

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

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

**AGENDA**  
**Faculty Council Meeting**  
**Tuesday, March 6, 2012 - 4:00 p.m. - Room A102 Clark Building**

***Announcements***

- A. Next Faculty Council Meeting - Tuesday - April 3, 2012 - A102 Clark - 4:00 p.m.
- B. Standing Committee Elections - April 3 2012- Committee on Faculty Governance
- C. Grievance Panel Elections - April 3 2012- Committee on Faculty Governance
- D. Sexual Harassment Panel Elections - April 3, 2012 - Committee on Faculty Governance
- E. Discipline Panel Elections - April 3, 2012 - Committee on Faculty Governance
- F. Executive Committee Meeting Minutes: January 31, and February 14, and 21, 2012 (view at <http://facultycouncil.colostate.edu/index.asp?url=links>)

***Minutes to be Approved***

- A. Faculty Council Meeting Minutes - February 7 2012 (pp. 1-15)

***Reports To Be Received***

- A. Provost/Executive Vice President
- B. Faculty Council Chair
- C. BOG Faculty Representative (pp. 16-18)

***Consent Agenda***

- A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: January 20 and 27, and February 10, 2012 (pp. 19-36)

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*Secretary's Note: Please detach at this line, **print your name**, and leave in the attendance box at the Faculty Council meeting. If you must be absent, you are encouraged to send a substitute representative of academic faculty status in order to provide proper representation at the meeting. Substitutes should turn in the attendance slip at the meeting and indicate on the slip whom they are representing.*

### ***Special Actions***

- A. Election - Faculty Council Chair - Committee on Faculty Governance - Timothy Gallagher Nominated (pp. 37-38)
- B. Election - Faculty Council Vice Chair - Committee on Faculty Governance - Mary Stromberger Nominated (pp. 39-40)
- C. Election - Faculty Council Board of Governors Faculty Representative - Carole Makela Nominated - Committee on Faculty Governance (pp. 41-42)
- D. Proposed Revisions to the *General Catalog* - Undeclared Majors - Committee on Teaching and Learning (p. 43)
- E. Proposed Revisions to the *General Catalog* - Undergraduate Planned Leave - Committee on Teaching and Learning (pp. 44-46)
- F. Proposed Revisions to the *General Catalog* - Colorado State University Core Curriculum Report on Objectives and Criteria - University Curriculum Committee (pp. 47-50)
- G. Proposed Revisions to the *Manual*, Section E.5.3 - Guidelines on Teaching and Advising Responsibility - Committee on Responsibilities and Standing of Academic Faculty (pp. 51-52)

### ***Discussion***

- A. Holistic Review Process for Student Seeking Admission to Colorado State University - Jim Rawlins, Executive Director - Admissions

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please contact Diane Maybon, at 1-5693 or dmaybon@colostate.edu.

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

***MINUTES  
FACULTY COUNCIL  
February 7, 2012***

***CALL TO ORDER***

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

***ANNOUNCEMENTS***

- A. Next Faculty Council Meeting - March 6, 2012 - A102 Clark Building - 4:00 p.m.
- Gallagher announced that the next Faculty Council meeting will be held on Tuesday, March 6, 2012 in Room A102 Clark Building. The meeting will begin at 4:00 p.m.
- B. Elections Faculty Council Chair, Vice Chair, and Board of Governors Faculty Representative - Committee on Faculty Governance
- Gallagher announced that the election for Faculty Council officers will take place at the March 6, 2012 Faculty Council meeting.
- C. Executive Committee Meeting Minutes - November 15, 29, 2011 and January 17, 24, 2012
- Gallagher noted that the Executive Committee meeting minutes can be found on the Faculty Council website.

***MINUTES TO BE APPROVED***

- A. Faculty Council Meeting Minutes - December 6, 2011
- By unanimous consent, the December 6, 2011 Faculty Council Meeting Minutes were approved.

***REPORTS TO BE RECEIVED***

- A. Provost/Executive Vice President
- Rick Miranda, Provost/Executive Vice President announced that Mark Stetter has accepted the position as the new Dean of the College of Veterinary Medicine and Biomedical Sciences. Miranda stated that Stetter was the Director of Animal Operations for the Walt Disney Company. Miranda added that he will begin working in May and will take over as Dean in July.
- Miranda reported that an honorary degree was given to Pete Coors by the College of Business at the December commencement. Miranda added that the College of Business has also requested to have its master degree students go through its commencement and not through the Graduate School commencement. Miranda noted that this will be tried out at the Spring commencement.
- Miranda reported that the President has scheduled open forums this spring. The open forum for faculty was held last week on Thursday, February 2, 2012. Additional open forums are scheduled for student, administrative professionals and state classified personnel. There is also an open forum scheduled for everyone on Monday, May 7, 2012 from 4:00 to 5:00 p.m. in the Cherokee Park Room.

Miranda noted that last month he attended several diversity related meetings. Recently, a social was held for multi-cultural student and faculty. Miranda reported that, on January 11, he attended a dinner and presentation in Denver for high ability Latino students. Miranda added that, last night, the graduate students of color had a working meeting to discuss issues that group wanted to bring to the attention of the administration. In addition, two weeks ago, a conference was held dedicated to military veteran students in Colorado.

Miranda reported that he attended the National Conference for Science and the Environment held January 18-20. He also attended the American Mathematics Society meeting held January 4-6.

Miranda reported on the strategic planning and budgeting process. He explained that the SPARCFest was held on January 18 and the budget hearings were held on January 25-26. He explained that at the budget hearings the deans and vice presidents were asked to present budgets reflecting three percent (3%) budget cuts. The next steps will include the SPARCs revising the goals and the strategic plan and then work will then begin to homogenize the documents and create a single document. Miranda added that the President has asked that a preface be included for long-range planning. On the budgeting side the administration is still considering a nine percent (9%) resident tuition increase. In addition, a three percent (3%) raise is penciled in for faculty and administrative professionals (this does not include state classified personnel). Plus the administration is still heavily invested in financial aid, etc. to re-invest in the quality in education. Miranda noted that, after all that, the budget will still be off by approximately three percent (3%). He added that the numbers from the State will fluctuate until the March 20 revenue forecast which will determine the cuts to higher education.

Miranda reported that he has joined the Master Planning Committee for Facilities. This committee is in the process of drafting a master plan that will go to Colorado Commission on Higher Education in 2014. He added that this master plan must also be approved by the Cabinet and the Board of Governors.

Miranda noted that the celebration of Colorado State University's 142 anniversary is February 10 (Founder's Day) and will be held at the State Capital in Denver. He added that in 2020 Colorado State University will be celebrating 150 years.

Miranda reported that the INTO contract is still being negotiated, but the recruiting staff is visiting the campus this week and they are having a positive experience.

Miguel Mostafa asked if there a law that does not allow Colorado State University to have contracts for more than a year. Miranda responded, no, this is not applicable with companies.

Phil Chapman asked how long (years) the INTO contract is. Miranda responded that it is a thirty (30) year period with an extensive review after ten (10) years.

Ben Clegg asked about Miranda's recent quotation in the *Collegian*. He added that there seems to be a disconnect between what the students know and what the university is doing. Miranda responded that the administration is trying to communicate information with the students as best we can. Miranda noted that he recently spent two (2) hours with the student fee review board explaining revenues, expenses, etc. He added that the President has sent emails, etc. Miranda said that it is an imperfect mechanism and not all the students get the information. Miranda added that Financial accountability reports are posted on the Office of Budgets and Finance website and that a separate accountability page off the President's website is available.

Mostafa asked if there were any issues raised when he met with diverse students that faculty should be aware of. Miranda responded, yes, but unfortunately he was not there for that part of the process.

Miranda's report was received.

#### B. Faculty Council Chair

Gallagher reported that President Tony Frank and the new Athletic Director Jack Graham will be attending to the April 3, 2012 Faculty Council meeting. The President will be presenting a report and the Athletic Director will be presenting a discussion item on athletics.

Gallagher gave an update on concerns that were discussed in Executive Committee related to the student course surveys. Gallagher explained that the Faculty Council Executive Committee sent an email to Mike Palmquist. The email requested that due to the problems some faculty members seem to be having getting

access to their scanned student course surveys, Executive Committee of Faculty Council requested that no hard copies from this past Summer or Fall semesters be shredded and that until all this gets sorted out that the hard copies be preserved. Gallagher also requested that faculty members be given advanced notice if and when the hard copies are destroyed. Gallagher asked Richard Eykholt to present some additional information. Eykholt reported that many of the problems from last Spring have been addressed. However, there were new problems this Fall semester. Eykholt noted that the question is, are things going to get corrected or is this system just not working? He added that the Executive Committee is interested in to what extent things are working or not. Eykholt explained that this Fall semester's problem was related to the software and to the fact that multiple courses were batched together. He added, that the forms have now been re-scanned. Eykholt noted that, informally, it seems that the re-scanning fixed the problem for many courses, but there are still one to two thousand forms in a "problem child" box. Eykholt stated that the staff will look through those boxes if you ask, but they will not if not asked. In addition, the Summer forms are there but in storage. Eykholt asked that faculty check for their individual evaluations and report to your respective Executive Committee members so it can be determined whether or not this is heading in the right direction.

David Greene pointed out that you can search for other people's evaluations. Steve Robinson asked if the Spring 2011 forms are still accessible? Eykholt responded probably not.

Gallagher reported that an email was sent through the Office of General Counsel regarding political speech. Gallagher reported as follows:

The wording Gallagher is commenting on from the original message is in **bold**. Gallagher's comments are in *italics*.

Message from the Office of the General Counsel

Colleagues,

Now that the 2012 Colorado legislative session is in full force, it may be helpful to review related University policies and practices:

**All members of our campus community are encouraged to be involved in the political process on their own time. However, please be careful to represent your personal, political views as your own, and not those of the University.** *This encouragement comes from Section D.7.8.1 of the Faculty/AP Manual.*

- If you write to your representative on any issue, do not use CSU letterhead and do not represent yourself as speaking for the institution or in your professional capacity as a CSU employee.

- Faculty and staff may occasionally be called upon to offer expert testimony on a piece of legislation. The Board encourages employees to make their expertise available to legislative committees. **In order to coordinate CSU's legislative activities, please contact the Office of the President at 970-491-6211 before agreeing to testify.** *One could contact the President's Office as a courtesy, and the President's Office may be able to provide some helpful information to you, but such contact is not required. Also, individual faculty members are certainly free to speak out against the official lobbying position of the university. Coordinating with CSU officials on legislative activities is not required. Also, when appearing before a committee, you should make it clear that you are speaking as an individual or as a professional offering expertise related to your discipline, but not on behalf of the University.*

- If you are interested in seeing a piece of legislation brought forward on behalf of your department, the University, or any University entity, contact the Office of the President. University faculty and staff are not authorized to represent the institution in contacts with individual legislators.

- If you wish to request that the University take a position on a piece of legislation relevant to the institution, please contact the Office of the President.

**The University and the Board of Governors of the CSU System are represented at the Colorado Legislature by designated CSU System staff and a contract lobbying team. The University's official position on any legislative matter is determined only by the CSU president, who consults with vice presidents, deans, faculty, staff, agency heads, and others on specific pieces of legislation before formulating a University position. All this is true and in no way does it affect the right of individual faculty members to make their views known as individuals, even if those views are diametrically opposed to the official university lobbying position.**

Gallagher's report was received.

C. Board of Governors Faculty Representative - Carole Makela

Gallagher noted that Makela's report can be found on pages 22-23 of the agenda materials. He noted that Makela was unable to attend the Faculty Council meeting because she is in Pueblo attending the Board of Governors meeting.

Makela's report was received.

D. Committee on Strategic and Financial Planning - Tony Maciejewski

Tony Maciejewski, Chair, Committee on Strategic and Financial Planning, reported that the Committee has been involved in the University budget planning process. He added that the budget planning tool on the website is useful and may be helpful for the students as well. Maciejewski added that the Committee endorses the faculty raises for 2012. Maciejewski reported that the Committee has been involved in the overview of funding for campus construction projects. He also explained that the Committee has representatives on the SPARC committees. Maciejewski reported that the Committee has also reviewed financial implications of all proposed new degree programs and new Centers, Institutes, and Other Special Units (CIOSUs). Maciejewski reported that the Committee has also been involved in INTO discussion and will be involved in future discussions of athletic plans for Colorado State University.

Maciejewski's report was received.

### ***CONSENT AGENDA***

A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: November 11, and 18, December 2 and 9, 2011

B. Approval of Degree Candidates - Spring and Summer Semesters 2012

Howard Ramsdell, Chair, University Curriculum Committee, moved that Faculty Council approve the consent agenda.

Ramsdell's motion was adopted.

### ***ACTION ITEMS***

A. Request to Create a Special Academic Unit - Molecular, Cellular and Integrative Neuroscience Program of Research and Scholarly Excellence - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that Faculty Council approve the request to create a special academic unit - Molecular, Cellular and Integrative Neuroscience Program of Research and Scholarly Excellence to be effective Fall Semester 2012 as follows:

The Molecular, Cellular and Integrative Neurosciences Program shall be established as Special Academic Unit effective Fall Semester 2012.

Ramsdell explained that the rationale for this request is the Molecular, Cellular and Integrative Neurosciences Program (MCIN) is seeking status as a Special Academic Unit in order to be able to become an interdepartmental degree granting unit of the University. The MCIN currently offers a Graduate Interdisciplinary Program, with active faculty from ten (10) departments in five (5) colleges. Three (3) to five (5) PhD students are accepted annually to complete two (2) semesters of neuroscience courses and do



experiential lab rotations in three (3) labs that they select from among the MCIN faculty. Students are then matched to a faculty lab and select a departmental Ph.D. program for the completion of their degree.

The present proposal does not include any changes to the existing Graduate Interdisciplinary Program. Recognition as a Special Academic Unit would allow MCIN to offer a graduate or undergraduate major in the future, subject to the curricular review and approval process, as a degree-granting unit under the provisions of Section C.2.2 of the *Academic Faculty and Administrative Professional Manual*, as amended May 3, 2011.

The request was reviewed and approved by the Committee on Scholarship, Research, and Graduate Education on October 6, 2011 and the University Curriculum Committee on December 2, 2011.

Ramsdell motion was adopted.

- B. Request to add a Plan B - Master of Science Degree Program in Design and Merchandising - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt a request as follows:

Add a Plan B to the Master of Science in Design and Merchandising, Apparel and Merchandising specialization, Distance Education option, effective Spring Semester 2012.

Ramsdell explained that according to the request submitted by the department - the department proposes a Plan B in the Master of Science degree to meet the career goals of those students interested in applied careers in Apparel & Merchandising in which research is not a part of the job description. The proposed Plan B involves all students in research-related activities in support of the department's focus to apply creative, interdisciplinary research to solve social problems. Plan A is still targeted to those student planning to pursue a Ph.D. seeking a research career in the academy. This proposal was reviewed and approved by the Committee on Scholarship, Research, and Graduate Education on November 3, 2011 and by the University Curriculum Committee on November 18, 2011.

Ramsdell's motion was adopted.

- C. Request to Create a Plan C Master of Tourism Management Degree Program - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the request as follows:

To create a Plan C Master's Program - Tourism Management (M.T.M.) in the Warner College of Natural Resources to be effective Fall Semester 2012.

Ramsdell explained that according to the program proposal this program will prepare students for career entry or mid-level management positions in public, commercial, or nonprofit organizations providing visitor/tourism, including graduate courses in a) the concepts that guide decision-making for tourism practitioners and the interdependence of the diverse sectors of the tourism industry; b) the economic, social, and environmental impacts of tourism on society and the impact of uses of land and natural resources on tourism; c) the foundations of sustainable tourism development; and d) the identification and understanding of international policies, trends and challenges facing the tourism industry and organizations.

Ramsdell's motion was adopted.

- D. Request to Add a Minimum Grade Requirement for the Ethnic Studies Major and Minor - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that Faculty Council adopt a request as follows:

Request to add a minimum grade requirement of C for each Ethnic Studies Major and Minor courses.

Ramsdell explained that the Department of Ethnic Studies would like to institute a minimum grade requirement of "C" for each Ethnic Studies course that is required for the Ethnic Studies Major and Minor. Because the student in the Major and Minor are required to take courses from each of the five track-based courses, it is imperative they demonstrate competence in each area. These track-based courses build toward the core courses that are designed as comparative ethnic and racial studies. Thus, the department would like to ensure that Ethnic Studies majors and minors have adequate understanding of each of the major groups' experience by implementing a minimum grade requirement for each of the Ethnic Studies courses.

Alan Lamborn noted that if the State were to decide to develop a state-wide articulation agreement and if Colorado State University participates in this agreement, transfer students with a grade of C- would have to have that course counted. Lamborn added that this is not a reason to vote against this proposal, just "FYI," that at some point the State might supercede this rule. David Greene asked about cases where C- is in the D range on the transcript. Lamborn explained that by State procedure, C- grades become Cs for transfer purposes even in cases when the grade point average is below 2.0.

Ramsdell's motion was adopted.

E. Proposed Revisions to the *Graduate and Professional Bulletin* - Section H.3.8 - Degree Conferral - Committee on Scholarship, Research, and Graduate Education

Mary Stromberger, Chair, Committee on Scholarship, Research, and Graduate Education, moved that the Faculty Council adopt the proposed revisions to the section entitled, "Enrollment and Academic Records" H.3.8 Degree Conferral, of the *Graduate and Professional Bulletin* to be effective upon Faculty Council approval as follows:

Additions - Underlined - Deletions ~~Overscored~~

H.3.8 DEGREE CONFERRAL

Degree conferral only occurs three times each year, after the conclusion of the Fall, Spring, and Summer terms. The conferral date is the date which will be posted on the official transcript and the diploma. This is the date when the degree is considered officially awarded. A degree is a credential. There are three documents that provide evidence of that credential: an official transcript, a diploma, and a formal letter of completion from the Graduate School. CSU degrees will not be posted on the student's record until the official degree conferral date has been reached for the semester in which the degree is being awarded. Completion of all requirements prior to the official degree conferral date will not result in early conferral of the degree. A student in this situation may request an official "Letter of Completion" from the Graduate School showing pending conferral of the degree. The degree will be conferred for the term in which the requirements are completed.

Stromberger explained that this revision is needed to update and be in agreement with the *General Catalog*. (Faculty Council approved on April 5, 2011 the *General Catalog* change and the overall rationale.

Stromberger's motion was adopted.

F. Proposed Revisions to the *Graduate and Professional Bulletin* - Section D.5 - Application: International Students - Committee on Scholarship, Research, and Graduate Education

Stromberger, Chair, Committee on Scholarship, Research, and Graduate Education, moves that the Faculty Council adopt the proposed revisions to the section "Admissions Requirements and Procedures" – D.5 Application: International Students - of the *Graduate and Professional Bulletin* to be effective upon Faculty Council adoption as follows:

Additions - Underlined - Deletions ~~Overscored~~

**ADMISSIONS REQUIREMENTS AND PROCEDURES** (*Graduate and Professional Bulletin*)

**D.5 APPLICATION: INTERNATIONAL STUDENTS**

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



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

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

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

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

Departmental requirements for additional materials such as standardized tests (e.g. GRE or GMAT) are the same as for U.S. students. Regulations regarding deadlines and application fees are likewise the same as for U.S. students.

Information on application deadlines and application fees is contained in the U.S. Citizens or Permanent Residents section.

The U.S. Bureau of Citizenship and Immigration Services requires the University to have proof of financial support (~~item 3 above~~) before immigration documentation can be issued. Immigration documentation is needed to obtain a visa. All international students and their accompanying dependents are required to maintain adequate health insurance during their stay at the University.

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

Colorado State University requires that proficiency in English language be demonstrated either by the TOEFL or IELTS tests prior to admissions. The minimum TOEFL score for admission without condition is ~~213 (computer-based)~~; 550 (paper-based) or 80 (internet-based). The minimum IELTS score for admission without condition is 6.5. Official scores, taken within two years prior to admission, must be submitted directly from the testing agency.

To be considered for conditional admission, a student must have a minimum TOEFL score of 475 on the paper based test or 50 on the internet based test, or minimum IELTS score of 5.5. After receiving conditional admission, the student must satisfactorily complete the University Intensive English Program. Conditional admission is possible for students with TOEFL scores between 133 and 212 (computer-based) or IELTS scores between 4.0 and 6.5 with the provision that they must achieve adequate proficiency in English (TOEFL score of 213 or IELTS of 6.5) before registering for courses or that they satisfactorily complete the University's Intensive English Program. Enrollment in regular University academic courses is at the discretion of the Intensive English Program. Approval of both the department and the Vice Provost for Graduate Affairs is necessary for such conditional admission.

Stromberger explained that these revisions separate the requirements for the application process from those items required for immigration document issuance. In addition, the process maintains the flow of all documents through the department for consistency and simplicity for the student.

The changes regarding TOEFL scores is an update, since computer based scores have been replaced by internet-based.

Conditional admits regarding English require satisfactory completion of the University's Intensive English Program (IEP). Specifics required for conditional admits were updated.

Stromberger's motion was adopted.

G. Proposed Revisions to the *Manual*, Section D.7.13 - Travel Policies - Committee on Responsibilities and Standing of Academic Faculty

David Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moves that the Faculty Council adopt the proposed revisions to the *Manual*, Section D.7.13 – Travel Policies to be effective upon approval by the Board of Governors of the Colorado State University System as follows:

Additions underlined - Deletions ~~overscored~~

**D.7.13 Travel Policies**

Participation in professional ~~meetings~~ activities is recognized as ~~increasing~~ enhancing staff competence and adding to the University's stature. Travel for such purposes is authorized to the limit of funds available, insofar as these authorizations are consistent with University policies and CSU System Fiscal Rules State regulations. ~~University policy provides that State travel regulations shall apply for all travel whether performed with State, Federal, or other funds. An up to date copy of the travel rules, regulations, and procedures may be secured from the Department of Business and Financial Services.~~

Greene explained that the University is no longer governed by State travel regulations.

Greene's motion was adopted.

***DISCUSSION ITEM***

A. Curricular Issues - Alan Lamborn, Vice Provost for Undergraduate Affairs, Howard Ramsdell, Chair, University Curriculum Committee, and Robert Jones, Professor, Microbiology, Immunology and Pathology

Gallagher explained that the Faculty Council Executive Committee was getting comments from members of the University Curriculum Committee (UCC) about people who were not filling out proposals correctly. Gallagher pointed out that some of the rules that the UCC must follow are mandated by the State, GTPathways, etc. so if the forms are not correctly completed the UCC must send them back for correction. Gallagher noted that, at the same time, Faculty Council Executive Committee received comments from faculty that proposals to UCC were being rejected and the rejection was not because of Higher Learning Commission, State mandated, or other requirements. Executive Committee has concerns and questions arose regarding what is in the purview of UCC and what was in the purview of Faculty Council regarding curriculum. Gallagher added that the UCC works hard (every Friday afternoon) and needs procedures so they can do their job. On the other hand, academic policies are the purview of Faculty Council. Gallagher explained that all the Faculty Council standing committee are advisory with the exception of the Committee on Scholastic Standards which has some independent jurisdiction. Gallagher stated that the goal here is to have a nice respectful, healthy discussion regarding curriculum policies and procedures.

Ramsdell presented the following presentation:

The duties of the University Curriculum Committee:

1. To receive or initiate recommendations pertaining to each and every course and program offered for academic credit by any unit of the University.
2. To evaluate all proposal for new undergraduate courses and programs as well as changes in existing courses and programs for correlation with other department before consideration and approval by the Faculty Council.
3. To evaluate all proposals for new graduate courses and programs as well as changes in existing courses and programs for correlation with other departments. Review of graduate programs is conducted after the Committee on Scholarship, Research, and Graduate Education has recommended approval prior to their submission to the Faculty Council for approval.

Faculty Council Meeting Agenda  
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Federal Laws and Regulations:

- Credit Hour
- Distance Education Definition
- Financial Aid Policies

State Laws and Regulations:

- Guaranteed Transfer
- Approval of Degree Programs
- Minimum Credit Requirements

Regional Accreditation

- Documentation of Curriculum
- Faculty Oversight
- Level and Quality of Instruction

Colorado State University

- Curriculum

Faculty Council Policies

- All University Core Curriculum

Jones discussed the Higher Learning Commission's role in accreditation. Jones presented the following presentation:

Mission of the Higher Learning Commission:

- Assuring and advancing the quality of higher learning.

Accreditation through peer review.

Criteria for accreditation:

- Compliance with Federal minimum requirements.
- Assumed practices (minimum expectations).
- Criteria core components constructed by identifying "best practices" as defined by >1000 member institutions.

Institutional Accreditation:

- Besides assessing formal education activities, it evaluates such things as governance and administration, financial stability, admissions and student services, institutional resources, student learning, institutional effectiveness, and relationships with internal and external constituencies.

Policies - Procedures - Performance.

Specialized Accreditation:

- Evaluates particular units, schools, or programs within an institution.
- Also known as program accreditation because it focuses on specific degree programs.

Curriculum content - learning objectives.

Federal Compliance:

- Credit hour definition.

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of class student work each week for approximately fifteen weeks for one semester.

Verify Student Identity for Distance Education:

- Secure login and password, proctored examinations, other technologies.

Financial Aid Regulations:

- Attendance and satisfactory progress.

Campus Crime Information

An HLC Definition:

*“faculty and instructors* refer to all those an institution employees or assigns to teach students. *Faculty* is used to refer to the group rather than to each individual instructional staff member, typically to distinguish faculty from administration.”

“Governance of a quality institution of higher education will include a significant role for faculty, in particular with regard to currency and sufficiency of the curriculum, expectations for student performance, qualifications of the instructional staff, and adequacy of resources for instructional support.”

“The institution follows established academic policies and procedures that reflect commonly accepted practice in higher education.”

Assumed Practices:

“Faculty participate substantially in:

1. oversight of the curriculum - its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
2. assurance of consistency in the level and quality of instruction and in the expectations of student performance;”

“Instructions communicate course requirements to students through syllabi.”

Criteria Components:

“The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, etc.).”

“The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs.”

Assessment:

“The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution’s goals for student learning are clearly stated and processes for assessment of student learning and achievement of learning goals are effective.
2. The institution assess achievement of the learning outcomes that it claims for its curricular and co-curricular programs.”

Lamborn provided some examples of what the State requires in particular courses.

Ramsdell talked about how UCC policies and procedures fit into the State requirements, etc.

From Course Proposal to Registration:

Faculty members develops course proposal  
Proposal approved by department and colleges  
Submission to Curriculum and Catalog Office  
Review for completeness  
UCC approval  
Faculty Council approval  
Curriculum and Catalog Office enters course into ARIES and adds course to the General Catalog

Course Proposals:

	2010-11	2011-current
Total Course Proposals	836	457
New Courses	108	115
Major Course Changes	143	185
Course Drops	82	22
All University Core Curriculum	15	19
Experimental and Minor Changes	377	103
Incomplete submissions	111	13

Program Proposals:

	2010-11	2011-current
Total Program Proposals	213	133
New Programs	28	34
Major Changes	70	49
Minor Changes	64	42
Drops	10	7
Incomplete Submissions	41	1

Total Proposals handled by Curriculum and Catalog Office - 1,049

Challenges:

- Proliferation of external mandates
- Growing number of new courses and programs
  - Large increase in courses offered in multiple forms
- Students want increased transparency and accountability
  - Online access to course outlines
- Submission of incomplete or incorrect forms
  - Over half of submissions to the Curriculum and Catalog Office require follow up for clarification and/or revision
- Revision of programs without review
  - Advising check sheets that do not match the approved Program of Student
  - Advertising degree programs that do not officially exist

Responses:

- Updating curriculum forms
  - Simplify curriculum request process
  - Streamline review and approval process
  - Reduce administrative burden
  - Improved documentation of curriculum
- Revision of Procedures
  - Reduce information required for review
  - Provide more pre-submission support
  - Improve quality of review by college curriculum committees

Margarita Lenk stated that she was on Human Subjects Committee for 13 years and that committee had a similar reputation. She explained that the committee conducted a strategic review and realized that it could use its members to be internal consultants and review proposals before they went to committee and this increased response time. Ramsdell responded that the UCC college members are on their college curriculum committees, but some colleges are larger and have more of a burden (example College of Liberal Arts). The UCC is trying to improve the quality of review in college curriculum committees. Ramsdell added that UCC would like department representatives to do that very thing, but assignment to this committee is often seen as a "punishment" duty.

Stephen Hayne noted that "IRB" is a workflow software that could possibly be applied for the UCC. He explained that the software requires that all information is in the necessary format. He added that this can be subverted. Ramsdell agreed, but added, that resources are needed to implement that kind of system. Lamborn stated that this is harder than it seems. Lamborn added that Tom Hoehn has been trying to do that since he took over the Curriculum and Catalog Office. Lamborn said that information technology people were supposed to help, but when they reviewed the information they said it was a much bigger project than what they thought. Lamborn added that "off the shelf" software is not what is needed and costs around \$70-80 thousand a year and the software still does not work as needed. Lamborn added we're trying, but it has not been an easy job. Ramsdell added that the mechanics could be easier but it is still a requirement to collect information so that the institution has the documentation it needs for the Higher Learning Commission audit committee. Lamborn noted that all the forms that the UCC has been developing are designed to accommodate all these challenges and meet these multiple needs. But the purpose of changing the forms is to handle the multiple accountability demands.

David Greene had a question regarding the volume of material needed now. Greene explained that the forms ask for reading lists, 15-week schedule, etc. Ramsdell responded that the readings, grading scale, etc. requirements are now gone and the UCC does not want a syllabus just curricular information. Lamborn added that while the UCC does not need to know lots of details, if the institution is going to show the Feds and Higher Learning Commission that our courses meet credit-hour requirements (2 hour work outside class per credit), we do need a rough idea of the workload. In addition, the institution needs to be able to tell students what will be taught by everyone who teaches the class.

Richard Eykholt expressed that much of what is being described here is academic policy and asked if Faculty Council should be reviewing these issues, not just the UCC. Eykholt gave an analogy that the Committee on Teaching and Learning has operating procedures regarding changes to the *General Catalog* and these proposals come to Faculty Council as special actions. In addition, the Committee on Scholarship, Research, and Graduate Education has procedures regarding revisions to the *Graduate Bulletin* and these proposals come to Faculty Council as special actions. Eykholt suggested an analogous process for the UCC - some kind of curricular procedures handbook that the Faculty Council approves, at the very least so that the faculty are informed. Ramsdell responded that this is an important question to make a distinction between procedural rules and academic policies. Ramsdell noted that it may be helpful if the University Code in the *Manual* states that the UCC must operate according to State mandates. Ramsdell added that what Eykholt is calling UCC procedures, is seen by the UCC as a policy mandated by State, Higher Learning Commission, etc.

Eykholt responded that there is a division between policies and procedures and this not a fair distinction. Eykholt opined that the institution has a *Manual* and that is required to abide by State and Federal regulations and is revised frequently to comply with regulations as they change. Ramsdell responded that the current Curriculum Handbook has many policies and procedures. Ramsdell explained that the UCC would like to have a "how to" section (procedures) and then have a policies section that is reviewed by Faculty Council. Lenk added that as a business process specialist, she would look at what are the UCC's goals, processes, and risks. She added that the process needs to be handled correctly to avoid unintended risks. Lenk added that if this is part of the University's brand, she would like to recommend that a staff position be added to the Curriculum and Catalog Office to review standards and policies so that it's not an undue burden on faculty representatives.

Steve Robinson stated that many examples of division of labor (procedures vs. *Manual* policy) have been presented. He suggested that the UCC use the same procedures as the other Faculty Council standing committees. Lamborn responded that the UCC has heard this concern and is committed to reviewing its handbook and creating an opportunity for people to suggest what is policy and what is procedure. Lamborn added that this could be more difficult than we think it will be.

Gallagher thanked everyone for a great discussion.

The Faculty Council meeting adjourned at 6:15 p.m.

Timothy Gallagher, Chair  
Karrin Anderson, Vice Chair  
Diane L. Maybon, Secretary



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

**Agricultural Sciences**

Stephen Koontz  
**Denny Crews, Excused**  
**William Jacobi**  
**Steve Newman**  
**Mary Stromberger**  
Dana Hoag  
**Andrew Norton**

**Applied Human Sciences**

**Molly Eckman**  
**Tracy Nelson for R. Gotshall**  
**David Sampson**  
**Jenn Matheson**  
**Scott Glick**  
**Matthew Malcolm**  
**Sharon Anderson**  
**Louis Quijano for Kim Bundy-Fazioli**

**Business**

**Margarita Lenk**  
**Stephen Hayne**  
**R. Schwebach for Patricia Ryan**  
**Jim McCambridge**  
**Tom Ingram**

**Engineering**

**Russ Schmacher**  
**Brad Reisfeld**  
Ken Carlson  
**Steve Reising**  
**Don Radford**  
**Eric Maloney**  
**Sudeep Pasricha**

**Liberal Arts**

**Mary Van Buren**  
**Eleanor Moseman**  
**Elizabeth Williams**  
**David Mushinski**  
**Louann Reid**  
**Ernesto Sagas**  
Jonathan Carlyon  
**Robert Gudmestad**  
**Cindy Christen**  
**Gary Moody**  
Idris Hamid  
**Ursala Daxecker**  
**Ken Berry**  
**Mary Vogl**  
**Eric Aoki**  
Alex Bernasek

Agricultural and Resource Economics

**Animal Sciences**  
**Bioagricultural Sciences & Pest Management**  
**Horticulture & Landscape Architecture**  
**Soil and Crop Sciences**  
College-at-Large  
**College-at-Large**

**Design and Merchandising**

**Health and Exercise Science**  
**Food Science and Human Nutrition**  
**Human Development and Family Studies**  
**Construction Management**  
**Occupational Therapy**  
**School of Education**  
**School of Social Work**

**Accounting**

**Computer Information Systems**  
**Finance and Real Estate**  
**Management**  
**Marketing**

**Atmospheric Science**

**Chemical and Biological Engineering**  
Civil and Environmental Engineering  
**Electrical and Computer Engineering**  
**Mechanical Engineering**  
**College-at-Large**  
**College-at-Large**

**Anthropology**

**Art**  
**Communication Studies**  
**Economics**  
**English**  
**Ethnic Studies**  
Foreign Languages and Literatures  
**History**  
**Journalism and Technical Communication**  
**Music, Theater, and Dance**  
Philosophy  
**Political Science**  
**Sociology**  
**College-at-Large**  
**College-at-Large**  
College-at-Large

### Natural Resources

Melinda Laituri  
K. Huyvaert for Paul Doherty  
Mark Paschke  
Sven Egenhoff  
Stu Cottrell

### Natural Sciences

Eric Ross  
David Steingraeber  
John Wood  
Robert France  
Iuliana Oprea  
Raymond Robinson  
Benjamin Clegg  
Philip Chapman  
Steve Stack  
Mike Steger  
Miguel Mostafa

### Veterinary Medicine & Biomedical Sciences

Scott Earley  
Daniel Smeak  
John Rosecrance  
Robert Jones  
Terry Nett  
Jeffrey Wilusz  
C. W. Miller  
Anthony Knight  
Susan Kraft  
William Hanneman

### University Libraries

Nancy Hunter  
Cathy Cranston for Michelle Wilde

### Officers

Tim Gallagher  
Karrin Anderson  
Carole Makela, Excused  
Richard Eykholt  
Diane Maybon  
Lola Fehr

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

Luis Garcia, Chair  
Susan LaRue, Chair  
Martin Gelfand, Chair  
David Greene, Chair

### Mary Stromberger, Chair\*

Ketul Popat, Chair  
Tony Maciejewski, Chair  
Dan Turk, Chair  
Eric Prince, Chair  
Howard Ramsdell, Chair

### Ex Officio Non-Voting Members

Torsten Eckstein, Chair, Excused

Ecosystem Science and Sustainability  
Fish, Wildlife, and Conservation Biology  
Forest, Rangeland, and Watershed Stewardship  
Geosciences  
Human Dimensions of Natural Resources

### Biochemistry and Molecular Biology

Biology  
Chemistry  
Computer Science  
Mathematics  
Physics  
Psychology  
Statistics  
College-at-Large  
College-at-Large  
College-at-Large

### Biomedical Sciences

Clinical Sciences  
Environmental & Radiological Health Sciences  
Microbiology, Immunology and Pathology  
College-at-Large  
College-at-Large  
College-at-Large  
College-at-Large  
College-at-Large  
College-at-Large

### Libraries

At-Large

### Chair, Faculty Council

Vice Chair, Faculty Council  
BOG Faculty Representative  
Immediate Past Chair, Faculty Council  
Executive Assistant/Secretary  
Parliamentarian

### Committee on Faculty Governance

### Committee on Intercollegiate Athletics

### Committee on Libraries

### Committee on Responsibilities & Standing of Academic Faculty

### Committee on Scholarship Research and Graduate Education

### Committee on Scholastic Standards

### Committee on Strategic and Financial Planning

### Committee on Teaching and Learning

### Committee on University Programs

### University Curriculum Committee

### Committee on Special and Temporary Faculty

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

<b>Anthony Frank, Excused</b>	<b>President</b>
<b>Rick Miranda, Excused</b>	<b>Provost/Executive Vice President</b>
<u>Brett Anderson</u>	<u>Vice President for Advancement</u>
<u>Mary Ontiveros</u>	<u>Vice President for Diversity</u>
<u>Lou Swanson</u>	<u>Vice Provost for Engagement/Director of Extension</u>
<u>Robin Brown</u>	<u>Vice President for Enrollment and Access</u>
<b>Tom Gorell</b>	<b>Vice Provost for Faculty Affairs</b>
<u>Jodie Hanzlik</u>	<u>Interim - Vice Provost for Graduate Affairs</u>
<u>Patrick Burns</u>	<u>Vice President for Information Technology/Dean Libraries</u>
<u>Jim Cooney</u>	<u>Vice Provost for International Affairs</u>
<u>Tom Milligan</u>	<u>Vice President Public Affairs</u>
<u>Bill Farland</u>	<u>Vice President for Research</u>
<b>Blanche M. Hughes</b>	<b>Vice President for Student Affairs</b>
<b>Alan Lamborn</b>	<b>Vice Provost for Undergraduate Affairs</b>
<u>Amy Parsons</u>	<u>Vice President for University Operations</u>
<u>Craig Beyrouthy</u>	<u>Dean, College of Agricultural Sciences</u>
<u>Jeff McCubbin</u>	<u>Dean, College of Applied Human Sciences</u>
<u>Ajay Menon</u>	<u>Executive Dean/Dean, College of Business</u>
<u>Sandra Woods</u>	<u>Dean, College of Engineering</u>
<u>Ann Gill</u>	<u>Dean, College of Liberal Arts</u>
<u>Jan Nerger</u>	<u>Dean, College of Natural Sciences</u>
<u>Lance Perryman</u>	<u>Dean, College of Veterinary Medicine and Biomedical Sciences</u>
<u>Joyce Berry</u>	<u>Dean, Warner College of Natural Resources</u>
<b>David Mornes</b>	<b>Chair, Administrative Professional Council</b>

## Report to Faculty Council

Board of Governors, February 7-9, 2012, Pueblo

The Board held a retreat on February 7-8 at the Center for American Values; the committees (Audit; Real Estate; Finance) met on February 8; and the Board met on February 9, 2012 at the Pueblo Convention Center.

The Board held one of its retreats (other in June) and explored Board function working with C. Peter Magrath (most recently President at Binghamton University; Interim President of West Virginia University; Senior Presidential Advisor at the College Board; President of the National Association of State Universities and Land-Grant Colleges (NASULGC), now APLU (Association of Public and Land-Grant Universities)) and George Dennison, Chief Academic Officer CSUS (appointment through 4/30/12). The intent was to identify best practices related to (a) duties, responsibilities and obligations of boards; (b) financial realities and environment of higher education; and (c) board organization and structure and workflow.

A proposal to restructure the Board's committees from 7 to 5 with three voting members and three advisory members (faculty and student representatives from CSU; CSU-P; CSU Global Campus) on each was presented. The roles and responsibilities of the current Academic Affairs and Student Affairs Committees would be combined into one committee as would the roles/responsibilities of the Audit Committee and the Finance Committee. Restructuring will allow committees to meet concurrently the day prior to the regular Board meeting and each voting Board member to serve on two rather than three committees. The Executive Committee and the Evaluation Committee (all voting members) meet as needed and the two new combined committees and the Real Estate Committee would meet at every Board meeting (Feb.; May; June; Aug.; Oct.; Dec.). Restructuring does not affect ad hoc committees (most often search committees).

The plan will allow the Board chair to appoint an interim chair in absence of the Committee's chair and/or to designate the Board as a committee of the whole in absence of a quorum. Lists of Board actions were shared to identify actions scheduled as needed and those scheduled at specific Board meetings. The former includes academic program considerations and policy/manual items from Faculty Council.

Personnel items that include sabbatical leaves, emeritus appointments, retirements, and leaves and supplemental pay requests, which have been Board action items, may be delegated to the Presidents. The Universities will continue to report these items to the Board.

Note that the Board's by-laws will need to be revised to reflect the proposed changes. Implementation will begin later this spring. Additional revisions to the by-laws are in process as well.

The Board's need to evaluate its functioning was discussed indicating that evaluations need to be deliberate and are essential for HLC reports and reviews. Deliberations of an evaluation process will be held at the June retreat.

Items of discussion to up-date the Board included the exploratory process for a stadium on CSU's campus and the financial system monitoring and refining at CSU-P.

(\*\*) indicates approval at Board meeting.

Audit Committee: Reported the CSUS audit, which was positive; the in progress schedule of audits; the audit of parking services (CSU); and the special reviews done in response to items received on the hotline.

Finance Committee: Reviewed the three campuses FY 2013 budgets with little or no change from the last report. CSU-P may be presenting a revision as Dr. Di Mare becomes more familiar with the campus. Proposals were presented to authorize bond refinancing if savings will result (\*\*); the 2012A bond financing (Lory Student Center, Academic Village North, Engineering II, Animal Sciences, Walking Stick (CSU-P) (\*\*); and a cash management agreement with a bank (\*\*).

Evaluation Committee: Met in executive session.

Real Estate Committee: Proposed a land sale (\*\*) and a long term ground lease related to research (\*\*). Reviewed the process for the exploration (\*\*) of an on-campus stadium, the interim director and director search for the Real Estate Office.

Student Affairs Committee: Did not meet.

Academic Affairs Committee: Met January 10, 2012. Items reported below in Board actions. Discussed faculty workload reports; outcomes assessment (PRISM); the Postsecondary and Workforce Readiness (PWR) endorsed diploma (secondary level).

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### **Board Meeting—February 9<sup>h</sup>**

Chancellor's Search: Working in collaboration with the search firm identifying qualified candidates, next meeting is 2/12.

Board composition: Don Elliman (reappointed) and Russell Johnson (Sterling) appointed by the Governor for terms on the Board in late December 2011. Their appointments are subject to approval by the CO Senate Education Committee. Elliman may be submitting his resignation (has been appointed Interim Chancellor CU Denver and of the Anschutz Medical Campus) after the completion of the CSUS Chancellor search. The Board chair will explore options with the Governor.

Consent Agenda—in addition to the minutes of the December Board meeting and Committee meetings, and the items noted as \*\* above, the following items from the Academic Affairs Committee were approved for CSU—New Plan C Master of Professional Natural Sciences; sabbatical leave reports (34); emeritus (3); Non-delegable personnel actions—primarily leave (LWOP) actions.

Postsecondary and Workforce Readiness (PWR) High School Diploma Endorsement: This is a step in implementing CO's Achievement Plan for Kids (CAP4K), which calls for the State Board of Education and the CCHE to adopt the PWR. THE PWR has standards that would prepare high schools students with an individual career and academic plan, 21<sup>st</sup> century learning and life skills, and academic preparation and excellence without the need for remediation (in higher education institutions). Endorsement by all of the CO college/university governing boards is required (spring 2012) prior to next steps—pilot project (2012-13), school districts adoption by choice (statewide implementation 2014-15). The Board of Governors did endorse the PWR.

For CSU: Up-date list of officers for the university—primarily VPs (associate/assistant), deans, directors.

### Informative Items

Explained the process the System including the University presidents use with the legislative lobbyists to track bills in the CO Assembly, currently tracking 80+ bills including those related to education; higher education; weapon carry; water/wastewater, etc. Board discussed the SB 015 that would establish a new tuition category for CO high school graduates lacking documented immigration or nationality at in-state tuition plus COF—no agreement was reached.

HB12-1220 is the bill 'concerning changes to the governance structure of the Board of Governors of the Colorado State University system, and, in connection therewith, establishing the governance structure for Colorado State University –Global Campus (adds Article 31.3 to the CRS defining role/responsibilities of CSU Global Campus President; faculty and student representatives to the Board; change in terms for voting Board members beginning with a partial term). No discussion.

CSU President Frank's reported based on the Strategic Plan highlighted excellence in teaching and learning (CSU's ranking, accreditations, national and international faculty/program awards); research highlights/discoveries; service/outreach (satisfaction survey of county commissioners and officials with the University and CSU Extension; community involvement); private support and major gifts; administrative appointments and honorary degrees.

Handouts included:

Advance version for CSU/INTO familiarization trip (booklet)

ASCSU Accountability Report (Jan., 2012), available on ASCSU website

2011-2012 Fact Book, CSU available [www.ir.colostate.edu](http://www.ir.colostate.edu)

Report on Campaign Impact [www.campaign.colostate.edu](http://www.campaign.colostate.edu)

May Board Meeting, May 1-2, 2012 in Fort Collins:

Update on legislative/policy developments,  
FY2013 Budget  
Chancellor Search completion??

Respectfully submitted,

February 11, 2012

Carole J. Makela

Faculty Representative to the Board



## MEMORANDUM

DATE: February 14, 2012

TO: Timothy Gallagher, Chair, Faculty Council

FROM: Howard Ramsdell, Chair, University Curriculum Committee

SUBJECT: Proposed Changes in Curriculum – January 20, 27 and February 10, 2012

**CURRICULAR REQUESTS – JANUARY 20, 2012****New Curricula**

**College of Liberal Arts**  
**Department of Anthropology**  
**Master of Arts in Anthropology**  
**International Development Specialization, Plan A**

Effective Fall 2012

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>I. Core Courses</b> (15 credits)		
ANTH 500	Development of Anthropological Theory	3
ANTH 679 <sup>P</sup> / IE 679 <sup>P</sup>	Applications of International Development	3
GRAD 544A	Ethical Conduct of Research—Arts and Humanities	1
	Methods <sup>1</sup>	3
ANTH 699	Thesis	5
	<b>TOTAL</b>	<hr/> 15
<b>II. Technical Sciences<sup>3</sup></b> (Select a minimum of 9 credits: either all from one group, or one each from 3 groups, or a combination of courses totaling a minimum of 9 credits with committee approval. Courses must be outside of social sciences.)		
<i>A. Water Resources</i>		
CIVE 516	Water Control and Measurement	3
CIVE 522 <sup>P</sup>	Engineering Hydrology	3
CIVE 544 <sup>P</sup>	Water Resources Planning and Management	3
CIVE 578 <sup>P</sup>	Infrastructure and Utility Management	3
CIVE 622 <sup>P</sup>	Risk Analysis of Water/Environmental Systems	3
CIVE 639 <sup>P</sup> / SOC 639 <sup>P</sup>	Technology Assessment and Social Forecasting	3
WR 510 <sup>P</sup>	Watershed Management in Developing Countries	2
<i>B. Environmental/Water Quality</i>		
BSPM 508 <sup>P</sup>	Environmental Fate of Pesticides	3
CIVE 438 <sup>P</sup> / ENVE 438 <sup>P</sup>	Environmental Engineering Concepts	3
CIVE 522 <sup>P</sup>	Engineering Hydrology	3
CIVE 539 <sup>P</sup>	Water and Wastewater Analysis	3
CIVE 547 <sup>P</sup> / STAT 547 <sup>P</sup>	Statistics for Environmental Monitoring	3
CIVE 623 <sup>P</sup>	Water Quality Hydrology	3
CIVE 639 <sup>P</sup> / SOC 639 <sup>P</sup>	Technology Assessment and Social Forecasting	3
FW 544 <sup>P</sup>	Ecotoxicology	3
<i>C. Agricultural Development</i>		
ANEQ 448 <sup>P</sup> / SOCR 448 <sup>P</sup>	Livestock Manure Management and Environment	3

<u>Course</u>	<u>Title</u>	<u>Cr</u>
AREC 415 <sup>P</sup>	International Agricultural Trade	3
AREC 572 <sup>P</sup>	Social Benefit Cost Analysis	3
AREC 660 <sup>P</sup>	Economics of Agricultural Development	3
AREC 678 <sup>P</sup>	Agricultural and Resource Policy	3
BSPM 462 <sup>P</sup> / BZ 462 <sup>P</sup> / MIP 462 <sup>P</sup>	Parasitology and Vector Biology	5
RS 471 <sup>P</sup>	Rangeland Planning and Grazing Management	2
RS 531 <sup>P</sup>	World Grassland Ecogeography	3
<i>D. Appropriate Technology</i>		
CM 666/ PHIL 666	Science and Ethics	3
CON 576 <sup>P</sup>	Sustainable Technology in Built Environments	3
HIST 463 <sup>P</sup>	Science and Technology in Modern History	3
<i>E. Natural Resource Management</i>		
FW 576 <sup>P</sup>	Wildlife Policy, Administration, and Law <sup>4</sup>	3
HORT 466 <sup>P</sup>	Community Forestry	3
NR 515 <sup>P</sup>	Natural Resources Policy and Biodiversity <sup>4</sup>	3
<i>F. Spatial Information Approaches</i>		
GR 420 <sup>P</sup>	Spatial Analysis with GIS	4
GR 503/ NR 503	Remote Sensing and Image Analysis	4
LAND 520 <sup>P</sup>	Geographic Information Systems	3
TOTAL		9
<b>III. Social Sciences</b> (Select a minimum of 6 credits: either all courses from one group, or one each from 2 groups, totaling a minimum of 6 credits with committee approval.) <sup>2</sup>		
<i>A. Cultures, Institutions, and Globalization</i>		
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3
ANTH 422 <sup>P</sup> / SOC 422 <sup>P</sup>	Comparative Legal Systems	3
ANTH 438 <sup>P</sup>	Approaches to Community-Based Development	3
ANTH 439 <sup>P</sup>	Community Mobilization	3
ANTH 447 <sup>P</sup>	Gender Equity in Development	3
ANTH 448 <sup>P</sup>	Development and Empowerment	3
ANTH 449 <sup>P</sup>	Participatory Monitoring and Evaluation	3
ANTH 521 <sup>P</sup>	Gender, Sexuality, and Culture	3
ANTH 529 <sup>P</sup>	Anthropology and Sustainable Development	3
ANTH 535 <sup>P</sup>	Globalization and Culture Change	3
ANTH 539	Anthropology of Modernity	3
AREC 566 <sup>P</sup> / SOC 566 <sup>P</sup>	Contemporary Issues of Developing Countries	3
GR 320 <sup>P</sup>	Cultural Geography	3
HIST 350 <sup>P</sup>	United States Foreign Relations Since 1914	3
IE 450/ SOWK 450	International Social Welfare and Development	3
IE 470	Women and Development	3
IE 472 <sup>P</sup>	Education for Global Peace	3
IE 550 <sup>P</sup> / PHIL 550 <sup>P</sup>	Ethics and International Development	3
JTC 412	International Mass Communication	3
POLS 431 <sup>P</sup>	International Law	3
POLS 433 <sup>P</sup>	International Organization	3
POLS 541 <sup>P</sup>	Political Economy of Change and Development	3
SOC 661 <sup>P</sup>	Gender and Global Society	3
SOC 666 <sup>P</sup>	Globalization and Socioeconomic Restructuring	3
SOC 669 <sup>P</sup>	Global Inequality and Change	3
SOWK 342 <sup>P</sup>	Generalist Practice-Organizations/Communities	3
SOWK 611 <sup>P</sup>	Generalist Practice-Large Client Systems	3
SOWK 631 <sup>P</sup>	Advanced Community Practice	2

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<i>B. Credit, Economy, and Development</i>		
ANTH 414/	Development in Indian Country	3
ETST 414		
ANTH 513 <sup>P</sup> /	Capitalism and Global Ethnic Conflicts	3
ETST 513 <sup>P</sup>		
ANTH 528 <sup>P</sup>	Economic Anthropology	3
ANTH 551 <sup>P</sup>	Historical Archaeology	3
ECON 440 <sup>P</sup>	International Economics I	3
ECON 442 <sup>P</sup>	International Economics II	3
ECON 460 <sup>P</sup>	Economic Development	3
ECON 515	Financial Institutions-Structure/Regulation	3
ECON 640 <sup>P</sup>	International Trade Theory	3
FIN 475 <sup>P</sup>	International Business Finance	3
MGT 475 <sup>P</sup>	International Business Management	3
SOC 663 <sup>P</sup>	Sociology of Sustainable Development	3
<i>C. Health, Culture, and Development</i>		
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3
ANTH 472 <sup>P</sup>	Human Biology	3
ANTH 520 <sup>P</sup>	Women, Health, and Culture	3
ANTH 540 <sup>P</sup>	Medical Anthropology	3
ANTH 545 <sup>P</sup>	Culture and Mental Health: Theory and Method	3
ANTH 547 <sup>P</sup>	Mind, Medicine, and Culture	4
ANTH 570 <sup>P</sup>	Contemporary Issues-Biological Anthropology	3
ANTH 571 <sup>P</sup>	Anthropology and Global Health	3
ERHS 430	Human Disease and the Environment	3
FSHN 508 <sup>P</sup>	International Nutrition and World Hunger	3
FSHN 661 <sup>P</sup>	International Nutrition	2
IE 471	Children and Youth in Global Context	3
IE 517/	Perspectives in Global Health	3
PSY 517		
<i>D. Conservation and Resource Management</i>		
ANTH 415	Indigenous Ecologies and the Modern World	3
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3
ANTH 478 <sup>P</sup> /	Heritage Resource Management	3
HIST 478 <sup>P</sup>		
ANTH 515 <sup>P</sup>	Culture and Environment	3
ANTH 530 <sup>P</sup>	Human-Environment Interactions	3
AREC 540 <sup>P</sup> /	Economics of Natural Resources	3
ECON 540 <sup>P</sup>		
AREC 541 <sup>P</sup> /	Environmental Economics	3
ECON 541 <sup>P</sup>		
AREC 542 <sup>P</sup>	Applied Advanced Water Resource Economics	4
NRRT 442 <sup>P</sup>	Tourism Planning	3
NRRT 470 <sup>P</sup>	Tourism Impacts	3
NRRT 550 <sup>P</sup>	Ecotourism	3
POLS 670 <sup>P</sup>	Politics of Environment and Sustainability	3
SOC 461 <sup>P</sup>	Water, Society, and Environment	3
	TOTAL	6
<b>IV. Area Studies (Select a minimum of 3 credits)<sup>2</sup></b>		
ANTH 310 <sup>P</sup>	Peoples and Cultures of Africa	3
ANTH 312 <sup>P</sup>	Modern Indian Culture and Society	3
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3
ANTH 318 <sup>P</sup> /	Peoples and Cultures of the Southwest	3
ETST 318 <sup>P</sup>		
ANTH 319 <sup>P</sup>	Latin American Peasantries	3
ANTH 411 <sup>P</sup>	Indians of South America	3
ANTH 412 <sup>P</sup>	Indians of North America	3
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3

<u>Course</u>	<u>Title</u>	<u>Cr</u>
HIST 414 <sup>P</sup>	Revolutions in Latin America	3
HIST 422 <sup>P</sup>	Modern Africa	3
HIST 423 <sup>P</sup>	South African History	3
HIST 530 <sup>P</sup>	Reading Seminar-Africa	3
HIST 531 <sup>P</sup>	Reading Seminar-Latin America	3
HIST 532 <sup>P</sup>	Reading Seminar-Middle East	3
HIST 533 <sup>P</sup>	Reading Seminar-East Asia	3
HIST 534 <sup>P</sup>	Reading Seminar-South Asia	3
L***	Any upper division (300- to 400-level) or graduate language course <sup>3</sup>	3
PHIL 455 <sup>P</sup>	Islamic Philosophy	3
POLS 444 <sup>P</sup>	Comparative African Politics	3
POLS 445 <sup>P</sup>	Comparative Asian Politics	3
POLS 446 <sup>P</sup>	Politics of South America	3
POLS 447 <sup>P</sup>	Politics in Mexico, Central America, Caribbean	3
	TOTAL	3

**PROGRAM TOTAL = minimum of 33 credits<sup>4</sup>**

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select one course in methods from department list with approval of advisor and committee.

<sup>2</sup> At least one course within the Social Sciences group and/or the Area Studies group must be ANTH.

<sup>3</sup> Select any upper division (300-level or above) or graduate level language course in consultation with advisor and committee.

<sup>4</sup> Students must complete the minimum number of credits specified in the official program of study as approved by the University Curriculum Committee, and all credit requirements specified in the Graduate Bulletin for their degree.

### Major Changes to Curricula

#### College of Liberal Arts

#### Department of Anthropology

#### Master of Arts in Anthropology (Plan B-Professional Paper)

Effective Fall 2012

#### International Development Specialization

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
<b>I. Core Courses (12 credits)</b>		
ANTH 500	Development of Anthropological Theory	3
ANTH 695	Independent Study <sup>1</sup>	2
ANTH 679 <sup>P</sup> / IE 679 <sup>P</sup>	Applications of International Development	3
GRAD 544A	Ethical Conduct of Research—Arts and Humanities Methods <sup>2</sup>	1
	TOTAL	3
		12

**II. Technical Sciences** (Select a minimum of 9 credits: all from one group, one each from 3 groups, or a combination, with committee approval. Courses must be outside of social sciences.)

#### A. Water Resources

CIVE 516	Water Control and Measurement	3
CIVE 522 <sup>P</sup>	Engineering Hydrology	3
CIVE 544 <sup>P</sup>	Water Resources Planning and Management	3
CIVE 578 <sup>P</sup>	Infrastructure and Utility Management	3
CIVE 622 <sup>P</sup>	Risk Analysis of Water/Environmental Systems	3
CIVE 639 <sup>P</sup> / SOC 639 <sup>P</sup>	Technology Assessment and Social Forecasting	3

<u>Course</u>	<u>Title</u>	<u>Cr</u>
WR 510 <sup>P</sup>	Watershed Management in Developing Countries	2
<i>B. Environmental/Water Quality</i>		
BSPM 508 <sup>P</sup>	Environmental Fate of Pesticides	3
CIVE 438 <sup>P</sup> /	Environmental Engineering Concepts	3
ENVE 438 <sup>P</sup>		
CIVE 522 <sup>P</sup>	Engineering Hydrology	3
CIVE 539 <sup>P</sup>	Water and Wastewater Analysis	3
CIVE 547 <sup>P</sup> /	Statistics for Environmental Monitoring	3
STAT 547 <sup>P</sup>		
CIVE 623 <sup>P</sup>	Water Quality Hydrology	3
CIVE 639 <sup>P</sup> /	Technology Assessment and Social Forecasting	3
SOC 639 <sup>P</sup>		
FW 544 <sup>P</sup>	Ecotoxicology	3
<i>C. Agricultural Development</i>		
ANEQ 448 <sup>P</sup> /	Livestock Manure Management and Environment	3
SOCR 448 <sup>P</sup>		
AREC 415 <sup>P</sup>	International Agricultural Trade	3
AREC 572 <sup>P</sup>	Social Benefit Cost Analysis	3
AREC 660 <sup>P</sup>	Economics of Agricultural Development	3
AREC 678 <sup>P</sup>	Agricultural and Resource Policy	3
BSPM 462 <sup>P</sup> /	Parasitology and Vector Biology	5
BZ 462 <sup>P</sup> /		
MIP 462 <sup>P</sup>		
RS 471 <sup>P</sup>	Rangeland Planning and Grazing Management	2
RS 531 <sup>P</sup>	World Grassland Ecogeography	3
<i>D. Appropriate Technology</i>		
CM 666/	Science and Ethics	3
PHIL 666		
CON 576 <sup>P</sup>	Sustainable Technology in Built Environments	3
HIST 463 <sup>P</sup>	Science and Technology in Modern History	3
<i>E. Natural Resource Management</i>		
FW 576 <sup>P</sup>	Wildlife Policy, Administration, and Law <sup>3</sup>	3
HORT 466 <sup>P</sup>	Community Forestry	3
NR 515 <sup>P</sup>	Natural Resources Policy and Biodiversity <sup>3</sup>	3
<i>F. Spatial Information Approaches</i>		
GR 420 <sup>P</sup>	Spatial Analysis with GIS	4
GR 503/	Remote Sensing and Image Analysis	4
NR 503		
LAND 520 <sup>P</sup>	Geographic Information Systems	3
TOTAL		9
<b>III. Social Sciences<sup>4,5</sup></b> (Select a minimum of 9 credits: all from one group, one each from 3 groups, or a combination, with committee approval.)		
<i>A. Cultures, Institutions, and Globalization</i>		
ANTH 413 <sup>P</sup>	Indigenous Peoples Today	3
ANTH 422 <sup>P</sup> /	Comparative Legal Systems	3
SOC 422 <sup>P</sup>		
ANTH 438 <sup>P</sup>	Approaches to Community-Based Development	3
ANTH 439 <sup>P</sup>	Community Mobilization	3
ANTH 447 <sup>P</sup>	Gender Equity in Development	3
ANTH 448 <sup>P</sup>	Development and Empowerment	3
ANTH 449 <sup>P</sup>	Participatory Monitoring and Evaluation	3
ANTH 521 <sup>P</sup>	Gender, Sexuality, and Culture	3
ANTH 529 <sup>P</sup>	Anthropology and Sustainable Development	3
ANTH 535 <sup>P</sup>	Globalization and Culture Change	3
ANTH 539	Anthropology of Modernity	3

<u>Course</u>	<u>Title</u>	<u>Cr</u>
AREC 566 <sup>P</sup> / SOC 566 <sup>P</sup>	Contemporary Issues of Developing Countries	3
GR 320 <sup>P</sup>	Cultural Geography	3
HIST 350 <sup>P</sup>	United States Foreign Relations Since 1914	3
IE 450/ SOWK 450	International Social Welfare and Development	3
IE 470	Women and Development	3
IE 472 <sup>P</sup>	Education for Global Peace	3
IE 550 <sup>P</sup> / PHIL 550 <sup>P</sup>	Ethics and International Development	3
JTC 412	International Mass Communication	3
POLS 431 <sup>P</sup>	International Law	3
POLS 433 <sup>P</sup>	International Organization	3
POLS 541 <sup>P</sup>	Political Economy of Change and Development	3
SOC 661 <sup>P</sup>	Gender and Global Society	3
SOC 666 <sup>P</sup>	Globalization and Socioeconomic Restructuring	3
SOC 669 <sup>P</sup>	Global Inequality and Change	3
SOWK 342 <sup>P</sup>	Generalist Practice-Organizations/Communities	3
SOWK 611 <sup>P</sup>	Generalist Practice-Large Client Systems	3
SOWK 631 <sup>P</sup>	Advanced Community Practice	2
<i>B. Credit, Economy, and Development</i>		
ANTH 414/ ETST 414	Development in Indian Country	3
ANTH 513 <sup>P</sup> / ETST 513 <sup>P</sup>	Capitalism and Global Ethnic Conflicts	3
ANTH 528 <sup>P</sup>	Economic Anthropology	3
ANTH 551 <sup>P</sup>	Historical Archaeology	3
ECON 440 <sup>P</sup>	International Economics I	3
ECON 442 <sup>P</sup>	International Economics II	3
ECON 460 <sup>P</sup>	Economic Development	3
ECON 515	Financial Institutions-Structure/Regulation	3
ECON 640 <sup>P</sup>	International Trade Theory	3
FIN 475 <sup>P</sup>	International Business Finance	3
MGT 475 <sup>P</sup>	International Business Management	3
SOC 663 <sup>P</sup>	Sociology of Sustainable Development	3
<i>C. Health, Culture, and Development</i>		
ANTH 423 <sup>P</sup>	Ethnopsychiatry and Spiritual Healing	3
ANTH 472 <sup>P</sup>	Human Biology	3
ANTH 520 <sup>P</sup>	Women, Health, and Culture	3
ANTH 540 <sup>P</sup>	Medical Anthropology	3
ANTH 545 <sup>P</sup>	Culture and Mental Health: Theory and Method	3
ANTH 547 <sup>P</sup>	Mind, Medicine, and Culture	4
ANTH 570 <sup>P</sup>	Contemporary Issues-Biological Anthropology	3
ANTH 571 <sup>P</sup>	Anthropology and Global Health	3
ERHS 430	Human Disease and the Environment	3
FSHN 508 <sup>P</sup>	International Nutrition and World Hunger	3
FSHN 661 <sup>P</sup>	International Nutrition	2
IE 471	Children and Youth in Global Context	3
IE 517/ PSY 517	Perspectives in Global Health	3
<i>D. Conservation and Resource Management</i>		
ANTH 415	Indigenous Ecologies and the Modern World	3
ANTH 450 <sup>P</sup>	Hunter-Gatherer Ecology	3
ANTH 478 <sup>P</sup> / HIST 478 <sup>P</sup>	Heritage Resource Management	3
ANTH 515 <sup>P</sup>	Culture and Environment	3
ANTH 530 <sup>P</sup>	Human-Environment Interactions	3
AREC 540 <sup>P</sup> / ECON 540 <sup>P</sup>	Economics of Natural Resources	3



<u>Course</u>	<u>Title</u>	<u>Cr</u>
AREC 541 <sup>P</sup>	Environmental Economics	3
ECON 541 <sup>P</sup>		
AREC 542 <sup>P</sup>	Applied Advanced Water Resource Economics	4
NRRT 442 <sup>P</sup>	Tourism Planning	3
NRRT 470 <sup>P</sup>	Tourism Impacts	3
NRRT 550 <sup>P</sup>	Ecotourism	3
POLS 670 <sup>P</sup>	Politics of Environment and Sustainability	3
SOC 461 <sup>P</sup>	Water, Society, and Environment	3
	TOTAL	9
<b>IV. Area Studies<sup>4,5</sup></b> (Select a minimum of 6 credits)		
ANTH 310 <sup>P</sup>	Peoples and Cultures of Africa	3
ANTH 312 <sup>P</sup>	Modern Indian Culture and Society	3
ANTH 314 <sup>P</sup>	Southeast Asian Cultures and Societies	3
ANTH 318 <sup>P</sup>	Peoples and Cultures of the Southwest	3
ETST 318 <sup>P</sup>		
ANTH 319 <sup>P</sup>	Latin American Peasantries	3
ANTH 411 <sup>P</sup>	Indians of South America	3
ANTH 412 <sup>P</sup>	Indians of North America	3
ANTH 446 <sup>P</sup>	New Orleans and the Caribbean	3
ANTH 451 <sup>P</sup>	Andean Archaeology and Ethnohistory	3
HIST 414 <sup>P</sup>	Revolutions in Latin America	3
HIST 422 <sup>P</sup>	Modern Africa	3
HIST 423 <sup>P</sup>	South African History	3
HIST 530 <sup>P</sup>	Reading Seminar-Africa	3
HIST 531 <sup>P</sup>	Reading Seminar-Latin America	3
HIST 532 <sup>P</sup>	Reading Seminar-Middle East	3
HIST 533 <sup>P</sup>	Reading Seminar-East Asia	3
HIST 534 <sup>P</sup>	Reading Seminar-South Asia	3
L***	Any upper division (300- to 400-level) language course <sup>6</sup>	3
PHIL 455 <sup>P</sup>	Islamic Philosophy	3
POLS 444 <sup>P</sup>	Comparative African Politics	3
POLS 445 <sup>P</sup>	Comparative Asian Politics	3
POLS 446 <sup>P</sup>	Politics of South America	3
POLS 447 <sup>P</sup>	Politics in Mexico, Central America, Caribbean	3
	TOTAL	6

**PROGRAM TOTAL = minimum 36 credits<sup>7</sup>**

<sup>1</sup> Two credits of independent study are intended to prepare for formal professional presentation of the student's development portfolio at a culmination event in the student's last semester.

<sup>2</sup> Select from departmental list.

<sup>3</sup> This course is taught by correspondence only.

<sup>4</sup> At least two courses within Social Sciences and/or Area Studies must be ANTH.

<sup>5</sup> Courses listed here constitute a partial list. Other courses may be used with approval of advisor and committee. See department list for most up-to-date course list.

<sup>6</sup> Select any upper division (300-level or above) or graduate level language course in consultation with advisor and committee.

<sup>7</sup> Students must complete the minimum number of credits specified in the official program of study as approved by the University Curriculum Committee, and all credit requirements specified in the Graduate Bulletin for their degree.

## CURRICULAR REQUESTS – JANUARY 27, 2012

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

New Courses	Effective Date
<b>ANTH 470 04(2-4-0). Paleontology Field School.</b> SS. Prerequisite: ANTH 120 or BZ 110 or LIFE 104. Field methods in fossil excavation, preservation, and curation; the evolution of the primate order.	Summer Semester 2012
<b>ART 256 03(0-6-0). Introduction to Electronic Art.</b> F, S. Prerequisite: None. Introduction to digital media and internet-based art design.	Fall Semester 2013
<b>ART 458 01(0-8-0). Advanced Experimental Video.</b> F. Prerequisite: ART 255 or ART 256; ART 358. Advance experimental Video and visual effects.	Fall Semester 2012
<b>ENGR 695 Var. Independent Study.</b> F, S, SS. Prerequisite: None. (NT-O) [Approved as a nontraditional course.]	Fall Semester 2012
<b>ENGR 699 Var. Thesis.</b> F, S, SS. Prerequisite: None. (NT-O) [Approved as a nontraditional course.]	Fall Semester 2012
<b>ENGR 795 Var. Independent Study.</b> F, S, SS. Prerequisite: None.(NT-O) [Approved as a nontraditional course.]	Fall Semester 2012
<b>ENGR 799 Var. Dissertation.</b> F, S, SS. Prerequisite: None. (NT-O) [Approved as a nontraditional course.]	Fall Semester 2012
<b>JTC 482 03(2-0-1). International Media Studies.</b> SS. Prerequisite: None. A field survey of international media systems, technologies, and providers in diverse national and regional cultures. [Approved for a third offering as a travel course.]	Summer Semester 2012
Major Change to Courses	Effective Date
<b>ANTH 449 03(0-0-3). Participatory Monitoring and Evaluation, change to:</b> <b>ANTH 449 03(0-0-3). Participatory Monitoring and Evaluation.</b> F, S, SS. Prerequisite: ANTH 100 or ANTH 200. Participatory methods in the monitoring and evaluation of development projects, where multiple stakeholders are involved in the process. (NT-O) [Approved as a traditional course.]	Fall Semester 2012
<b>ART 358 04(0-8-0). Motion Graphics, change to:</b> <b>ART 358 04(0-8-0). Experimental Video.</b> F. Prerequisite: ART 255 or ART 256. History, theory, application of experimental video and digital special effects, animation and video techniques as they apply to experimental video.	Fall Semester 2012
<b>ART 457 04(0-8-0). Interactive Media Design, change to:</b>	Spring Semester 2013

**ART 457 04(0-8-0). Advanced Interactive Media.** F, S, SS. Prerequisite: ART 356 or ART 256; ART 357.

Technical, conceptual, and historic aspects of creating interactive electronic media.

**ENGR 597 03(0-0-3). Group Study in Systems Engineering, change to:** Fall Semester 2012

**ENGR 597 03(0-0-3). Group Study in Systems Engineering.** F, S. Prerequisites: CIS 600; ENGR 530/ECE 530; ENGR 531/ECE 531.

Capstone study experience in systems engineering. (NT-O)

[Approved as a nontraditional course.]

**HDFS 317 03. Children with Special Needs in Child Care, change to:** Summer Semester 2012

**HDFS 317 03(0-0-3). Special Needs in Early Childhood.** F, S, SS. Prerequisite: HDFS 310 or PSY 260. Offered only as an online course.

Atypical development in early childhood and recommended practices for fostering development of young children with special needs. (NT-O)

[Approved as a nontraditional online course. Approved to drop correspondence format.]

**JTC 461 03(2-2-0). Writing about Science, Health, and Environment, change to:** Fall Semester 2012

**JTC 461 03(2-2-0). Writing about Science, Health, and Environment.** F.

Prerequisite: JTC 210 or JTC 300 or LB 300.

Writing about science, health, and the environment for lay audiences from a journalistic perspective.

**LB 386 Var[1-3]. Student Media Practicum, change to:** Fall Semester 2012

**LB 386A-E Var[1-3]. Practicum.** F, S.

Prerequisite: None.

Practicum at CTV, KCSU, The Collegian, College Avenue, or in Arts Production. A) CTV. B) KCSU. C) Collegian. D) College Avenue. E) Arts Production.

**SOC 301 03(3-0-0). Development of Sociological Thought, change to:** Fall Semester 2012

**SOC 301 03(3-0-0). Development of Sociological Thought.** F, S. Prerequisite: SOC 100 or SOC 105.

Central themes in sociological thought from Enlightenment to present. (NT-O)

[Approved as a nontraditional online course.]

**SOC 311 03(3-0-0). Methods of Sociological Inquiry, change to:** Fall Semester 2012

**SOC 311 03(3-0-0). Methods of Sociological Inquiry.** F, S, SS. Prerequisite: SOC 100 or SOC 105; MATH 118.

Application of sociological concepts to sociological problems including problem formulation, data gathering, and research design. (NT-O)

[Approved as a nontraditional online course.]

**SOC 313 01(1-0-0). Computer Methods in Sociology, change to:** Fall Semester 2012

**SOC 313 01(1-0-0). Computer Methods in Sociology.** F. Prerequisite: SOC 210.

Experimental introduction to typical uses of computers in sociology with emphasis on data analysis. (NT-O)

[Approved as a nontraditional online course.]

## **All-University Core Curriculum (AUCC)**

### **Category 4**

A request by the Department of Art to include ART 458, Advance Experimental Video, in category 4C of the AUCC for the major in Art, was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2012.

### **Request to Offer Travel Course**

A request by the Department of Journalism and Technical Communication to offer a travel course, JTC 482, International Media Studies, for a third time, was approved. The recommended effective date is Summer Semester 2012.

### **Request to Move Interdisciplinary Minor**

A request from the College of Liberal Arts to move the administration of the interdisciplinary minor in Environmental Affairs from the Department of Sociology to the Department of Political Science was approved. The recommended effective date is Fall Semester 2012.

## CURRICULAR REQUESTS – FEBRUARY 10, 2012

+Course requires field trips.

The following curricular requests were approved.

New Courses	Effective Date
<b>BZ 349 03(3-0-0). Tropical Ecology and Evolution.</b> F. Prerequisite: BZ 220. Broad introduction to terrestrial and aquatic tropical biodiversity and the ecological and evolutionary processes that generate and maintain it.	Fall Semester 2012
<b>ECE 462 01(0-3-0). Power Systems Laboratory.</b> F. Prerequisite: ECE 332 with a C- or better; ECE 461 or concurrent registration. Set of labs designed to enhance students' understanding of power systems.	Fall Semester 2012
<b>MATH 535 03(3-0-0). Foundations of Applied Mathematics.</b> F. Prerequisite: MATH 340 or MATH 345. Calculus of variations, perturbation methods, models of continuum, dimensional analysis, stochastic models, integral equations, diffusion.	Fall Semester 2012
<b>+TH 324 03(1-6-0). Teaching Creative Drama for Children.</b> F. Prerequisite: TH 251. Required field trips. Theoretical and practical experience in teaching creative drama.	Fall Semester 2012
<b>TH 352 02(1-0-1). Acting for Singers.</b> F. Prerequisite: MU 401 or concurrent registration. Acting class specifically for singers: improv, beginning scene work, harnessing given circumstance and augmenting physical character life onstage.	Fall Semester 2012

Major Change to Courses	Effective Date
<b>ECE 461 03(3-0-0). Power Systems, change to:</b>	Fall Semester 2012
<b>ECE 461 03(3-0-0). Power Systems.</b> F. Prerequisite: ECE 341 with a C- or better; ECE 462 or concurrent registration. Multi-phase power systems; power generation, transformer design, power distribution, power costs.	
<b>MATH 330 03(2-2-0). Discrete Mathematics for Educators, change to:</b>	Fall Semester 2012
<b>MATH 230 03(2-2-0). Discrete Mathematics for Educators.</b> F. Prerequisite: EDUC 275 or concurrent registration; MATH 161. Credit allowed for only one of the following: MATH 230, MATH 301, MATH 330. Voting theory, fair division, graph theory, linear programming, probability, teaching in small groups, proof techniques, mathematical technology.	

## Major Changes to Curricula

<b>College of Liberal Arts</b> <b>Department of Music, Theatre, and Dance</b> <b>Major in Music (B.M.)</b> <b>Performance Concentration</b> <b>Voice Option</b>	<b>Effective Fall 2012</b>
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(The entire program is shown. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CO 150 <sup>P</sup>	College Composition	3	1A
LGER ***	Foreign Language (German)	5	
MU 117 <sup>P</sup>	Music Theory I	4	
MU 118 <sup>P</sup>	Music Theory II	4	
MU 131	Introduction to Music History and Literature	3	3B
MU 172A <sup>P</sup>	Freshman Voice Studio I	2	
MU 172B <sup>P</sup>	Freshman Voice Studio II	2	
MU ***	Ensemble <sup>1</sup>	2	
	Mathematics <sup>2</sup>	3	1B
	Elective	2	
	<b>TOTAL</b>	<u>30</u>	
<b>SOPHOMORE</b>			
LFRE ***	Foreign language (French)	5	
LITA ***	Foreign language (Italian)	5	
MU 217 <sup>P</sup>	Music Theory III	4	
MU 218 <sup>P</sup>	Music Theory IV	4	
MU 272Q <sup>P</sup>	Applied Music Instruction—Voice <sup>1</sup>	4	
MU 365A <sup>P</sup>	<u>Advanced Diction: Italian and English</u>	<u>1</u>	
MU 365B <sup>P</sup>	<u>Advanced Diction: French and German</u>	<u>1</u>	
MU ***	Ensemble <sup>1</sup>	2	
PSY 100	General Psychology	3	3C
	Advanced writing <sup>3</sup>	3	2B
	<b>TOTAL</b>	<u>30</u> <u>29</u>	
<b>JUNIOR</b>			
MU 254 <sup>P</sup>	Beginning Conducting	2	
MU 317 <sup>P</sup>	Music Theory V	2	
MU 334 <sup>P</sup>	Music History I	3	4A, 4B
MU 335 <sup>P</sup>	Music History II	3	4A, 4B
MU 417	Composition Skills: Counterpoint	3	
MU 471 <sup>P</sup>	Recital	1	
MU 472Q <sup>P</sup>	Applied Music Instruction—Voice <sup>1</sup>	4	
MU ***	Ensemble <sup>1</sup>	2	
	Arts/humanities <sup>4</sup>	3	3B
	Biological/physical sciences <sup>5</sup>	7	3A
	<b>TOTAL</b>	<u>30</u>	
<b>SENIOR</b>			
MU 338 <sup>P</sup>	<u>Opera History and Literature</u>	<u>2</u>	
MU 466	Song Literature	2	
MU 467 <sup>P</sup>	Vocal Pedagogy	2	
MU 471 <sup>P</sup>	Recital	1	4C
MU 472Q <sup>P</sup>	Applied Music Instruction—Voice <sup>1</sup>	4	
MU ***	Ensemble <sup>1</sup>	2	
PSY 100	<u>General Psychology</u>	<u>3</u>	<u>3C</u>
	Historical perspectives <sup>6</sup>	3	3D
	Global and cultural awareness <sup>7</sup>	3	3E
	Music electives	3	
	Electives <sup>8</sup>	<u>10</u> <u>6</u>	
	<b>TOTAL</b>	<u>30</u> <u>31</u>	
<b>PROGRAM TOTAL = 120 credits</b>			

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Two semesters.

<sup>2</sup> Select at least three credits from the list of courses in category 1B in the AUCC.



<sup>3</sup> First-time students entering a college or university on or after July 1, 2008, must take an advanced writing course to fulfill category 2B of the AUCC; others may take an advanced writing course or SPCM 200.

<sup>4</sup> Select from the list of courses in category 3B in the AUCC. Only 3 of the 6 credits required for arts and humanities may come from intermediate (L\* 200 and L\* 201) foreign language courses.

<sup>5</sup> Select from the list of courses in category 3A of the AUCC. One course must have a laboratory component.

<sup>6</sup> Select from the list of courses in category 3D in the AUCC.

<sup>7</sup> Select from the list of courses in category 3E of the AUCC.

<sup>8</sup> Select enough elective credits to bring program total to 120 credits, 42 of which are to be upper division (300-400 level).

**College of Natural Sciences**  
**Major in Natural Sciences**  
**Biology Education Concentration**

**Effective Fall 2012**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
<i>Select four credits from the following</i>			
AA 100	Introduction to Astronomy	3	3A
AA 101 <sup>P</sup>	Astronomy Laboratory	1	3A
<b>OR</b>			
GEOL 120	Exploring Earth: Physical Geology	3	3A
GEOL 121 <sup>P</sup>	Introductory Geology Laboratory	1	3A
CHEM 107 <sup>P</sup>	Fundamentals of Chemistry	4	3A
CHEM 108 <sup>P</sup>	Fundamentals of Chemistry Laboratory	1	3A
CO 150 <sup>P</sup>	<u>College Composition</u>	<u>3</u>	<u>1A</u>
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms-Animals and Plants	4	
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
	Arts/humanities <sup>1</sup>	3	3B
	Global and cultural awareness <sup>2</sup>	3	3E
	<del>Written communication<sup>3</sup></del>	<del>3</del>	<del>1A</del>
	TOTAL	30	
<b>SOPHOMORE</b>			
BZ 220 <sup>P</sup>	Introduction to Evolution	3	
BZ 350 <sup>P</sup>	Molecular and General Genetics	4	
<b>OR</b>			
SOCR 330 <sup>P</sup>	Principles of Genetics	3	
CHEM 245 <sup>P</sup>	Fundamentals of Organic Chemistry	4	
CHEM 246 <sup>P</sup>	Fundamentals of Organic Chemistry Laboratory	1	
LIFE 320 <sup>P</sup>	Ecology	3	
<i>Select one pair of courses from the following:</i>			
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
<b>OR</b>			
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	<del>Biological science electives</del> <u>Science Elective<sup>3</sup></u>	<u>3</u>	
	TOTAL	30-31	
<b>JUNIOR</b>			
BZ 310 <sup>P</sup>	Cell Biology	4	
BZ 311 <sup>P</sup>	Developmental Biology	4	
BMS 300 <sup>P</sup>	Principles of Human Anatomy and Physiology	4	
EDUC 275 <sup>P</sup>	Schooling in the United States	3	3C
EDUC 331 <sup>P</sup>	Educational Technology and Assessment	2	
EDUC 340 <sup>P</sup>	Literacy and the Learner	3	
EDUC 350 <sup>P</sup>	Instruction I-Individualization/Management	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
EDUC 386 <sup>P</sup>	Practicum-Instruction I	1	
	<del>Additional communication</del> <u>Advanced Writing</u> <sup>4</sup>	3	2A or 2B
	Historical perspectives <sup>5</sup>	3	3D
	<u>Science Elective</u>	3	
	<del>Social/behavioral sciences</del> <sup>6</sup>	3	3C
	TOTAL	33	
<b>SENIOR</b>			
EDUC 450 <sup>P</sup>	Instruction II-Standards and Assessment	4	
EDUC 460 <sup>P</sup>	Methods and Materials in Teaching Science	4	
EDUC 485B <sup>P</sup>	Student Teaching-Secondary	11	4A, 4B, 4C
EDUC 486E <sup>P</sup>	Practicum-Instruction II	1	
EDUC 493A <sup>P</sup>	Seminar-Professional Relations	1	4C
LIFE 205	Survey of Microbial Biology	3	
LIFE 206 <sup>P</sup>	Microbial Biology Laboratory	2	
	Arts/humanities <sup>1</sup>	3	3B
	TOTAL	29	

**PROGRAM TOTAL = 122-123 credits**

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select from list of courses in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L\* 200 and L\* 201) foreign language courses.

<sup>2</sup> Select from list of courses in category 3E in the AUCC.

<sup>3</sup> Select from list of courses in category 1A in the AUCC.

<sup>4</sup> Select course(s) in consultation with advisor.

<sup>5</sup> Select one course from the list of courses in category 2 of the AUCC. First-time students entering a college or university before July 1, 2008, may select a course from AUCC category 2A to fulfill this requirement. Select from list of courses in category 2A or 2B in the AUCC. First-time students entering a college or university on or after July 1, 2008, must take an advanced writing course (category 2B).

<sup>6</sup> Select from list of courses in category 3D in the AUCC.

<sup>6</sup> Select from list of courses in category 3C in the AUCC.

**Major in Natural Sciences  
Geology Education Concentration**

**Effective Summer 2012**

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
AA 100	Introduction to Astronomy	3	3A
	<b>OR</b>		
NR 150	Oceanography	3	3A
CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CO 150 <sup>P</sup>	<u>College Composition</u>	3	1A
GEOL 120	Exploring Earth: Physical Geology	3	
	<b>AND</b>		
GEOL 121 <sup>P</sup>	Introductory Geology Laboratory	1	
	<b>OR</b>		
GEOL 150	Physical Geology for Scientists and Engineers	4	
GEOL 154 <sup>P</sup>	Historical and Analytic Geology	4	
LIFE 102 <sup>P</sup>	<u>Attributes of Living Systems</u>	4	3A
MATH 155 <sup>P</sup>	Calculus for Biological Scientists I	4	1B
	<b>OR</b>		
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
	Arts/humanities <sup>1</sup>	3	3B

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
	Social/behavioral science <sup>2</sup>	3	3C
	Intermediate writing <sup>3</sup>	3	1A
	TOTAL	<u>29-30</u>	
<b>SOPHOMORE</b>			
ATS 350	Introduction to Weather and Climate	2	
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
EDUC 275 <sup>P</sup>	Schooling in the United States	3	3C
EDUC 340 <sup>P</sup>	Literacy and the Learner	3	
GEOL 232 <sup>P</sup>	Mineralogy	3	
GEOL 454 <sup>P</sup>	Geomorphology	4	
LIFE 102 <sup>P</sup>	Attributes of Living Systems	4	3A
LIFE 103 <sup>P</sup>	Biology of Organisms-Animals and Plants	4	
MATH 161 <sup>P</sup>	Calculus for Physical Scientists II	4	1B
<b>OR</b>			
MATH 255 <sup>P</sup>	Calculus for Biological Scientists II	4	1B
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
	Additional communication/Advanced Writing <sup>24</sup>	3	2A or 2B
	Global and Cultural Awareness <sup>3</sup>	3	3E
	Historical perspectives <sup>45</sup>	3	3D
	GEOL elective (select from list in junior year)	3-4	
	TOTAL	<u>29-30</u>	
		<u>32</u>	
<b>JUNIOR</b>			
EDUC 275 <sup>P</sup>	Schooling in the United States	3	3C
EDUC 331 <sup>P</sup>	Educational Technology and Assessment	2	
EDUC 340 <sup>P</sup>	Literacy and the Learner	3	
EDUC 350 <sup>P</sup>	Instruction I-Individualization/Management	3	
EDUC 386 <sup>P</sup>	Practicum-Instruction I	1	
<i>Select two-three courses from the following:</i>			
GEOL 250 <sup>P</sup>	The Solid Earth	3	
GEOL 342 <sup>P</sup>	Paleontology	3	
GEOL 344 <sup>P</sup>	Stratigraphy and Sedimentology	4	
GEOL 364 <sup>P</sup>	Igneous and Metamorphic Petrology	4	
GEOL 372 <sup>P</sup>	Structural Geology	4	
GEOL 446 <sup>P</sup>	Environmental Geology	3	
LIFE 103 <sup>P</sup>	Biology of Organisms-Animals and Plants	4	
MATH 161 <sup>P</sup>	Calculus for Physical Scientists II	4	1B
<b>OR</b>			
MATH 255 <sup>P</sup>	Calculus for Biological Scientists II	4	1B
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	TOTAL	<u>31-33</u>	
		<u>28-31</u>	
<b>SENIOR</b>			
ATS 350	Introduction to Weather and Climate	2	
EDUC 450 <sup>P</sup>	Instruction II-Standards and Assessment	4	
EDUC 460 <sup>P</sup>	Methods and Materials in Teaching Science	4	
EDUC 485B <sup>P</sup>	Student-Teaching-Secondary	11	4A, 4B, 4C
EDUC 486E <sup>P</sup>	Practicum-Instruction II	1	
EDUC 493A <sup>P</sup>	Seminar-Professional Relations	1	4C
GEOL 454 <sup>P</sup>	Geomorphology	4	
STAT 301 <sup>P</sup>	Introduction to Statistical Methods	3	
	Arts/humanities <sup>1</sup>	3	3B
	Global and cultural awareness <sup>6</sup>	3	3E
	Science Elective <sup>5</sup>	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
TOTAL		32	31
PROGRAM TOTAL = 121-124 credits			

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select from list of courses in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L\* 200 and L\* 201) foreign language courses..

<sup>2</sup> Select from list of courses in category 3C in the AUCC.

<sup>3</sup> Select from list of courses in category 1A in the AUCC.

<sup>42</sup> Select one course from the list of courses in category 2 of the AUCC. First-time students entering a college or university before July 1, 2008, may select a course from AUCC category 2A to fulfill this requirement. Select from list of courses in category 2A or 2B in the AUCC. First-time students entering a college or university on or after July 1, 2008, must take an advanced writing course (category 2B).

<sup>5</sup> Select from list of courses in category 3D in the AUCC.

<sup>63</sup> Select from list of courses in category 3E in the AUCC.

<sup>4</sup> Select from the list of courses in category 3D in the AUCC.

<sup>5</sup> Select course(s) in consultation with advisor.

Department of Mathematics  
Major in Mathematics  
Mathematics Education Concentration

Effective Fall 2012

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<b>FRESHMAN</b>			
CO 150 <sup>P</sup>	College Composition	3	1A
MATH 160 <sup>P</sup>	Calculus for Physical Scientists I	4	1B
MATH 161 <sup>P</sup>	Calculus for Physical Scientists II	4	1B
MATH 192	First Year Seminar in Mathematical Sciences	1	
<del>MATH 229<sup>P</sup></del>	<del>Matrices and Linear Equations</del>	<del>2</del>	
STAT 192	First Year Seminar in Mathematical Sciences	1	
	Arts/humanities <sup>1</sup>	6	3B
	Global and cultural awareness <sup>2</sup>	3	3E
	Historical perspectives <sup>3</sup>	3	3D
	Social/behavioral sciences <sup>4</sup>	3	3C
	<u>Electives<sup>4</sup></u>	<u>5</u>	
	TOTAL	30	

**SOPHOMORE**

Select nine to ten credits from the following sets:

CHEM 111 <sup>P</sup>	General Chemistry I	4	3A
CHEM 112 <sup>P</sup>	General Chemistry Laboratory I	1	3A
CHEM 113 <sup>P</sup>	General Chemistry II	3	
CHEM 114 <sup>P</sup>	General Chemistry Laboratory II	1	
<b>OR</b>			
PH 121 <sup>P</sup>	General Physics I	5	3A
PH 122 <sup>P</sup>	General Physics II	5	3A
<b>OR</b>			
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I	5	3A
PH 142 <sup>P</sup>	Physics for Scientists and Engineers II	5	3A
CS 160 <sup>P</sup>	Foundations in Programming	4	
<b>OR<sup>7</sup></b>			
CS 155	Introduction to Unix	1	
CS 156 <sup>P</sup>	Introduction to C Programming I	1	
<u>AND Select at least two of the following for a total of 4 credits:</u>			
CS 157 <sup>P</sup>	Introduction to C Programming II	1	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
CS 158 <sup>P</sup>	Mathematical Algorithms in C	1	
MATH 158 <sup>P</sup>			
MATH 151 <sup>P</sup>	Mathematical Algorithms in Matlab I	1	
MATH 152 <sup>P</sup>	Mathematical Algorithms in Maple	1	
EDUC 275 <sup>P</sup>	Schooling in the United States	3	3C
EDUC 331 <sup>P</sup>	Educational Technology and Assessment	2	
EDUC 340 <sup>P</sup>	Literacy and the Learner	3	
MATH 261 <sup>P</sup>	Calculus for Physical Scientists III	4	
MATH 230 <sup>P</sup>	Discrete Mathematics for Educators	3	
MATH 369 <sup>P</sup>	Linear Algebra	3	4A
PH 141 <sup>P</sup>	Physics for Scientists and Engineers I <sup>5</sup>	5	3A
SPCM 200	Public Speaking	3	2A
STAT 315 <sup>P</sup>	Statistics for Engineers and Scientists	3	
	Advanced Writing <sup>6</sup>	3	2B
	Introductory programming <sup>5</sup>	4	
	Biological and Physical Sciences <sup>5</sup>	4	3A
	TOTAL	31-32	
<b>JUNIOR</b>			
EDUC 331 <sup>P</sup>	Educational Technology and Assessment	2	
EDUC 350 <sup>P</sup>	Instruction I-Individualization/Management	3	
EDUC 386 <sup>P</sup>	Practicum-Instruction I	1	
EDUC 450 <sup>P</sup>	Instruction II-Standards and Assessment	4	
EDUC 464 <sup>P</sup>	Methods and Materials in Teaching Mathematics	4	
EDUC 486E <sup>P</sup>	Practicum-Instruction II	1	
MATH 317 <sup>P</sup>	Advanced Calculus of One Variable	4	4B
MATH 330 <sup>P</sup>	Discrete Mathematics for Educators	3	
MATH 366 <sup>P</sup>	Introduction to Abstract Algebra	3	
MATH 369 <sup>P</sup>	Linear Algebra	3	4A
MATH 470 <sup>P</sup>	Euclidean and Non-Euclidean Geometry	3	
STAT 315 <sup>P</sup>	Statistics for Engineers and Scientists	3	
	Additional Biological and Physical Sciences <sup>5</sup>	4	3A
	Mathematical sciences elective <sup>86</sup>	3	
	TOTAL	29-30	
<b>SENIOR</b>			
EDUC 450 <sup>P</sup>	Instruction II-Standards and Assessment	4	
EDUC 485B <sup>P</sup>	Student Teaching-Secondary	11	
EDUC 486E <sup>P</sup>	Practicum-Instruction II	1	
EDUC 493A <sup>P</sup>	Seminar-Professional Relations	1	
MATH 425 <sup>P</sup>	History of Mathematics	3	4C
MATH 470 <sup>P</sup>	Euclidean and Non-Euclidean Geometry	3	
	Natural sciences <sup>7</sup>	3-4	3A
	Electives <sup>48</sup>	7-9	
	TOTAL	29-30	
		28	

**PROGRAM TOTAL = 120 credits**

<sup>P</sup> This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or <http://catalog.colostate.edu/> to see the course prerequisites.

<sup>1</sup> Select two courses from the list in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L\* 200 and L\* 201) foreign language courses.

<sup>2</sup> Select from the list of courses in category 3E in the AUCC.

<sup>3</sup> Select from the list of courses in category 3D in the AUCC.

<sup>4</sup> Enough elective credits need to be selected to bring program total to 120 credits with a minimum of 42 upper-division credits.

<sup>4</sup> Select from the list of courses in category 3C in the AUCC.

<sup>5</sup> Students in this major must take a minimum of 13 credits from at least two subject codes, selected from category 3A, Biological and Physical Sciences, in the AUCC. At least one course must include a laboratory.

<sup>6</sup> Select one course from the list of courses in category 2 of the AUCC. First-time students entering a college or university before July 1, 2008, may select a course from AUCC category 2A to fulfill this requirement.

<sup>5-7</sup> Students must take either CS 160 (4 credits) or CS 155 and CS 156 plus two of the following courses: CS 157, MATH 151, MATH 152, and/or MATH 158/CS 158.

<sup>6-8</sup> Select from STAT 420, STAT 430, or upper-division mathematics courses except MATH 315 and those ending in -80 to -99.

<sup>7</sup> With sequence chosen above, must total at least 13 credits from AUCC category 3A and include courses with at last two different prefixes.

<sup>8</sup> Enough elective credits need to be selected to bring program total to 120 credits with a minimum of 42 upper-division credits. (MATH 117, MATH 118, MATH 124, MATH 125, and MATH 126 cannot be used as elective credits for a mathematics degree.)



**BALLOT**  
**Faculty Council Chair**  
**March 6, 2012**

**ONE YEAR TERM**

**TIMOTHY GALLAGHER**  
**DEPARTMENT OF FINANCE AND REAL ESTATE**  
(Nominated by Committee on Faculty Governance)

2012-2013

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(Nominated from the Floor)

2012-2013

Brief Bio  
 Timothy J. (Tim) Gallagher, Ph.D.  
 Professor of Finance  
 Candidate for Chair of Faculty Council

I am running for a second one-year term as Chair of Faculty Council because I believe I can advocate effectively for a prominent place at the table for faculty in our shared governance system. A university is run best when faculty views are heard and taken into account when important decisions are made. The faculty is uniquely positioned to communicate what is going on in classrooms, labs, and in the field where faculty members work. If the Board and administration want to know how a proposed policy will affect the institution consultation with the faculty is essential.

The Chair of Faculty Council is a voting member of the President's Cabinet and the Council of Deans. I am very grateful to President Frank and Provost/Executive Vice President Miranda for having had this opportunity to serve on these bodies. When discussion about INTO were being held in Cabinet I had the opportunity to ask that Provost/Executive Vice President Rick Miranda appear before Faculty Council to discuss this with the faculty serving there. These conversations led to more faculty participation on committees and workgroups and led to more in-depth conversations about the costs and benefits of a partnership with INTO. Working with Executive Committee I invited President Frank to speak with the faculty directly about recent developments in Athletics and discussions about a possible new football stadium. I am pleased that he accepted this invitation and scheduled a faculty forum. These are just two recent examples that illustrate my ability to facilitate shared governance. The faculty should be consulted early, with all points of view encouraged, when major policies or initiatives are being contemplated. When academic issues are at stake the importance of such consultation is even greater.

In addition to facilitating open dialogue between faculty and members of the administration, I have worked productively with the CSU Board of Governors on behalf of faculty interests. Shortly after I assumed the position of Faculty Council Chair, the Board of Governors returned, without approval, the proposed Manual Preface changes passed by Faculty Council last spring. I moved quickly to arrange a meeting between me and CSU General Counsel Mike Nosler. Working with Executive Committee members over the summer, we were successful in arriving at academic freedom language for that Preface that was agreed to by Faculty Council, Mr. Nosler, and the Board. Having been a long-time member of the American Association of University Professors (AAUP) I know the importance of academic freedom to a university. As I communicated to Mr. Nosler, it is the university itself that reaps the main benefits of academic freedom when we have an institution at which faculty can inquire, comment, and challenge those proposals being considered.

I have learned that the various capacities in which I have served Faculty Council over the years have greatly assisted me as I interact with administrators, Board members, attorneys, and others to get that faculty view on the table. I have served one year as Chair of Faculty Council and two years as Vice Chair. I was Faculty Representative to the Board of Governors for two years. My record includes multiple terms as a member of CORSAP, including terms as its Chair. I served ten years as Chair of the Department of Finance & Real Estate, giving me the ability to understand many university issues from an administrator's perspective.

If the Faculty Council votes to elect me to a second term as Chair of Faculty Council, I will work hard, along with the other Faculty Council officers, to pursue faculty and institutional interests and to further promote a culture of academic freedom and shared governance.

**BALLOT**  
**Faculty Council Vice Chair**  
**March 6, 2012**

**ONE YEAR TERM**

**MARY STROMBERGER**  
**DEPARTMENT OF SOIL AND CROP SCIENCES**

2012-2013

(Nominated by Committee on Faculty Governance)

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(Nominated from the Floor)

2012-2013

### Dr. Mary E. Stromberger



Dr. Mary Stromberger is an Associate Professor of Soil Microbiology in the Department of Soil and Crop Sciences, College of Agricultural Sciences. Mary's research focuses on managing microbial communities for soil ecosystem services, including plant growth promotion, soil conservation and land restoration. She is actively involved in undergraduate and graduate education, and teaches courses in Microbiology for Sustainable Agriculture, Soil Ecology, Soil Microbiology, and Advanced Soil Microbiology.

Dr. Stromberger received her B.S. in Biology from West Chester University in 1994, her M.S. in Soil Science from the University of Delaware in 1996, and her Ph.D. in Soil Science from Oregon State University in 2000. She worked as a postdoctoral research scientist with USDA-ARS in Fresno, CA for one year before joining the Department of Soil and Crop Sciences at Colorado State University in 2001.

Mary has been active in University committees since 2007 when she joined the Committee on Scholarship, Research and Graduate Education (CoSRGE) and the Committee on Libraries in 2008. In 2011 she was elected Chair of CoSRGE. She also serves as her Department representative to the Faculty Council, beginning in Fall 2011. She enjoys working on University Committees because they have allowed her to understand how the University is organized and operated. Her experiences have allowed her to meet students, faculty and administrators that she normally would never interact with in her routine day. She particularly enjoys the additional responsibilities that have come with being Chair of CoSRGE. "Each day might bring something new...a person to meet, a task that requires me to think on my feet, process information quickly, and make sound decisions. And I really enjoy the opportunity to serve CSU and feel like I'm contributing to the bigger picture".

Mary is the recipient of a Fulbright Scholar Award, the Charles N. Shepardson Faculty Teaching Award, and the Gamma Sigma Delta Faculty Award. Dr. Stromberger is a member of the Soil Science Society of America, Agronomy Society of America, Soil and Water Conservation Society, and Soil Ecology Society. She serves as Associate Editor for leading journals in her field: Applied Soil Ecology (2009-present) and Soil Science Society of America Journal (2009-present). In 2011 she received the Associate Editor Award of Excellence from the Soil Science Society of America. She is author on 23 peer-reviewed journal articles, three technical reports, and one book chapter.

**BALLOT**  
**Faculty Council Representative to the Governing Board**  
**March 6, 2012**

**ONE YEAR TERM**

**CAROLE MAKELA**  
**SCHOOL OF EDUCATION**  
(Nominated by Committee on Faculty Governance)

2012-2013

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(Nominated from the Floor)

2012-2013

## Candidate's Statement

Carole J. Makela, Professor

School of Education, College of Applied Human Sciences

Candidate for Faculty Council Representative to the Board

Experiencing a steep learning curve in the first eight months of being your faculty representative to the Board of Governors, the importance of a faculty liaison to the Board cannot be overstated. With the complexity of the CSUS and the uniqueness of each of its three institutions, the faculty voice and ear provide CSU with an aspect of shared governance that many of our peers do not have. It is humbling to know that Faculty Council colleagues believe I can serve a second term in this role. As a liaison between the Board and Faculty Council, which entails being a discerning listener and a carrier of Faculty Council messages in these times of scrutiny of higher education and resource challenges and uncertainties, I am ready to build upon my experiences.

My service to the University spans decades and has involved most of the Faculty Council Committees including Faculty Governance, Committee on Scholarship, Research and Graduate Education, Committee on Strategic and Financial Planning, Executive Committee, among others, and most recently, the University Curriculum Committee. I have served as an elected representative to Faculty Council for a number of terms. University service, as well as that to the College of Applied Human Sciences, my home department, and community and professional service, has been instrumental in receipt of both University and College service awards.

Faculty governance is a hallmark of a strong and forward looking university and when effectively implemented seeks and recognizes input from multiple stakeholders with the intent to carry out its mission and achieve the goals of a dynamic strategic plan. It has been my practice to seek input from and provide information to the unit represented (e.g., the college faculty when serving on Faculty Council Committees). It is the collective one represents. I practice this in the scope of Faculty Council, faculty, and the University using a variety of means—electronic, meetings, one-on-one, etc.,-to achieve representing the voice and viewpoints of faculty.

Your consideration of me as the Faculty Council Representative to the Board of Governors for a second term is appreciated. I will listen, question, and share our message. I encourage you to ask questions—often my reports to Faculty Council reach you after the media has told a story—it may not be the accurate story or my report may suggest a different perspective worthy of being questioned.



## MEMORANDUM

Date: February 20, 2012  
 To: Tim Gallagher, Chair Faculty Council  
 From: Dan Turk, Chair Committee on Teaching and Learning  
 Subject: Proposed Revisions to the *General Catalog* – Undeclared Majors  
 The Committee on Teaching and Learning submits the following motion:

MOVED, THAT THE FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE UNDECLARED MAJORS SECTION THE *GENERAL CATALOG* TO BE EFFECTIVE FALL 2012 AS FOLLOWS:

Additions - Underlined      Deletions - ~~Strikeouts~~

#### UNDECLARED ADVISING

Center for Advising and Student Achievement  
 Offices in Room 121, The Institute for Learning and Teaching  
 (970) 491-7095  
[www.casa.colostate.edu](http://www.casa.colostate.edu)

“Undeclared” is a special designation for students who have a rich and diverse set of interests that span the University curriculum and want to explore majors. Through the Undeclared advising process students are able to learn about various academic opportunities while keeping their options open as they begin their college experience. Professional academic advisers in the Center for Advising and Student Achievement (CASA) are knowledgeable about the academic requirements to assist students in the process of selecting a major. Advisors help students plan their schedules, provide information on career options, and refer students to other resources. Students are encouraged to declare a major by the time they earn 45 credits.

Undeclared students, in the semester where their census-date registration would lead them to achieve a total of 60 or more credits, and any semester afterwards, will have a hold placed upon subsequent registrations, and will be required to visit the CASA office to discuss selection of a major and to ensure they are aware of the possible consequences of delaying this choice. Such consequences may include, but may not be limited to, the inability to graduate within 4 years, and loss of the College Opportunity Fund (after reaching the maximum allowed credits) and possibly other financial aid. At this meeting in order to have their hold removed, undeclared students will sign a document indicating that they understand these possible consequences, and will indicate when they intend to select a major, how long it will take for them to complete this major, or how they intend to gain entrance into a competitive major if that is their goal.

#### Rationale:

In an attempt to minimize the number of undeclared majors at CSU, and to attempt to better motivate those who remain undeclared for longer periods of time and thus to improve 4- and 6-year graduation rates, these revisions and the associated process are recommended. Every little thing CSU can do to address causes of slower graduation rates can be a help.

## MEMORANDUM

Date: February 20, 2011

To: Tim Gallagher, Chair Faculty Council

From: Dan Turk, Chair Committee on Teaching and Learning

Subject: Proposed Revisions to the *General Catalog* – Adding Undergraduate Planned Leave Language

The Committee on Teaching and Learning submits the following motion:

MOVED, THAT THE FACULTY COUNCIL ADOPT THE PROPOSED ADDITION OF THE UNDERGRADUATE PLANNED LEAVE LANGUAGE IN THE *GENERAL CATALOG* TO BE EFFECTIVE FALL 2013 AS FOLLOWS:

A request to add Undergraduate Planned Leave language after the *Registration Cancellation* section in the 2012-2013 General Catalog as approved. Additions - Underlined AND Deletions - ~~Strikeouts~~. *Section 1.7, page 4, 2012-2013 General Catalog, Undergraduate Planned Leave.*

### **Registration Cancellation**

Prior to the beginning of the semester, all courses can be canceled via the web registration system with no charge.

### **Undergraduate Planned Leave**

Undergraduate Planned Leave is a status intended to help students more easily and effectively take one semester away from their CSU studies and successfully return again. Students who obtain Planned Leave status and comply with its requirements do not have to re-apply for admission to CSU upon return. In addition, Planned Leave students will be tracked in an attempt to help facilitate their successful and timely return.

All undergraduate students seeking their first Bachelor's degree are requested to communicate their plans when leaving the University in order to determine eligibility for an approved Planned Leave. Students who meet the established eligibility requirements will be granted a Planned Leave for one semester. (A semester is defined as a fall or spring semester and excludes summer sessions; for example, Planned Leave is granted for fall and the student returns the following spring, or is granted for spring-summer and returns the following fall.) Any student leaving for more than one semester should utilize the university 'Returning Student' process via the Office of Admissions when they return. (See <http://admissions.colostate.edu/returning>.) Any student leaving longer than one semester due to military service should work with the Adult Learner and Veteran's Services Office or the Veteran's Benefits Office to discuss available options.

Some examples of situations where Planned Leave might be appropriate include students on domestic internships, official assignment for the University, military service, mission service, leave due to medical reasons, family crisis, financial crisis, work, etc...

Per university transfer evaluation guidelines, students on Planned Leave may enroll at another domestic post-secondary institution during their Planned Leave. Any student planning on going to an international post-secondary institution must have a conversation with, and follow the processes of, the Study Abroad Office to evaluate what, if any, of the credits taken might transfer back to CSU. (See <http://www.studyabroad.colostate.edu/students.aspx> .)

International study while on Planned Leave is not the same as regular Study Abroad. Many different issues arise and processes must be followed by students in the Study Abroad program. Students participating in Study Abroad (for-credit study, intern, volunteer, work, or research abroad programs) have a separate university process for managing planned leave and therefore are not eligible to participate in this policy. See <http://www.studyabroad.colostate.edu/students.aspx> .

In order to be eligible for planned leave, a student must meet all of the following criteria:

- a. Undergraduate Degree Seeking Student (RI & CE) seeking first bachelor's degree (2<sup>nd</sup> Bachelor students are not eligible)
- b. Academic Standing: good standing or probation one or two

Students interested in obtaining Planned Leave status must apply and be approved before leaving. (See <http://#####> to be added prior to Catalog publication.)

*Student Financial Assistance – Most Financial Aid is handled under Federal Title IV requirements. Students who are receiving financial aid should request information about current and future term eligibility when considering Planned Leave. Students who are receiving scholarships should request information regarding renewability. Students are not eligible for any financial aid disbursements during the semester(s) on Planned Leave. A student on a Planned Leave will be reported to lenders and loan service agencies as “non-attending” and will need to contact his/her lenders for information regarding possible repayment requirements.*

*International Students – Because there are federal visa requirements International students must discuss their options for Planned Leave with the Office of International Programs (OIP) to determine the impact of the Planned Leave to their immigration status. All international students must be enrolled in a full course of study while in the United States.*

*Returning from Planned Leave – All students returning from an approved Planned Leave will be required to respond to the safe campus community questions as part of their process for returning to campus. A full set of steps for students returning from a Planned Leave are available on the Planned Leave website at <http://#####>.*

**RATIONALE:**

The proposed policy will create a system to improve retention rates for undergraduate students by implementing a process by which CSU works with students as they transition out of the University other than by graduation or transfer and plan their subsequent return. This system will allow for targeted outreach and intervention to promote continued enrollment and at the same time remove the barriers students currently face when returning to campus.

February 20, 2012

TO: Tim Gallagher  
Executive Committee and Faculty Council

FROM: Howard Ramsdell, Chair  
University Curriculum Committee

SUBJECT: Request to Revise Category 2 – Additional Communication

The University Curriculum Committee moves Faculty Council adopt the following:

*To revise Category 2. Additional Communication language of the Colorado State University Core Curriculum Report on Objectives and Criteria and General Catalog.*

The proposal was reviewed and approved by the University Curriculum Committee on February 3, 2012; amended on February 10, 2012.

#### **A. Colorado State University Core Curriculum Report on Objectives and Criteria**

A request by the Provost Office to revise *Category 2. Additional Communication* language of the *Colorado State University Core Curriculum Report on Objectives and Criteria* was approved. Deletions are in ~~strikeout~~; additions are in underline. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2012.

#### **II. Advanced Writing 3 Credits**

##### **H. ADDITIONAL COMMUNICATION 3 credits**

~~Building on and adapting basic skills and strategies already developed in the course in Intermediate Writing, the objective of the requirement in Additional Communication is structured according to two options:~~

**A. Oral Communication** (This option may only be used by students who were enrolled in college and taking classes prior to July 1, 2008)

The objective of this option is development of effective rhetorical skills in oral communication. Courses designed to achieve this objective should develop students':

- a) ~~—awareness of and ability to implement basic strategies for rhetorically effective oral communication;~~
- b) ~~—command of spoken Standard English syntax and usage;~~
- c) ~~—understanding of how modes and styles of the language are appropriate to specific kinds of spoken communication and audiences.~~
- d) ~~—awareness of the ways in which strategies and modes of oral communication may be adapted to specific subjects and audiences;~~

- e) confidence in making oral presentations.
- f) skills specific to formal modes of oral communication. These must include the ability to:
  - (1) identify a thesis;
  - (2) locate and acquire information;
  - (3) critically evaluate sources;
  - (4) listen to, interpret, and critically evaluate oral communication;
  - (5) synthesize information;
  - (6) define and develop a main argument;
  - (7) structure and organize supportive arguments;
  - (8) develop a written outline to structure the main argument and its supporting arguments;
  - (9) identify and analyze audience and situation and adapt the message to them;
  - (10) phrase information in an intelligible and rhetorically effective manner;
  - (11) understand and use appropriate techniques of delivery, including appropriate supporting media;
  - (12) read and adapt to audience response;
- g) understand linkages to Foundations and Perspectives courses.

OR

**B. Advanced Writing** (must be chosen by all students who are newly enrolled, first time college students after July 1, 2008)

The objective of this option requirement is enhancement of skills in written communication. This option requirement further develops the writing competencies of the I.A. requirement. Courses designed to achieve the objective should develop students':

- a) awareness of and ability to implement basic strategies of written communication for specialized purposes, contexts, and media;
- b) command of Standard English syntax and specialized usage;
- c) awareness of which modes and styles of language are appropriate to specialized kinds of communication and audience;
- d) understanding of how specific objectives and audiences determine the choice of strategy, mode, and medium of written communication;
- e) skills specific to the desired effects, presentation strategies, modes, and media of advanced or specialized forms of written communication. These include the ability to:
  - (1) identify a thesis;
  - (2) locate and acquire information;
  - (3) critically evaluate sources;
  - (4) interpret and critically evaluate written texts;
  - (5) synthesize information;
  - (6) define and develop a main argument;
  - (7) structure and organize supportive arguments;
  - (8) develop an outline to structure the main argument and its supporting arguments;
  - (9) identify and analyze audience and adapt the message to them;
  - (10) phrase information in an intelligible and rhetorically effective manner;
  - (11) use appropriate formats of documentation and citation;
  - (12) choose an appropriate style and format of presentation;
  - (13) understand and use appropriate technologies and formats of delivery.
- f) understand linkages to Foundations and Perspectives courses



## B. Catalog

A request by the Provost Office to revise *Category 2. Additional Communication* language of the All-University Core Curriculum (AUCC) section in the 2012-2013 General Catalog was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2012. *Section 2.3, pages 1-2, 2011-2012 All-University Core Curriculum (AUCC).*

(Deletions are in ~~strikeout~~; additions are in underline.)

(Section 2.3; page 1):

### All University Core Curriculum

#### 2. ~~Additional Communication~~ (3 credits)

##### A. ~~Oral Communication~~<sup>2</sup>

~~OR~~

##### B. Advanced Writing<sup>2</sup>

<sup>2</sup> First-time students entering a college or university on or after July 1, 2008, must take an advanced writing course (category 2B). Some programs of study have specific requirements; ~~for additional communication,~~ see the particular program of study.

(Section 2.3; page 2):

#### Category 2. ~~Additional Communication.~~ Advanced Writing. (3 credits)

Building on and adapting basic skills and strategies already developed in the course in Written Communication, the objective of this requirement is ~~structured according to two different options:~~

#### 4. ~~Oral Communication.~~<sup>†</sup> Development of effective rhetorical skills in oral communication.

SPCM	200	Public Speaking	3
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#### B. ~~Advanced Writing.~~<sup>†</sup>

enhancement of skills in written communication to extend rhetorical knowledge, to extend experience in writing processes, to extend mastery of writing convention, to demonstrate comprehension of content knowledge at the advanced level through effective communication strategies.

BUS	300	Business Writing and Communication (GT-CO3)	3
CHEM	301	Advanced Scientific Writing: Chemistry (GT-CO3)	3
CO	300	Writing Arguments (GT-CO3)	3
CO	301A	Writing in the Disciplines-Arts and Humanities (GT-CO3)	3
CO	301B	Writing in the Disciplines-Sciences (GT-CO3)	3
CO	301C	Writing in the Disciplines-Social Sciences (GT-CO3)	3
CO	301D	Writing in the Disciplines-Education (GT-CO3)	3
CO	302	Writing Online (GT-CO3)	3
JTC	300	Professional and Technical Communication (GT-CO3)	3

<sup>†</sup> First-time students entering a college or university on or after July 1, 2008, must take an advanced writing course (category 2). Some programs of study have specific requirements; ~~for additional communication,~~ see the particular program of study.

### Rationale:

When the All University Core Curriculum was changed to eliminate the Oral Communication option in Category 2, in accordance with state-mandated Guaranteed Transfer Pathways requirements, it was agreed that the catalog would no longer reflect the former option beginning

in 2012. Both options have been included in the catalog up until now for the sake of students who originally enrolled prior to July 1, 2008. At this time, there is no longer a need to retain the previous language. This revision will eliminate confusion regarding the current requirements of Category 2. The Committee also voted to direct the Curriculum and Catalog Office to update programs of study accordingly without requiring submission of change request forms by departments.

Date: January 30, 2012

To: Tim Gallagher, Chair  
Executive Committee/Faculty Council

From: David Greene, Chair  
Committee on Responsibilities and Standing of Academic Faculty

Subject: Proposed Revisions to the *Manual*, Section E.5.3 – Guidelines on Teaching and Advising Responsibility

The Committee on Responsibilities and Standing of Academic Faculty moves that the Faculty Council adopt the proposed revisions to the Manual, Section E.5.3 – Guidelines on Teaching and Advising Responsibility to be adopted upon approval by the Board of Governors of the Colorado State University System as follows:

Additions Underlined - Deletions ~~Overlined~~

**E.5.3 Guidelines on Teaching and Advising Responsibility** *(last revised June 4, 2008)*

The teaching and advising responsibilities of faculty members are among those many areas of university life which have for generations been a part of the unwritten code of a "community of scholars." It seems appropriate to set forth these responsibilities in the form of illustrative statements of desirable practice. These guidelines are by no means exhaustive regarding faculty members' responsibilities to teaching and learning and advising. The performance of faculty members in meeting the expectations contained in the guidelines shall be taken into consideration in determining salary increases, tenure, and promotion.

a. Faculty members are responsible for stating clearly the instructional objectives of each course they teach at the beginning of each term. It is expected that faculty will direct their instruction toward the fulfillment of these objectives and that evaluation of student achievement will be consistent with these objectives. Faculty members are responsible for orienting the content of the courses to the published official course descriptions.

b. Faculty members are responsible for informing students of the attendance expectations and consequences, and of the methods to be employed in determining the final course grade.

c. Faculty members are responsible for the assignment of the final course grade. The assigned grade should reflect the performance of the student in the course commensurate with the objectives of the course. Course instructors should indicate on the course syllabus and/or policy statement the grading system used in the course. Faculty use of +/- grading is optional and is the decision of the course instructor. Instructors that use +/- grading are encouraged to publish the following illustration of GPA point equivalents to letter grades:

Letter Grade and GPA points per credit:

A+ = 4.000  
A = 4.000  
A- = 3.667  
B+ = 3.334  
B = 3.000  
B- = 2.667  
C+ = 2.334  
C = 2.000  
D = 1.000  
F = 0.000

d. Graded examinations, papers, and other sources of evaluation will be available to the student for inspection and discussion. These should be graded promptly to make the results a part of the student's learning experience. The results of these evaluations will be retained for at least one (1) term to provide the opportunity for review.

e. Faculty members are expected to meet their classes regularly and at scheduled times. In case of illness or emergency, the department head should be notified promptly.

f. Faculty members are expected to make time available for student conferences and advising. Office hours should be convenient to both students and instructor with the opportunity provided for prearranged appointments. Available conference times should be communicated to students.

g. Faculty members shall have their teaching and advising periodically evaluated as specified by departmental codes.

*Rationale: Instructor choice is stipulated in the General Catalogue but does not appear in the Manual. The freedom of an instructor to use a grading scale that makes sense for each course she or he teaches should be made explicit. At the same time, it is important for instructors choosing +/- grading to fully understand the ramifications of minus grades with respect to the transcript. Availability of information clarifying the GPA point equivalent of each letter grade is included for the benefit of both faculty and students.*