the burden from the Registrar's Office to 'clean up' the proposal.
2. The current process contains too many steps with unsynchronized deadlines between workflow committees, which causes proposals to sit between steps.
3. Redundancies and inefficiencies exist in the current workflow. Specifically, the Preliminary Program Proposal (PPP) is essentially a simplified version of the

Comprehensive Program Proposal (CPP). Further, the value of the required market analysis is unclear.

4. CSU does not have dedicated personnel that assist faculty with the creation of programs.
The Office of the Registrar has a knowledgeable and experienced team of curricular reviewers but they are not asked by proposers to assist with the development process early enough in the development process nor do they have the personnel to assist.
5. The curriculum process continues to experience record number of proposals from departments (over 800 major, minor changes and new proposals) and a record number of program changes (over 200) in 2024/2025.

Committee Recommendations

In light of the issues identified above, the committee created a new workflow for program proposals. The new plan was supported in substance but the rollout timeline was disputed. In the end, we have decided to shelve our new flowchart for one year and instead make incremental changes largely within the existing approval workflow. This iterative rollout should still substantially shorten the time to approval within year one but will allow us to begin to change the culture around curriculum submissions throughout campus.

1. Proposals must be submitted with a focus on accuracy. Proposers and their departments must commit to understanding curricular policies and procedures and the curricular approval system through the myriad help documents provided by the Provost Office, the University Curriculum Committee and the Office of the Registrar.
2. As an opening solution to number 1 above, we believe Associate Deans Undergraduate Affairs (ADUA) are well placed within each college to be properly trained to assist with proposals. Our committee believes that, in addition to available assistance from the Office of the Registrar, training ADUAs is critical to this new process working successfully. This will need to be agreed upon by Deans per the portfolios of each individual ADUA. *Graduate* curricula may be reviewed by ADUAs if they learn graduate program requirements or by Associate Deans for Graduate Affairs (ADGAs) where appropriate.
3. The ADUA within each college will work with the proposing units to prepare the CPP for submission. The ADUA will also sign off on all program proposals before submission. This will require training for each ADUA but should drastically enhance the quality of submitted proposals and reduce the number of mistakes that must be corrected mid-approval.
4. A required checklist must accompany new proposals. An updated checklist will be created by this committee and the curriculum team within the Office of the Registrar.
5. The committee recommends eliminating the Preliminary Program Proposal

(PPP) due to redundancies with the CPP.

6. In order to better identify affected departments earlier in the process, it is recommended that the RO works with Courseleaf (vendor) to update the new course or new proposal document with the following changes: a) Move Affected Departments section to the top of the proposal form; b) Move FYI section below the Affected Department section. It is the committee's hope that departments will be better stewards to campus by recognizing the broader campus impacts of their own proposals.

Recommendations for Further Consideration

- Create an updated and more clearly defined expedited process for minor curricular changes
- Create recommendations to improve the processes for individual course proposals

**A REPORT SUBMITTED TO FACULTY COUNCIL BY THE
TASK FORCE ON REVISING THE PROGRAM AND CURRICULUM
APPROVAL, SUSPENSION AND DISCONTINUANCE PROCESSES AT
CSU**

II. A framework for resolving program and curricular disputes

March 25, 2026

Co-Chairs:

Christopher Gentile, Professor and Department Head, Food Science and Human Nutrition

Joshua Schaeffer, Assistant Professor, Environmental and Radiological Health Sciences

Members:

Brad Goetz, Chair of the Faculty Council University Curriculum Committee

Lisa Kutcher, Chair of the Faculty Council Strategic and Financial Planning Committee

Ryan Morrison, Associate Professor, Civil and Environmental Engineering

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Seth Davis, Associate Professor, Forest and Rangeland Stewardship

Julia Murphy, Associate Registrar

Sandra Dailey, Operations Manager in the Graduate

School Kimberly Miloch, Chief of Staff, Office of the Provost (ex officio)

Mission

The task force was charged with producing a report to be received by Faculty Council that makes recommendations on the following subject matters:

- IV. Outline improved processes and workflow for program review and management
- V. Create a framework for resolving program and curricular disputes
- VI. Produce clear policies around the process for suspension and discontinuance of programs and courses

Committee Work

The Curriculum Task Force was convened in spring 2026 and met approximately seven times during the spring semester. The task force generated a single report with three sections aligning with the three aforementioned issues.

II. A framework for resolving program and curricular disputes**Summary**

Inter-departmental disputes often occur over the creation of new courses and programs. These curricular disputes typically concern broad subject area overlap as well as specific content overlap. This document provides a framework for minimizing and resolving such curricular disputes.

General guidance for departments and the UCC on common disagreements

- The purpose of new course and program proposals at CSU is to introduce new content that benefits CSU students and best prepares them for their intended careers. New proposals are not intended to duplicate or overlap extensively with existing curricular content. New proposals must contain unique content, a significant difference in emphasis, level, instructional format, or depth or breadth of content.
- Overlap with existing courses/proposals should be evaluated by faculty experts in the discipline/s based on the proposed course's learning objectives and content.
- Whereas the majority of specific course content of new proposals should be unique and not duplicative of current curricular content, courses are likely to have some broad subject overlap given the integrative nature of many disciplines.
- If the department's expertise is at question, a list and description of similar courses within the department can be used to demonstrate expertise or lack thereof

The committee identified four broad issues with the current system:

1. Proposing departments do not adequately consult with affected departments and do not indicate all potentially affected departments in CIM
2. Affected departments can slow or stall the approval process by not

responding to the proposing department's outreach and by making successive objections after initial objections are resolved

3. The CIM system notifies affected departments one at a time and does not advance to the next department until the previous department approves the proposal. Thus, if there are several affected departments, months can pass before all departments approve the proposal
4. Clear and consistent processes do not exist for resolving disputes

To resolve these issues, the committee proposes implementing the following policies:

1. Potentially affected departments should be notified before CIM submission

The Associate Deans for Undergraduate Affairs (ADUA) within each college will become the main point of contact for all new programs and courses. During standing bi-weekly ADUA meetings, they will be encouraged to notify potentially affected departments of upcoming CIM proposals to mitigate potential disputes. This step is meant to be a 'best practice' rather than mandated.

2. Communication with affected departments should begin outside of the CIM system

- In order to sidestep the linearity of CIM notifications, we suggest that proposing departments email potentially affected departments prior to CIM submission and notify them of the upcoming proposal. During CIM submission, proposing departments should upload the dated communication(s) that was sent to potentially affected departments as proof of communication. The proposing department should then list potentially affected departments in the CIM application. Once potentially affected departments are listed in the CIM application, they will receive an automatically generated email notification.
- The email notification automatically generated in the CIM system and sent to affected departments should be edited to clearly state action is needed within 10 business days of receipt of the proposing department's email.

3. Affected departments must respond within certain deadlines

- Approval from affected departments is not required for the proposal to continue through the sequence/workflow in CIM. If an affected department does not respond with comments/concerns in the CIM system within 10 business days of receiving an email by the proposing department, the proposing departments can request that the proposal is passed along in the CIM workflow.
- If an affected department wishes to dispute the proposal, the affected department must respond to the proposing department with a list of their

concerns within 10 business days of the proposing department's email. All comments/concerns should be listed within the CIM system rather than in personal communications.

- The affected department must list all objections in the initial response and is not allowed to make subsequent objections on other topics
- It is the responsibility of the proposer to monitor progress in CIM and follow up with the appropriate parties as needed to move the proposal forward administratively.

4. If an affected department disputes a proposal, the two parties must follow these guidelines

- A meeting should be held with representatives and ADUAs from each college to resolve the dispute.
- If the dispute is not resolved by the departments or colleges within 1 month from the date the affected department posted their concerns in CIM, the course will be placed on an appropriate UCC agenda and representatives from disputing parties can request an invitation to the corresponding UCC meeting. If invited, they are subject to the procedures of UCC and may be able to present their case.
- Following any deliberation, the UCC may vote on whether to approve the proposal. Once a decision is made by the UCC, the proposal will proceed through the appropriate faculty council process.

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TASK FORCE ON REVISING THE PROGRAM AND CURRICULUM
APPROVAL, SUSPENSION AND DISCONTINUANCE PROCESSES AT
CSU**

**III. Policies around the process for suspension and discontinuance of
programs and courses**

March 25, 2026

Co-Chairs:

Christopher Gentile, Professor and Department Head, Food Science and Human Nutrition

Joshua Schaeffer, Assistant Professor, Environmental and Radiological Health Sciences

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Mission

The task force was charged with producing a report to be received by Faculty Council that makes recommendations on the following subject matters:

- VII. Outline improved processes and workflow for program review and management
- VIII. Create a framework for resolving program and curricular disputes
- IX. Produce clear policies around the process for suspension and discontinuance of programs and courses

Committee Work

The Curriculum Task Force was convened in spring 2026 and met approximately seven times during the spring semester. The task force generated a single report with three sections aligning with the three aforementioned issues.

III. Policies around the process for suspension and discontinuance of programs and courses

Summary

This Academic Program Discontinuance Policy (Policy) sets forth the process for suspending or discontinuing academic programs, which can occur through review by the Colorado State University Faculty Council University Curriculum Committee (UCC) or administratively by the Provost in accordance with University Policy and the Policies of the Board of the Governors of the Colorado State University System.

By the *Academic Faculty and Administrative Professional Manual*, UCC is responsible “to receive or initiate recommendations pertaining to each and every...program offered for academic credit by any unit of the University” and “to evaluate all proposals for ...changes in existing courses and programs...before consideration and approval by the Faculty Council.” (C.2.1.9.5 Standing Committees: Membership and Function). In the vast majority of cases, UCC is the appropriate body to consider issues involving the continuation of academic programs, including questions of potential deactivation and termination.

The Board of Governors requires regular review of each academic program (CSUS Board Academic Program Review Policy 303), including, “Analysis of continuing need, quality, and resource adequacy based on three years of data on student enrollments, student profiles, outcomes assessments (including alumni surveys), numbers of graduates, and other pertinent considerations...” Moreover, the Board policy on academic programs calls for each university to “maintain a robust academic planning process to assure well-vetted proposals” for moratoria (temporary suspensions) or discontinuances (permanent deactivations) (CSUS Board Academic Program Proposal and Addendum Policy 302). Moreover, the Board policy recognizes a range of reasons

for suspensions or discontinuances, including a lack of bona fide need, unneeded duplication, and lack of resources. The Board further requires regular reporting of program suspensions or discontinuances.

The input of departments and colleges is a critical part of the development, approval, assessment, review, and discontinuance of academic programs. UCC also has a long-established role in recommending approval of academic degree programs to the Faculty Council. UCC's role is distinct and is valued for allowing faculty, students, and administrators (including the Provost and Executive Vice President for Academic Affairs, who is an *ex officio* member) formally to examine and to assess academic programs from a University perspective.

The pathway toward suspension or discontinuance is, in the vast majority of cases, intended to be initiated and led by the faculty of the department(s) offering the program. Such decisions are a routine part of the academic strategic planning process, as departments seek to be responsive to new or foreclosing developments in their disciplines, student demand, external partners, or the labor market.

The faculty of a department may seek to place a suspension on a program for a period not to exceed two academic years and may reinstate the program within that period. A proposal for suspension/reinstatement must be approved by the department, the college, and UCC.

Similarly, the unit(s) offering an academic degree program may propose to discontinue the program—that is, permanently remove it from the university catalog. In such cases, the path to approval includes the department, the college, the UCC, the Provost, and the Board of Governors.

There are rare occasions when program suspension or discontinuance may be initiated administratively by the Provost and Executive Vice President for Academic Affairs (“Provost”). In these cases, the Provost should initiate a conversation with the Chair of the Department about the suggested discontinuation to understand the department's perspective on the status of the program and any planned changes. If a suspension has not been (or will not be) lifted (i.e., the program has not been reinstated) by the end of the second academic year, the Provost should take action to discontinue the program, so that students have accurate and current information about the programs being offered, and so that the Board of Governors understands that the university acts as a responsible steward of state funds in managing its academic inventory

Administrative discontinuance will be carried out *only* when a program fails to meet or exceed the university-established minimum thresholds for enrollment or degree-awards for two successive three-year averages. Given the unique nature and variable costs of programs, the Provost and Executive Vice President for Academic Affairs will

determine appropriate thresholds for various programs. Additionally, administrative suspension or discontinuance may be initiated for programs that fall below the following standards set by the Colorado Commission on Higher Education (4.02 Policy and Procedures for the Discontinuance of Academic Degrees with Low Program Demand):

- Baccalaureate degrees must graduate 10 students in the most recently reported year or a total of 20 students in the last 3 years
- Masters degree programs must graduate 3 students in the most recently reported year or a total of 5 in the past 3 years
- Doctoral degree programs must graduate at least 1 student in the most recently reported year or a total of 3 in the last 3 years

Definitions

- **Suspension:** This status is used either as a precursor to discontinuance while existing students in the program are completing their program of study or for a temporary suspension while an institution takes a strategic pause, typically to redevelop a program. Suspension means no new students may enroll in the program, but continuing students may continue to enroll to complete their program of study. The Board of Governors must be notified of the suspension of a program, per Board policy. A program may be in suspension status for up to two years, at which point it must either be formally reinstated (by notification to the Board) or discontinued.
- **Discontinuance:** This status means the institution has completely stopped offering the program and is no longer authorized by the Board of Governors or the Higher Learning Commission to offer it. No students can be enrolled in a discontinued program. If a department wishes to offer a discontinued program, it must go through the new academic program proposal process. The Board of Governors must be notified of a program's discontinuance, per Board policy.

Procedures

I. Routine Suspension or Discontinuance Originating from an Academic Unit.

If a proposed Suspension or Discontinuance originates from its academic unit, a proposal should be submitted to UCC in writing.

Proposal Format: Department-initiated Suspension or Discontinuance

Proposals should include the information below, as well as any items required by the originating department or college.

- Type of proposal (suspension or discontinuance)

- Department / College
- Contact name and email/phone
- Date of submission
- Implementation term
- Program title
- CIP code
- Rationale for change
- Catalog changes: program curriculum to be removed, and any resulting changes to related programs.
- Enrollment Trends over the last 5 years
- Teach-out Plan
- Anticipated impact on other programs within the offering department, the college, or the university.
- Offices, departments, committees, and individuals consulted during the development of the proposal.
- Approval path for program proposal, noting all formal department- or college-level votes.

Approval Process: Department-initiated Discontinuance

The approval process for proposals consists of the steps below.

1. Proposals should be considered and approved by the originating academic department. Approval by the departments at this stage, including any formal vote, should be noted as specified in the program deactivation proposal.
2. Proposals require the approval of the dean of the college responsible for the administration of the program. Individual colleges may elect to require that proposals first be reviewed or formally considered by college faculty, a college undergraduate or graduate committee, or some other college-level body. Approval at this stage, including any formal vote, should be noted as specified in the discontinuance proposal.
3. The dean should send approved discontinuance proposals to the chair of UCC, and either the Vice Provost and Dean for Undergraduate Affairs or the Dean of the Graduate School. The Vice Provost for International Affairs should be included if the proposal involves collaboration with an international partner institution. These university administrators may request that notable issues be addressed before committee review commences, or they may provide feedback on the proposal as part of the review process to be addressed before the final proposal is recommended to the Faculty Council.
4. UCC may elect to invite the proposing parties to attend a meeting at which the

proposal is discussed. At a meeting to which the proposing parties will be invited, UCC will deliberate and vote on the proposal. Prior to a vote, requests may be made to the proposing parties for changes to be made to the proposal.

5. The chair of UCC will notify in writing the Chair of the Faculty Council, and either the Vice Provost and Dean for Undergraduate Affairs or the Dean of the Graduate School, of the committee's recommendation. The Provost will review the recommendation prior to a vote of the Faculty Council for approval.
6. Once approved, the Provost or designee will notify the Board of Governors.
7. The Higher Learning Commission requires the institution to submit a teach-out plan, which begins immediately upon Faculty Council approval of the discontinuance.

II. Administrative Discontinuance.

A program may undergo administrative discontinuance if it fails to meet or exceed the university-established minimum thresholds for enrollment or degree awards across two consecutive three-year averages. The Office of the Provost and Executive Vice President establishes guidelines for internal monitoring and action plans to ensure that CSU's academic programs do not fall below the established thresholds. If a program does not meet the USG's established thresholds, the Office of the Provost and Executive Vice President will alert the college and department to prepare a monitoring and action plan for the program over the next two academic years. If, at the end of the two-year monitoring and action plan, the program has failed to surpass the university-established minimum thresholds for enrollment or degree awards, then the program will be discontinued administratively, with notification to the department, college/school, UCC, the Faculty Council Executive Committee, the Faculty Council, and the Board of Governors as an informational item.

III. Program Discontinuance

Once a program has been paused through a suspension, the Office of the Provost coordinates with the college and department to ensure that the program is closed to admission of new students starting in the effective term following the suspension. The faculty will continue to teach out the students remaining in the program, until there are no active students remaining in the program. If, at any point during the suspension period, the department and college conclude that they are not interested in reinstating the program, and all students have been taught out, they may submit a request for discontinuance directly to the Provost. Any such discontinuance will be provided as an information item to UCC, and notified to the Board of Governors.

CoSFP Values for Unit-level Budget Model Implementation
April 14, 2026
For Implementation during Shadow Year FY27

- 1) **CORE ACADEMIC MISSION FIRST:** As the land-grant university of Colorado, our core academic missions are “teaching, research, service and extension for the benefit of the citizens of Colorado, the United States, and the world.”¹
- 2) **COMMON GOOD:** Unit-level budgets should prioritize what is best for the core academic mission of the University.
- 3) **TRANSPARENCY, ACCOUNTABILITY, and SHARED GOVERNANCE:** Decisions associated with the implementation of unit level budgets should allow sufficient time and an earnest effort to obtain and respond to feedback and to be transparent with clear justification and accountability.
- 4) **UNITS AS AN ECOSYSTEM:** Unit budgets should acknowledge and promote interdependence among individual departments/divisions.
- 5) **ACCESS:** Unit budgets should continue to support access goals.
- 6) **STUDENT SUCCESS:** Unit budgets should encourage initiatives for attracting, retaining, and supporting quality students.
- 7) **FACULTY SUCCESS:** Unit budgets should encourage initiatives for recruiting, retaining, and advancing quality faculty and establish compensation mechanisms to address both internal equity goals and external market demands.
- 8) **STAFF SUCCESS:** Unit budgets should encourage initiatives for recruiting, retaining, and advancing quality staff.
- 9) **INNOVATION, CREATIVITY, and FLEXIBILITY:** Unit budgets should provide opportunities for innovative ideas, such as interdisciplinary and multidisciplinary initiatives, as well as for substantiable growth and agility.
- 10) **SIMPLICITY:** Unit budgets should allow for informative and understandable calculations and projections.

¹ CSU System Colorado State University, <https://csusystem.edu/we-are-colorado/>

CSU Fort Collins Faculty Update

Prepared for the May 2026 CSU System Board of Governors Meeting May 7-8, 2026

Submitted by: Dr. Jennifer Martin, CSU-FC Faculty Representative to the Board of Governors

Faculty Council Updates

Faculty Council Meetings. The Spring semester has been a busy one for the Faculty Council, with notable changes to leadership for this academic year. At the March 2026 Faculty Council meeting, Dr. Norton was elected as the incoming Chair, while I was elected as the incoming Vice Chair. Dr. Karrin Anderson (College of Liberal Arts) was elected as the incoming Faculty Representative to the Board of Governors. Additionally, Dr. Zaid Abdo was elected as the Faculty Council Vice Chair for the remainder of the 2025-2026 academic year.

In addition to these important leadership changes, the Faculty Council received numerous reports and updates from Task Forces and Standing Committees. Notable updates and actions include the formation of a Standing Committee on the All University Core Curriculum (AUCC), as well as the receipt of a report from the Task Force on the AUCC. This committee and Task Force mark important and ongoing evolutions of the core curriculum at CSU. Additionally, the Faculty Council received a report from the JED Foundation Mental Health Task Force, marking the culmination of the formative work that will enhance mental health resources for our campus undergraduate students. The work of this Task Force has been guided by the BOG's strategic investment in student mental health and marks a pivotal moment for our campus. Finally, at the May meeting, the Faculty Council will receive a report from the Task Force on Academic Freedom and Free Speech. This Task Force, comprised of representatives from across the campus community, was formed in Fall in response to changes to the CSU policy on Free Speech. The report signifies an important moment for CSU and calls upon our institution to preserve and strengthen our commitment to academic freedom and the First Amendment.

Throughout the Spring semester, we've received updates from our executive leadership. At the March and April Faculty Council meetings, we received updates from Interim Provost Lise Youngblade. These included difficult discussions around campus budget reduction planning and the administrative alignment but were consistently marked by a commitment to our campus and community members. As a Faculty Council, we are grateful for Interim Provost Youngblade's commitment to engage with and advocate for faculty.

Employee Council Leadership Meetings. An important trademark of the recent slate of leadership in the Employee Councils is a commitment to regular engagement and communication with the officers. Throughout the Spring, the employee council leaders have met to share perspectives and opinions, as well as provided feedback on important challenges or initiatives that impact each campus employee community—either consistently or differentially. Additionally, we have engaged with campus leadership to help inform and shape the conversations which are guiding the university actions, planning, and future. These efforts reflect the Employee Council's commitment to meaningful engagement as a cornerstone of shared governance.

Other Campus Updates

Provost Search. The semester started with a notable transition in leadership at the Provost and Executive Vice President for Academic Affairs and will end with the identification of our next leader in this role. The search committee has identified three finalists to visit campus in April, with an anticipated announcement of a new Provost and Executive Vice President for Academic Affairs before the end of the semester. We are grateful to the committee members, led by Vice President for Research Moseley, and the campus community for their engagement in this important process.

Administrative Alignment. For the past year, campus has been engaged in an effort to revise the organizational structure for a subset of our administrative professional positions with human resources and finance roles. This reorganization marks the first a series of similar changes, next focusing on administrative professionals with IT or communication roles. These efforts reflect an attempt to realize organizational and operational efficiencies, mitigate organizational risk, and enhance administrative opportunities. However, a change of this magnitude is not without challenge, apprehension, and a fair bit of resistance. Faculty have expressed concerns regarding reductions/disruptions in service, while our AP colleagues have expressed anxiety regarding new reporting structures. We are grateful to VPUO/CFO Hanlon and VP Ray for their willingness to engage with campus on how to best implement this new organizational structure while minimizing disruptions to campus operations.

Budget and Finances

The weight of our budget and fiscal situation has loomed over campus for much of the spring semester. Following the February meeting, unit leaders began developing budget reduction proposals aligned with the 10% target. Engagement from faculty and staff in shaping these proposals varied across units—highlighting an opportunity to strengthen shared governance and communication should we face similar circumstances in the future.

Before turning to the impact of these reductions, it is important to recognize the significant effort involved in preparing and reviewing each proposal. I am grateful the process was guided by principles grounded in our commitments to our people, our students, and our mission. After years of sustained budget pressure and diminishing operating resources, many units were left with few options beyond reducing or eliminating positions. The responsibility of making decisions that directly affect colleagues and the future of our campus is profound, and I appreciate the care and seriousness with which this work was undertaken.

Now, our campus finds itself on the other side of these decisions. There is understandable frustration, anger, and a sense of loss. Many are frustrated that we continue to operate in a persistently constrained financial environment. Those directly affected are experiencing the deepest impacts, while others are adjusting to the absence of colleagues, collaborators, and friends who helped shape our community.

It is important to acknowledge and sit with the weight of this moment—but we cannot remain there. We owe it to ourselves, our students, and those who have left our campus to commit to a more stable and sustainable future. In this moment, we can choose between discouragement and resolve. While higher education faces real and ongoing challenges, I remain confident in the value of our work—particularly the mission of a land-grant institution—and in our ability to move forward with purpose. I hope—and believe—that brighter days are coming to CSU.

Hope alone, however, is not sufficient. We must act with intention and discipline to achieve longterm financial stability while upholding our commitments to people and mission. This will require honest reflection on past decisions, stronger accountability, and a renewed commitment to stewarding our resources with care and clarity. The campus, both current and future, deserves nothing less.

Conclusion

This report marks the end of my term as the Representative of the CSU Faculty to the Board of Governors. I'll share a bit more in my oral remarks, but want to express humble gratitude to my campus colleagues for affording me the honor and responsibility of representing them at such an important time in CSU's history. Similarly, I am deeply appreciative to the Governors, Chancellor, and others who participate in the Board meetings for encouraging meaningful engagement in the meetings. The responsibility entrusted to this body is significant and I'm fortunate to have contributed to it.