

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, April 2, 2013 - 4:00 p.m. - Room A103 Clark Building

Announcements

- A. Next Faculty Council Meeting - May 7, 2013 - A102 Clark Building - 4:00 p.m.
- B. Executive Committee Meeting Minutes: February 26, and March 12, 2013 (view at <http://facultycouncil.colostate.edu/index.asp?url=links>)

Minutes to be Approved

- A. Faculty Council Meeting Minutes - March 5, 2013 (pp. 1-40)

Reports To Be Received

- A. President
- B. Provost/Executive Vice President
- C. Faculty Council Chair

Consent Agenda

- A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: February 15 and 22 and March 1, 2013 (pp. 41-57)

*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 regular 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. Standing Committee Elections - April 2, 2013 - Committee on Faculty Governance (pp. 58-60)
- B. Grievance Panel Elections - April 2, 2013 - Committee on Faculty Governance (p. 61)
- C. Sexual Harassment Panel Elections - April 2, 2013 - Committee on Faculty Governance (p. 62)
- D. Discipline Panel Elections - April 2, 2013 - Committee on Faculty Governance (p. 63)
- E. Proposed Revisions to the *Manual*, University Code, Sections C.2.1.9.6 - Advisory Committee: Membership and Function and C.2.1.9.2 - The Standing Committees and Advisory Committees Named - Committee on Faculty Governance (emailed on March 12 to voting Faculty Council members) (pp. 64-65)
- F. Proposed Revisions to the *Manual*, Sections K.11 - Grievance Panel and Hearing Committees; K.12 - University Grievance Officer; K.13 - University Mediators - Committee on Responsibilities and Standing of Academic Faculty (pp. 66-70)
- G. Proposed Revisions to the *Graduate and Professional Bulletin* Section B.1 - Graduate Degree Programs - Committee on Scholarship, Research, and Graduate Education (pp. 71-72)
- H. Proposed Revisions to the *Graduate and Professional Bulletin* - Section E.5 Dissertation and Thesis - Committee on Scholarship, Research, and Graduate Education (p. 73)
- I. Proposed Revisions to the *Graduate and Professional Bulletin* - Section E.2.1 - Credit Requirements - Table 1 - Summary of Requirements for the Master Degree and E.3.1 - Credit Requirements - Graduate Student Committee on Scholarship, Research, and Graduate Education (p. 74)

Discussion

- A. Stadium Initiative - Louis Scharf, Department of Mathematics

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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
March 5, 2013**

CALL TO ORDER

The Faculty Council meeting was called to order at 4:00 p.m. by Timothy Gallagher, Chair. Gallagher announced that Robert Jones will be the parliamentarian at the March and April Faculty Council meetings as Lola Fehr is unable to attend. Fehr will be back in May.

ANNOUNCEMENTS

- A. Next Faculty Council Meeting - April 2, 2013 - A103 Clark Building - 4:00 p.m.

Gallagher announced that the next Faculty Council meeting will be held on Tuesday, April 2, 2013 in Room A103 Clark Building (Note Room Change - for April meeting only). The meeting will begin at 4:00 p.m.

- B. Standing Committee Elections - April 2, 2013 - Committee on Faculty Governance
C. Grievance Panel Elections - April 2, 2013 - Committee on Faculty Governance
D. Sexual Harassment Panel Elections - April 2, 2013 - Committee on Faculty Governance
E. Discipline Panel Elections - April 2, 2013 - Committee on Faculty Governance

Gallagher announced that the elections for Faculty Council Standing Committees, Grievance Panel, Sexual Harassment Panel and Discipline Panel will be held at the April 2, 2013 Faculty Council meeting.

- F. Executive Committee Meeting Minutes - January 29, and February 19, 2013 (see at:
<http://facultycouncil.colostate.edu/index.asp?url=links>)

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 - February 5, 2013

By unanimous consent, the February 5, 2013 Faculty Council Meeting Minutes were approved.

REPORTS TO BE RECEIVED

- A. Provost/Executive Vice President

Rick Miranda, Provost/Executive Vice President reported on the following activities/issues:

Miranda reported that he attended the Board of Governors retreat that was held in February. He noted that President Tony Frank presented his 2020 growth plans to the Board of Governors, which were positively received by the Board of Governors.

Miranda reported that he has asked the deans to plan for differential growth in each college. The deans will be planning for new programs/resources to accommodate new growth.

Miranda reported that Founder's Day was celebrated in Denver and on campus. Miranda noted that the administration is planning to build on this tradition.

Miranda reported that he is almost done with Tenure and Promotion decisions. Miranda will report and present recommendations to President Frank at the end of this week.

Miranda reported that the search for the College of Engineering Dean has completed campus interviews for four (4) candidates. This search committee will meet later this week to submit its recommendations. The searches for the Director of the Forest Service and the Academic Director of INTO are almost finalized.

Miranda reported that he, Amy Parsons, Vice President for University Operations, and Kathleen Henry, CEO, CSURF, met with INTO board members to receive updates on progress and student numbers.

Miranda reported that he taught a SAHE class this month.

Miranda reported that he has visited five additional departments this month, Art, Anthropology, Bioagricultural Sciences and Pest Management, Sociology, and Fish, Wildlife, and Conservation Biology.

Miranda spoke on the Student Success Initiatives and the Advisory Committee to the Provost on Student Success activities. Miranda noted that this group is chaired by Alan Lamborn, Vice Provost for Undergraduate Affairs. He also pointed out that Lamborn will be presenting the discussion today at Faculty Council regarding this important issue.

Miranda's report was received.

B. Faculty Council Chair

Gallagher reported that he attended the Administrative Professional Council's recognition banquet.

Gallagher alerted Faculty Council members that there will be several action items to consider on the April and May Faculty Council agenda. Gallagher noted that most of the items will be coming from the Committee on Responsibilities and Standing of Academic Faculty.

Gallagher's report was received.

C. Board of Governors Faculty Representative

Carole Makela, Board of Governors Faculty Representative, noted that her report could be found on pages 23 and 24 of the agenda materials. She added that she was willing to take any questions regarding her written report.

C. W. Miller asked if Makela could elaborate on the Board of Governors comments on sabbatical leaves. Makela explained that the Board of Governors receives a brief report of each sabbatical experience. The Board of Governors commented on the amount of international travel done by faculty on sabbatical, and collaborations with other universities.

Makela's report was received.

CONSENT AGENDA

A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: February 1, and 8, 2013

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

Ramsdell's motion was adopted.

ACTION ITEMS

A. Election - Faculty Council Chair - Committee on Faculty Governance - Timothy Gallagher Nominated

Gallagher turned the meeting over to Mary Stromberger, Vice Chair, Faculty Council to conduct the election for Faculty Council Chair.

Steve Reising, Vice Chair, Committee on Faculty Governance, presented the Committee on Faculty Governance's nomination for Faculty Council Chair:

Tim Gallagher, Department of Finance and Real Estate

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

Tim Gallagher was elected as Chair of Faculty Council for a one-year term July 1, 2013 through June 30, 2014.

Stromberger turned the meeting back to Gallagher to continue.

B. Election - Faculty Council Vice Chair - Committee on Faculty Governance - Mary Stromberger Nominated

Reising, Vice Chair, Committee on Faculty Governance, presented the Committee on Faculty Governance's nomination for Faculty Council Vice Chair:

Mary Stromberger, Department of Soil and Crop Sciences

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

Mary Stromberger was elected as Vice Chair of Faculty Council for a one-year term July 1, 2013 through June 30, 2014.

C. Election - Faculty Council Board of Governors Faculty Representative - Committee on Faculty Governance - Alexandra Bernasek Nominated

Reising, Vice Chair, Committee on Faculty Governance, presented the Committee on Faculty Governance's nomination for Faculty Council Board of Governors Faculty Representative:

Alexandra Bernasek - Department of Economics

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

Alexandra Bernasek was elected as the Faculty Council Board of Governors Representative for a one-year term July 1, 2013 through June 30, 2014.

D. Proposed Revisions to the *Graduate and Professional Bulletin* - Section Scholastic Standards - E.1.3 - Procedures and Requirements for all Graduate Degrees - Committee on Scholarship, Research, and Graduate Education

Mark Zabel, Chair, Committee on Scholarship, Research, and Graduate Education, moved that the Faculty Council adopt the proposed revisions to the *Graduate and Professional Bulletin* - Section Scholastic Standards - E.1.3 - Procedures and Requirements for all Graduate Degrees to be effective immediately upon adoption by the Faculty Council as follows:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

E.1.3 SCHOLASTIC STANDARDS

Failure to maintain good academic standing due to a cumulative grade point average less than 3.00 results in being placed on academic probation. (New regularly admitted students will not be placed on probation until they have completed 12 regular credits or two semesters of graduate work, whichever comes first.) The probationary period extends for one semester beyond the one in which this status is acquired. During this probationary period, the student must register for traditionally graded courses that affect the grade point average. With permission of the student's advisory committee, the student may register for continuous registration instead of traditionally graded courses. Continuous registration may be used to extend the probationary period for a maximum of two semesters, after which traditionally graded courses must be taken. Students on probation are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.000) and/or satisfactory progress as determined by the student's graduate advisory committee. Track III students in combined bachelor's/master's degree programs who have accumulated at least 120 credit hours of course work and who fail to maintain a 3.000 GPA in their graduate course work including any courses

listed on their GS 6 Form will be placed on probation by the Graduate School and will have one semester in which to improve their cumulative grade point averages to no less than 3.000 in their graduate course work. Failure to bring the cumulative graduate GPA to at least 3.000 will result in dismissal from the Graduate School with no re-enrollment permitted prior to completion of the bachelor's degree. Track III students who are dismissed from the Graduate School, and who are still in good standing within their undergraduate programs, will be permitted to complete their undergraduate degrees. These students can petition the Registrar to reinstate courses to be applied toward their undergraduate degrees.

When a student's graduate advisory committee or an appropriate departmental graduate committee ~~may recommend immediate dismissal upon a finding~~ finds that the student is making unsatisfactory progress toward the degree and that satisfactory progress cannot be anticipated, a plan should be created and the following steps should be taken.

1. Inform the student of the concerns, create a progress plan with the student, develop a timeline and inform the student of the potential consequences (dismissal) if the progress is not satisfactory.
2. The committee should keep in contact with the student to give feedback during the progress plan timeline and document such contacts and their outcomes.
3. At the end of the timeline, if progress is not adequate, the committee may recommend dismissal from the program. The recommendation goes to the Department Head and the Dean of the Graduate School and should include documentation on the steps taken with justification for this action.

~~Such a recommendation must be documented in writing with substantive justification for this action in lieu of probation. It~~ The recommendation must be referred to the Department Head for approval and the Dean of the Graduate School for final action. The student may appeal such an immediate dismissal through the existing Graduate School appeals procedure. Departments which invoke this process must have published guidelines explaining the performance indicators which lead to immediate dismissals.

Zabel explained that the revisions to this section of the *Graduate Bulletin* will clarify the process and outline the specific steps for a committee to implement with students who are making unsatisfactory progress. The process should decrease the number of dismissal appeals and protect the interests of both the student and the department.

Zabel's motion was adopted.

Discussion

- A. Student Success Initiatives - Alan Lamborn, Vice Provost for Undergraduate Affairs, and Professor Karla Gingerich, Department of Psychology

Gallagher introduced Alan Lamborn, Vice Provost for Undergraduate Affairs, and Professor Karla Gingerich, Department of Psychology, who will be participating in the discussion regarding Student Success Initiatives (SSI).

Alan Lamborn explained that the purpose of the SSI is to provide earlier and better information to assist students in a positive manner. Lamborn explained that this initiative began in the Summer of 2005 and has continued under President Frank. Lamborn presented a power point presentation which will be added to the Faculty Council minutes and its website.

Karla Gingerich explained that she uses an early graded exam, a "warm-up" exam, at the end of week 2 that is as intellectually challenging as other exams, but shorter and worth less points (40% of a regular exam). This exam allows students a chance to see what the exams in the class will be like, gets them used to the testing format and rules, and it also allows her teaching assistants to work through minor issues related to

proctoring exams, grading, and posting exam grades. Gingerich added that, more importantly, students feel more confident and less stressed when they take the first regular midterm, and, in addition, Gingerich found that students performed better on the first regular midterm.

Dan Bush asked if Gingerich calls the early exam a “warm-up” exam to the students. Gingerich responded that she does and added that students take the “exam” seriously because it is a graded exam.

Michael Lundblad asked Paul Thayer, Vice President for Student Affairs, what interventions are being done when students at risk are identified. Thayer responded that they receive a strong email from him and that the next intervention come from residence hall staff and academic support advisors. Thayer added that there is also a “u-turn” program for students who are struggling.

Miguel Mostafa asked Alan about class sizes and if there are plans to keep class sizes from growing too large. Lamborn talked about “scalable” ideas that take pressure off of faculty, using Education Technology and working with TILT. Lamborn noted that TILT is looking for ways to use technology to take the grading burden off of student assessment. In addition, there are teaching and pedagogy techniques that work well with large classes, that make the setting feel smaller. Lamborn stated that the biggest challenges are finding ways to connect with students in a large class. Alan added that as we grow enrollment, the goal is to add enough faculty to prevent classes from becoming bigger.

Alexandra Bernasek asked Thayer if the intervention of faculty with students was really the most important factor in student success. Thayer responded yes, it is a primary reason for student success. Thayer added that also effective is if faculty simply tell students that they are available and they care if students succeed. Bernasek responded that it is very difficult for a faculty of a large class to reach out to each student, and that more faculty are needed to keep up with student growth. Lamborn added that the increase in revenue in differential tuition will result in new faculty hires. Lamborn commented that other ways are needed to reach out to students that are not as “high touch” as individual one-on-one interactions with faculty and students.

Gallagher talked about his early graded assignment experience in his second year MBA finance class. He tried a mini-test within the first few weeks of class and received positive feedback from the students, and scores on the first regular midterm were higher than in previous years.

Thayer added that faculty are central to student success. Thayer also noted that the University is working to connect academic aspects of student life with their learning outside the classroom.

Paul Doherty asked about summer courses as a means to reduce the length of time to graduation. Lamborn responded that he is working with deans and associate deans on ways to remove barriers. One idea is to identify “watershed” courses, courses that must be taken at key points to keep students on track for a four-year graduation plan. Institutional Research are able to run degree audits to inform departments how many students to expect in these courses, so that departments can identify needs so that the courses are offered. This will help identify instruction capacity for the semesters, including the summer.

Patricia Ryan asked if the four-year data included students graduating in three or three and one-half years. Lamborn responded yes. It was asked how transfer students were considered in data collection, and Lamborn responded that data were based on first year freshman.

Gallagher thanked Lamborn, Thayer, and Gingerich for their presentation.

The Faculty Council meeting adjourned at 5:20 p.m.

Timothy Gallagher, Chair
Mary Stromberger, Vice Chair
Diane L. Maybon, Secretary

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

Agricultural Sciences

Stephen Koontz
Denny Crews
Deb Young
Steve Newman
Francesca Cotrufo
Dana Hoag
Andrew Norton
Kelly Curl

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

Health and Human Sciences

Molly Eckman
Tracy Nelson-Ceschin
David Sampson
Jenn Matheson
Scott Glick
David Green
Sharon Anderson
Louise Quijana
(Substitute for Kim
Bundy-Fazioli Spring 2013)

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

Business

Suzanne Lowensohn
Stephen Hayne
Patricia Ryan
Ray Hogler for J. McCambridge
Kelly Martin, Excused

Accounting
Computer Information Systems
Finance and Real Estate
Management
Marketing

Engineering

J. Pierce for Russ Schumacher
Brad Reisfeld
Suren Chen
Steve Reising
Don Radford
C. O'Dell for Eric Maloney
Sudeep Pasricha

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

Liberal Arts

Ann Magennis
(Substitute for Mary Van
Buren Spring '12)
Eleanor Moseman
Elizabeth Williams
David Mushinski
Michael Lundblad
Ernest Sagas
Antonio Pedros-Gascon

Anthropology

Art
Communication Studies
Economics
English
Ethnic Studies
Foreign Languages and Literatures

Liberal Arts (continued)

Robert Gudmestad

Cindy Christen

Gary Moody

Michael McCulloch

Bradley MacDonald

Ken Berry

Francisco Leal

(Substitute for

Mary Vogl Spring '13)

Fabiola Ehlers-Zavala

(Substitute for E. Aoki Spring '13)

Alex Bernasek

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

Paul Doherty

Yu Wei

Sally Sutton (Substitute for

Sven Egenhoff - Spring 2013)

Stu Cottrell

Ecosystem Science and Sustainability

Fish, Wildlife, and Conservation Biology

Forest, Rangeland, and Watershed Stewardship

Geosciences

Human Dimensions of Natural Resources

Natural Sciences

Eric Ross

David Steingraeber

John Wood

Robert France

Iuliana Oprea

Raymond Robinson, Excused

Benjamin Clegg

Philip Chapman

Ed DeLosh

Mike Steger

Roger Culver

Miguel Mostafa for Carl Patton

Biochemistry and Molecular Biology

Biology

Chemistry

Computer Science

Mathematics

Physics

Psychology

Statistics

College-at-Large

College-at-Large

College-at-Large

College-at-Large

Veterinary Medicine & Biomedical Sciences

Scott Earley

Daniel Smeak

John Rosecrance

Gary Mason

Terry Nett

Jeffrey Wilusz

C. W. Miller

Alan Schenkel

Susan Kraft

William Hanneman

Ron Tjalkens

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

College-at-Large

University Libraries

Nancy Hunter

Louise Feldmann

Libraries

At-Large

Officers

Tim Gallagher	Chair, Faculty Council
Mary Stromberger	Vice Chair, Faculty Council
Carole Makela	BOG Faculty Representative
Diane Maybon	Executive Assistant/Secretary
Robert Jones for Lola Fehr	Parliamentarian

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

Steve Reising for Don Estep, Chair	Committee on Faculty Governance
Susan LaRue, Chair. Excused	Committee on Intercollegiate Athletics
<u>Jerry Magloughlin, Chair</u>	<u>Committee on Libraries</u>
David Greene, Chair*	Committee on Responsibilities & Standing of Academic Faculty
Mark Zabel, Chair	Committee on Scholarship Research and Graduate Education
Melinda Frye, Chair	Committee on Scholastic Standards
Jeff Wilusz, Chair*	Committee on Strategic and Financial Planning
Stephanie Clemons, Chair	Committee on Teaching and Learning
Eric Prince, Chair	Committee on University Programs
Howard Ramsdell, Chair	University Curriculum Committee

Ex Officio Non-Voting Members

Jennifer Aberle, Chair	Committee on Special and Temporary Faculty
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Ex-Officio Non-Elected Non-Voting Members

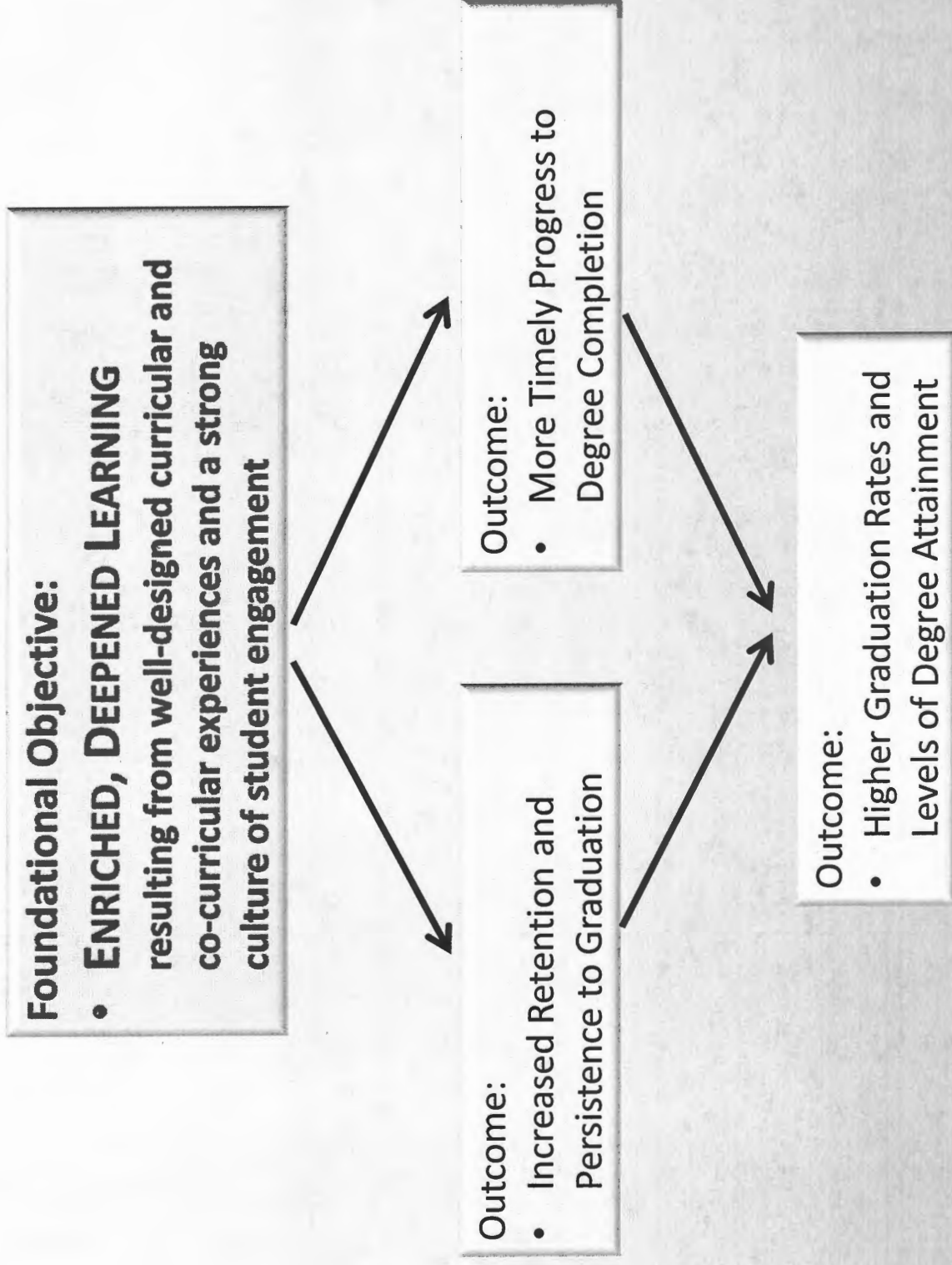
Anthony Frank, Excused	President
Rick Miranda	Provost/Executive Vice President
<u>Brett Anderson</u>	<u>Vice President for Advancement</u>
<u>Mary Ontiveros</u>	<u>Vice President for Diversity</u>
<u>Lou Swanson</u>	<u>Vice Provost for Engagement/Director of Extension</u>
<u>Robin Brown</u>	<u>Vice President for Enrollment and Access</u>
Dan Bush	Vice Provost for Faculty Affairs
<u>Jodie Hanzlik</u>	<u>Dean Graduate School</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>
Blanche M. Hughes	Vice President for Student Affairs
Alan Lamborn	Vice Provost for Undergraduate Affairs
<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>Dean, College of Business</u>
<u>Steve Abt</u>	<u>Interim Dean, College of Engineering</u>
<u>Ann Gill</u>	<u>Dean, College of Liberal Arts</u>
<u>Janice Neger</u>	<u>Dean, College of Natural Sciences</u>
<u>Mark Stetter</u>	<u>Dean, College of Veterinary Medicine and Biomedical Sciences</u>
<u>Joyce Berry</u>	<u>Dean, Warner College of Natural Resources</u>
David Mornes	Chair, Administrative Professional Council

Update on the Student Success Initiatives (SSI)

Faculty Council

March 5, 2013

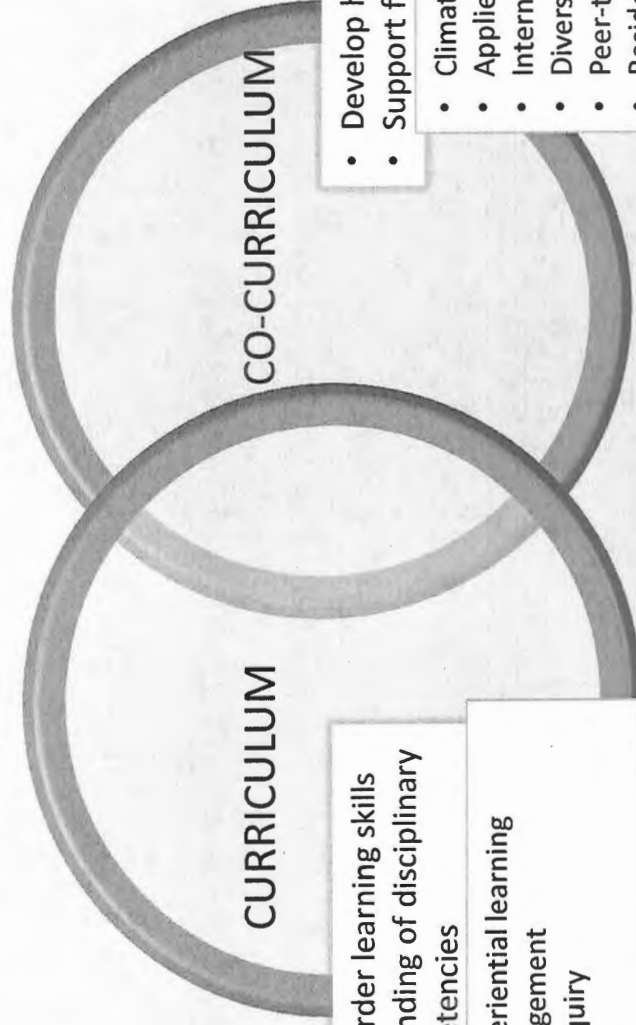
Overall SSI Objective



Goals:

- Enriched, Deepened Learning
- Graduation Increase

THE UNIQUE OPPORTUNITIES IN A RESIDENTIAL UNIVERSITY



- Develop higher order learning skills
- Deeper understanding of disciplinary content & competencies

- Active & experiential learning
- Student engagement
- Mentored inquiry
- Etc.

- Develop higher order learning skills
- Support for curricular experiences

- Climate supportive of learning
- Applied learning experiences
- International
- Diversity
- Peer-to-peer learning
- Residential learning communities
- Culture of high expectations
- Relevancy and application
- Reinforcing effective learning techniques
- Etc.

EVERYONE AN EDUCATOR...

- ...depending on where you sit
- ...depending on student's point in the university life cycle

Student Success Initiatives

Preparing the Pipeline and Assuring Access

- Reach Out Programs
- Bridge Program
- Reconfigure Financial Aid and Workstudy

Assuring Successful Transitions

- Transition Programs
- Increasing Retention Capacity of Student Diversity Programs and Services
- Web-Based Early Warning

Interventions with Specific Populations

- Students in the Life Sciences
- Undeclared Students

Policies and Processes

Academic Initiatives: Curricular

- Course Redesign
- Experiential Learning
- First-Year Course Offerings
- Learning Community Infrastructure
- Comprehensive Learning Community

Academic Initiatives: Academic Support

- Academic Support Coordinators
- Advising Capacity
- Early Identification and Intervention Initiatives
- Intervention with Students in Academic Difficulty
- Support for Nationally-Competitive Scholarships
- Learning Center (TILT)
 - Undergraduate Research
 - Learning Programs

Student Success Initiatives

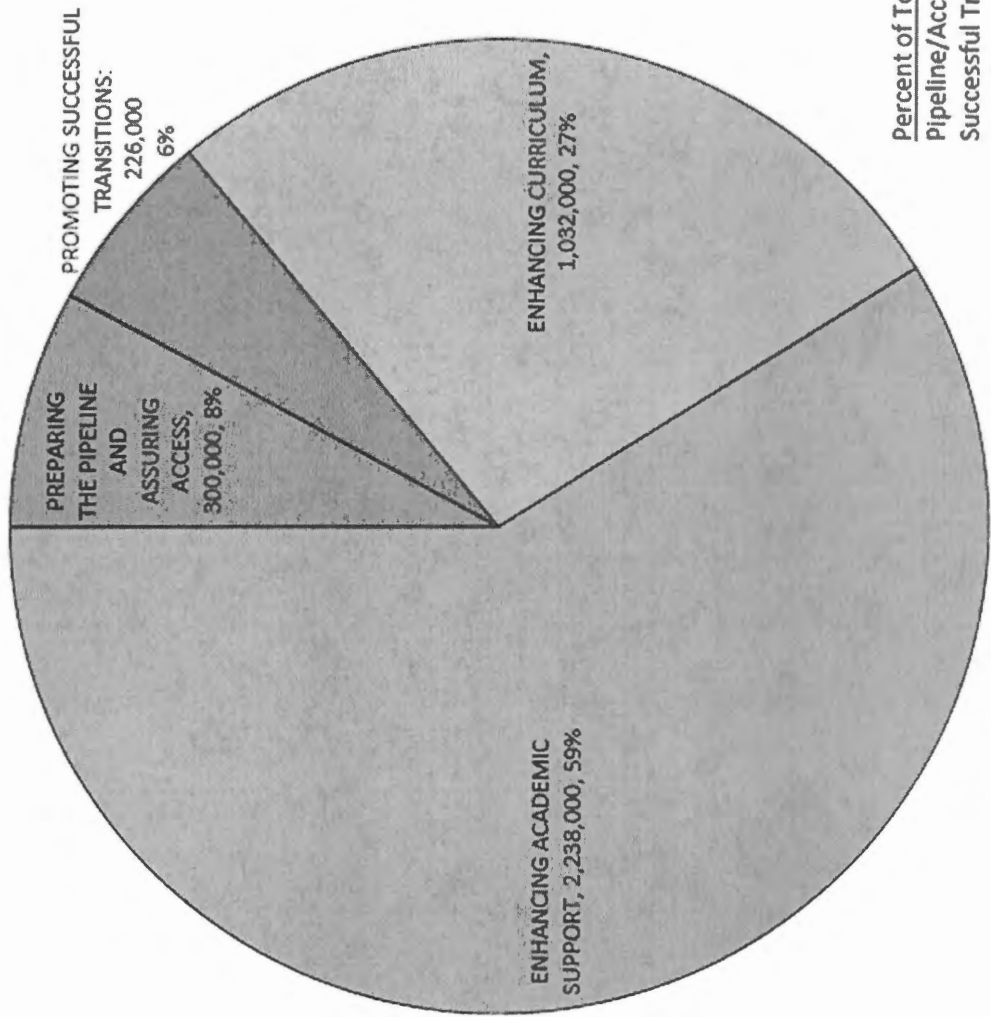
Preparing the Pipeline and Assuring Access

Promoting Successful Transitions:

- Student Engagement Outside the Classroom
- Student Engagement Inside the Classroom

Academic Initiatives

Student Success Initiatives: Total Plan



Percent complete:
~53%

Percent of Total Plan:	
Pipeline/Access	8%
Successful Transitions	6%
Academic Initiatives	86%

Original Goals

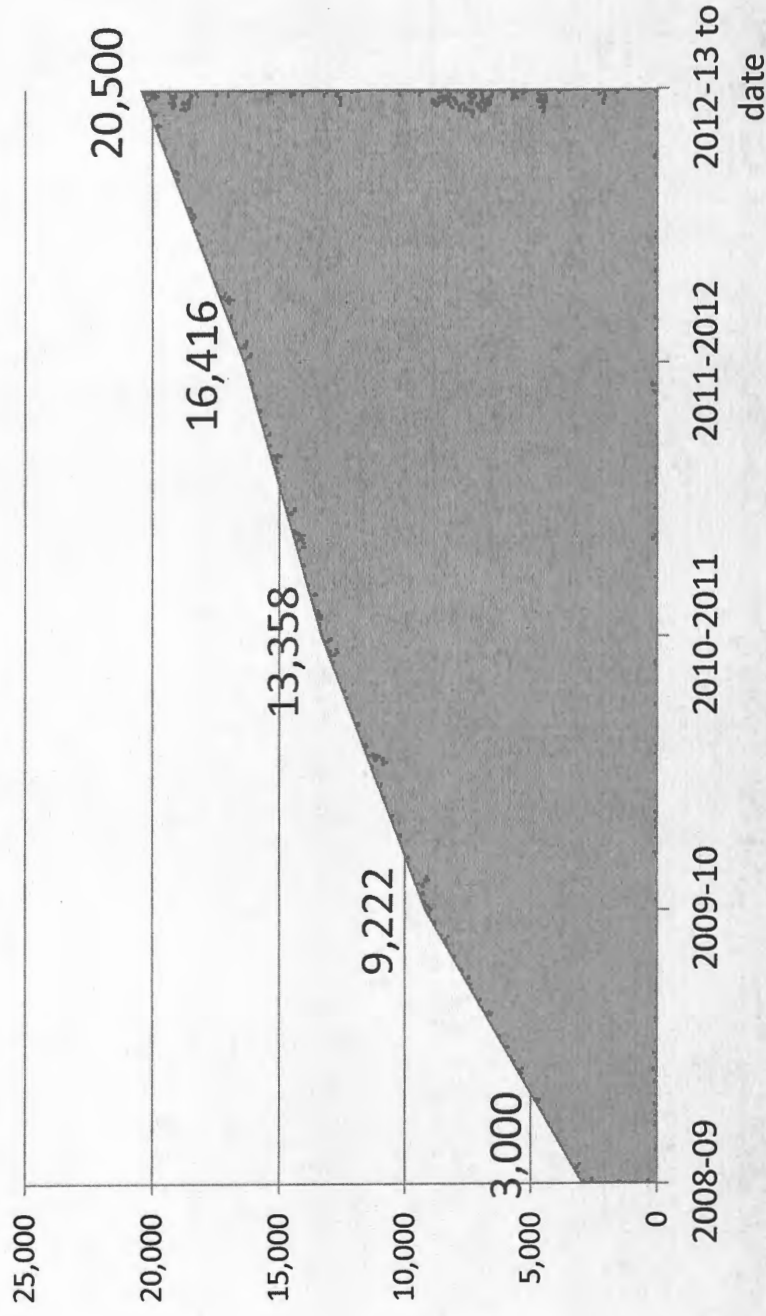
At the point when the entire array of Student Success Initiatives is in place:

- Achieve a 70% or greater 6-year graduation rate for that cohort
- Eliminate the gap between 6-year graduation rates of minority and non-minority students, adjusted for entering background characteristics

Indicators of Learning, Engagement, and Student Success

TILT: Student Engagement in Learning Programs

TILT Learning Programs: All Contacts

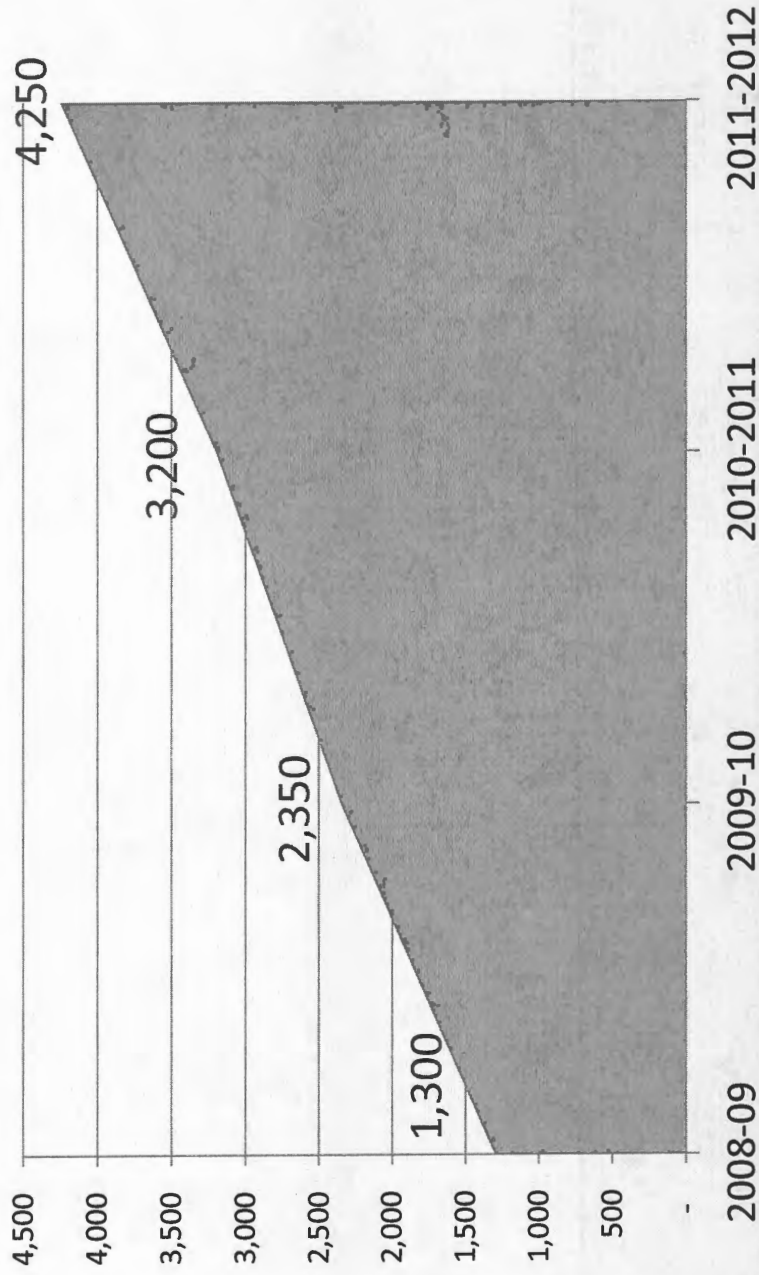


→ Program participation grew by 583% from 2009-10 to 2012-2013

→ Students in the Arts & Sciences Tutoring Program are showing statistically significant increases in GPA when controlling for prior preparation and performance.

TILT: Mentored Research

Growth in Mentored Research & Artistry



→ Program participation grew by 227% from 2008-09

to 2011-12.

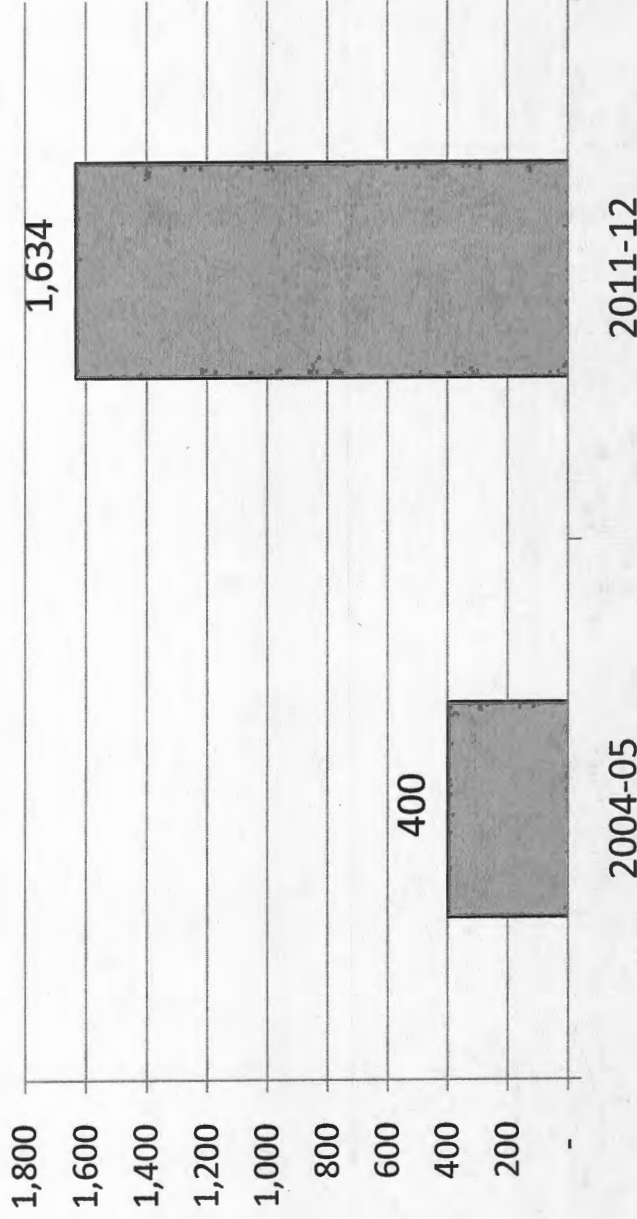
→ 1,334 students participated in other research programs, and 1,521 participated in student training/enrichment programs

TILT: Student Engagement in Learning Programs

- 2,500 students participated in 130 service learning classes
- 90 courses have been redesigned by faculty with support from TILT
- The Learning Ecologies Initiative envisions 100 course redesigns over the next five years.

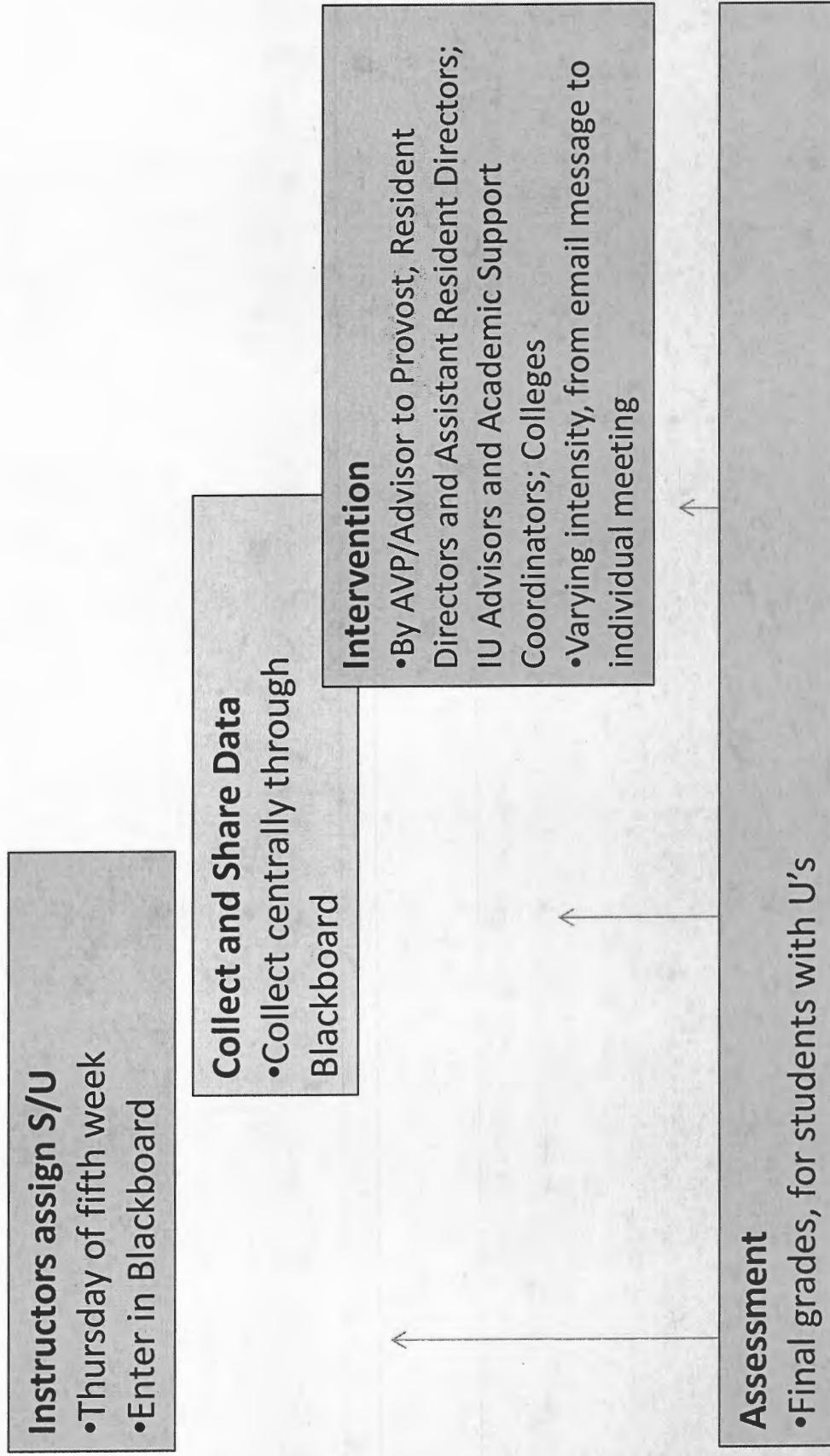
Learning Communities

Participation by New Freshmen in Learning Communities



- Program participation grew by 300% from 2004-05 to 2011-2012. 38% of new freshmen now participate in a learning community.
- Learning community participants earned higher grade point averages and showed higher retention rates.
- The more comprehensive the programming, the greater the positive impact on grades and progress to graduation.

Early Grade Feedback



Courses Participating

- CHEM labs 104, 108, 112, 114
- CHEM 111*
- COMP 150 (17 selected sections)
- CS 160
- HIST 101, 150
- LIFE 102 labs*
- MATH 130 and 100-level Calculus Courses (141, 155, 160, 161, 180)*
- MATH PACE Courses (117, 118, 124, 125, 126)*
- PSY 100

*Tutoring offered in these courses

Please note: some of these classes have selected sections participating

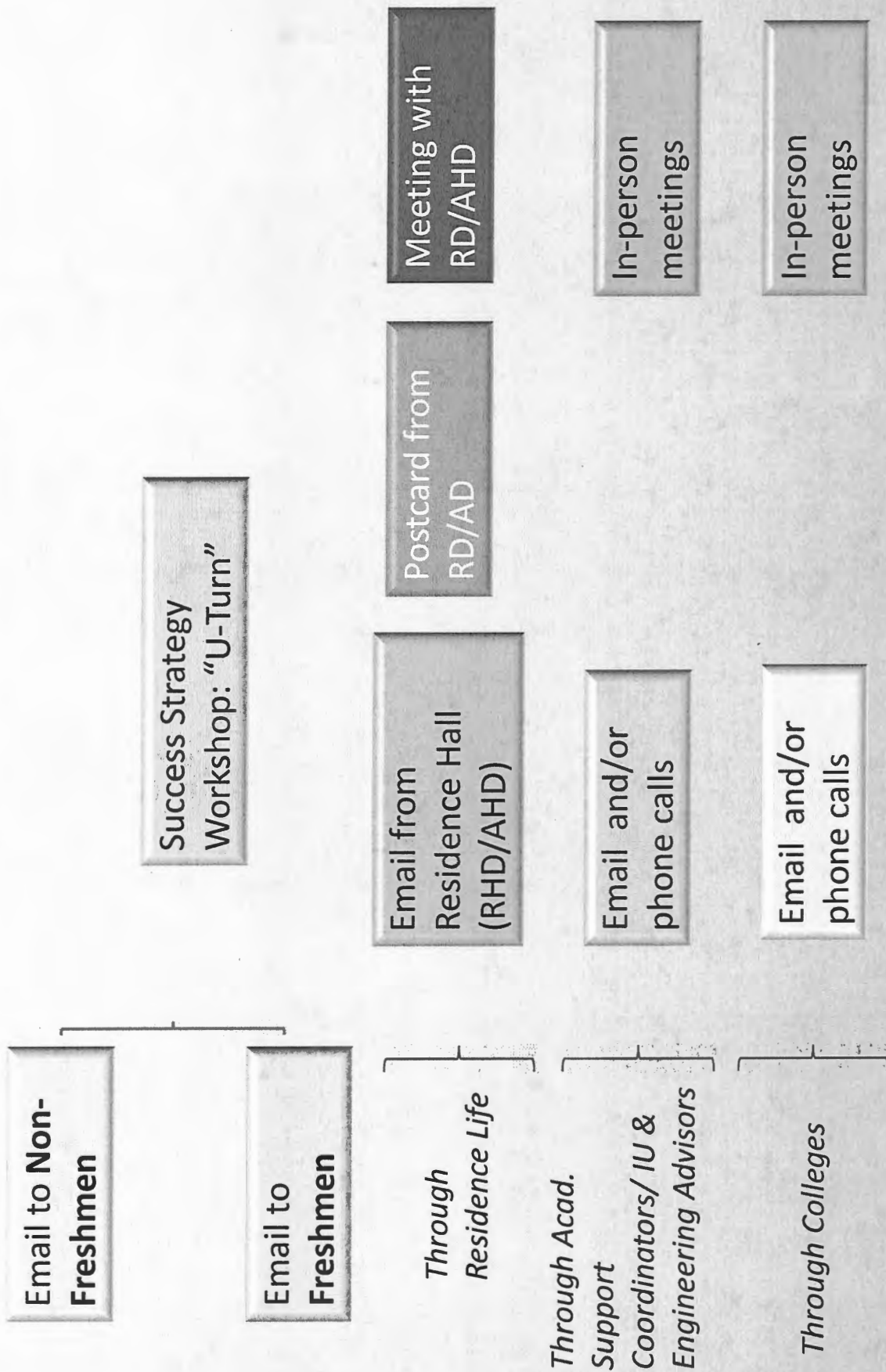
Course Section Participation

- 227 of 233 sections reported (97% response)
- Data reported on 8,137 students
- Unsatisfactory indicators (“U”) for 2,514 students
 - More than 1 U for 267 of these
 - 41% of U’s were freshmen; 59% were non-freshmen

Predictive Power of the Early Progress Indicator (S/U)

- Students with **S** in the 5th week:
 - ~90% chance of a final course grade of C or above
- Students with **U** in the 5th week:
 - ~52% chance of a final course grade of C or above

Interventions for Students with U's



U-Turn Event (7th or 8th Week)

- “One-Stop-Shop:”
 - Student self-assessment
 - Individualized consultation
 - 16 Resource Services
 - Plan of Action
- Last Fall, 262 Students attended the U-Turn event
 - 70% were freshmen
 - all colleges represented



Student Engagement: National Survey of Student Engagement (NSSE) Results

Mean Response Scores -- Freshmen

Category	2009	2011	Change
Level of Academic Challenge	52.2	53.3	+1.1
Active and Collaborative Learning	37.8	40.9	+3.1
Student-Faculty Interaction	35.1	38.8	+3.7
Enriching Educational Experiences	25.8	27.8	+2.0
Supportive Campus Environment	55.2	58.3	+3.1

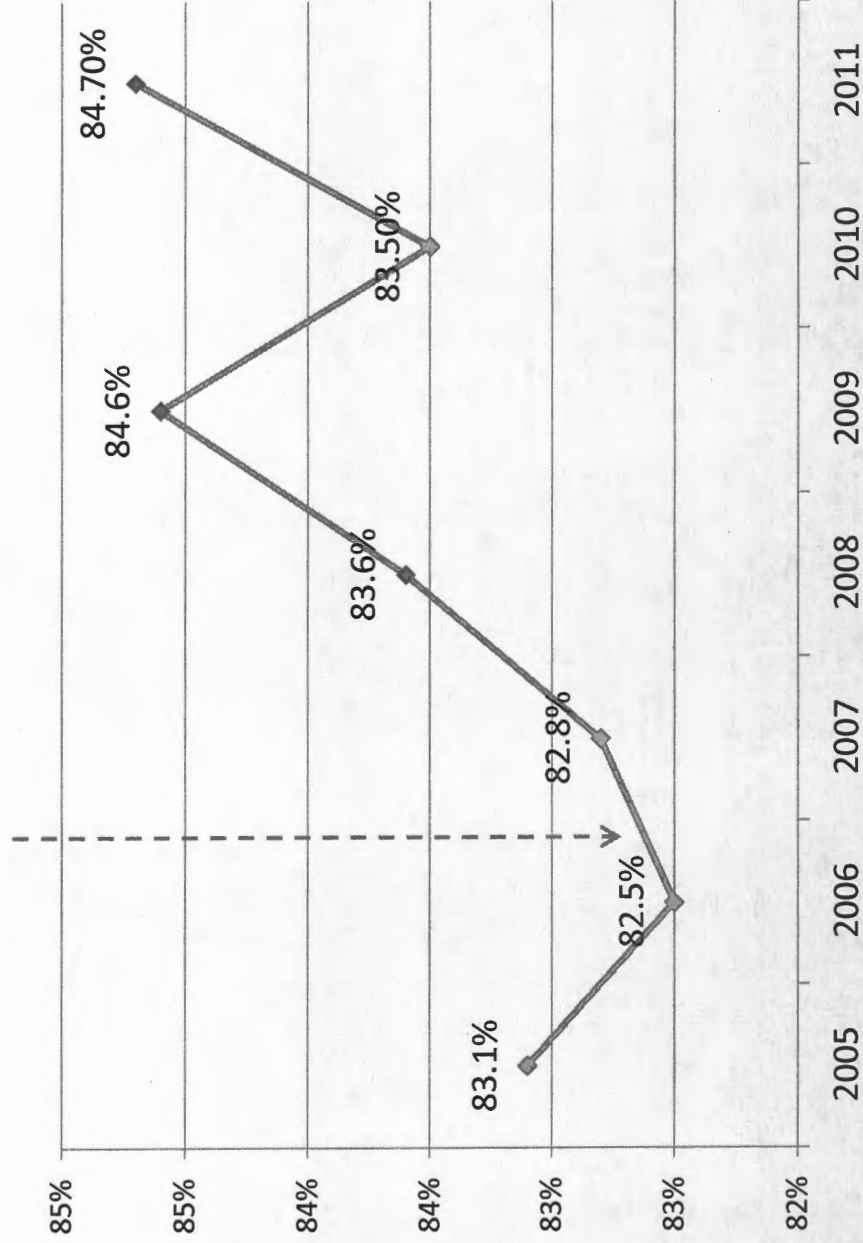
Mean Response Scores -- Seniors

Category	2009	2011	Change
Level of Academic Challenge	55.3	56.7	+1.4
Active and Collaborative Learning	48.8	50.2	+1.4
Student-Faculty Interaction	45.0	44.9	-0.1
Enriching Educational Experiences	40.7	40.9	+0.2
Supportive Campus Environment	60.7	64.2	+3.5

- After a period of relatively little change, scores began improving after 2007, coinciding with the implementation of Student Success Initiatives
- Compared to the last NSSE administration (2009), mean scores for 2011 have improved in all categories for freshmen and four of five categories for seniors
- 2011 scores showed positive movement with respect to peer institutions

First-Year Retention

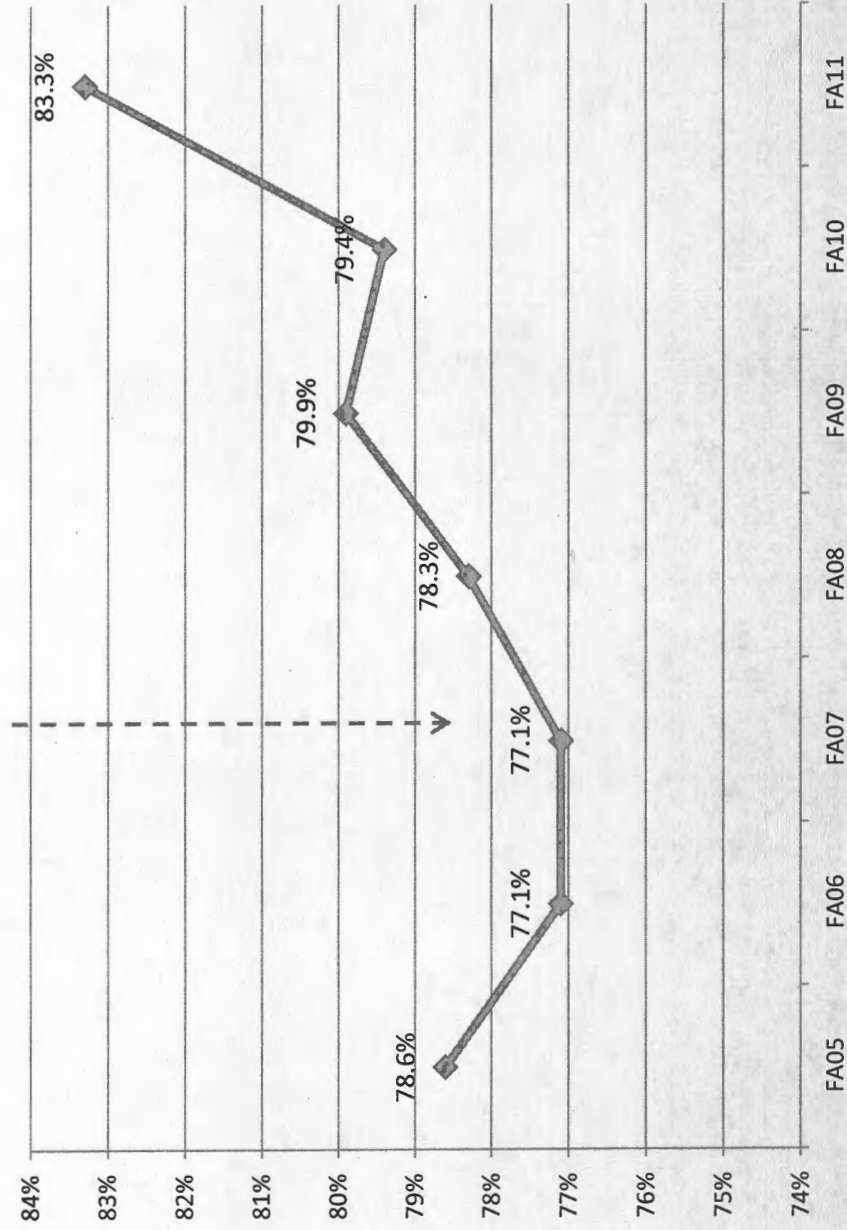
(full-time freshmen, by entering cohort)



Source: Based on Data from Institutional Research,
Freshman Retention Report, Fall 2012

First-Year Retention: Nonresidents

(new freshmen at end of first fall term, by entering cohort)

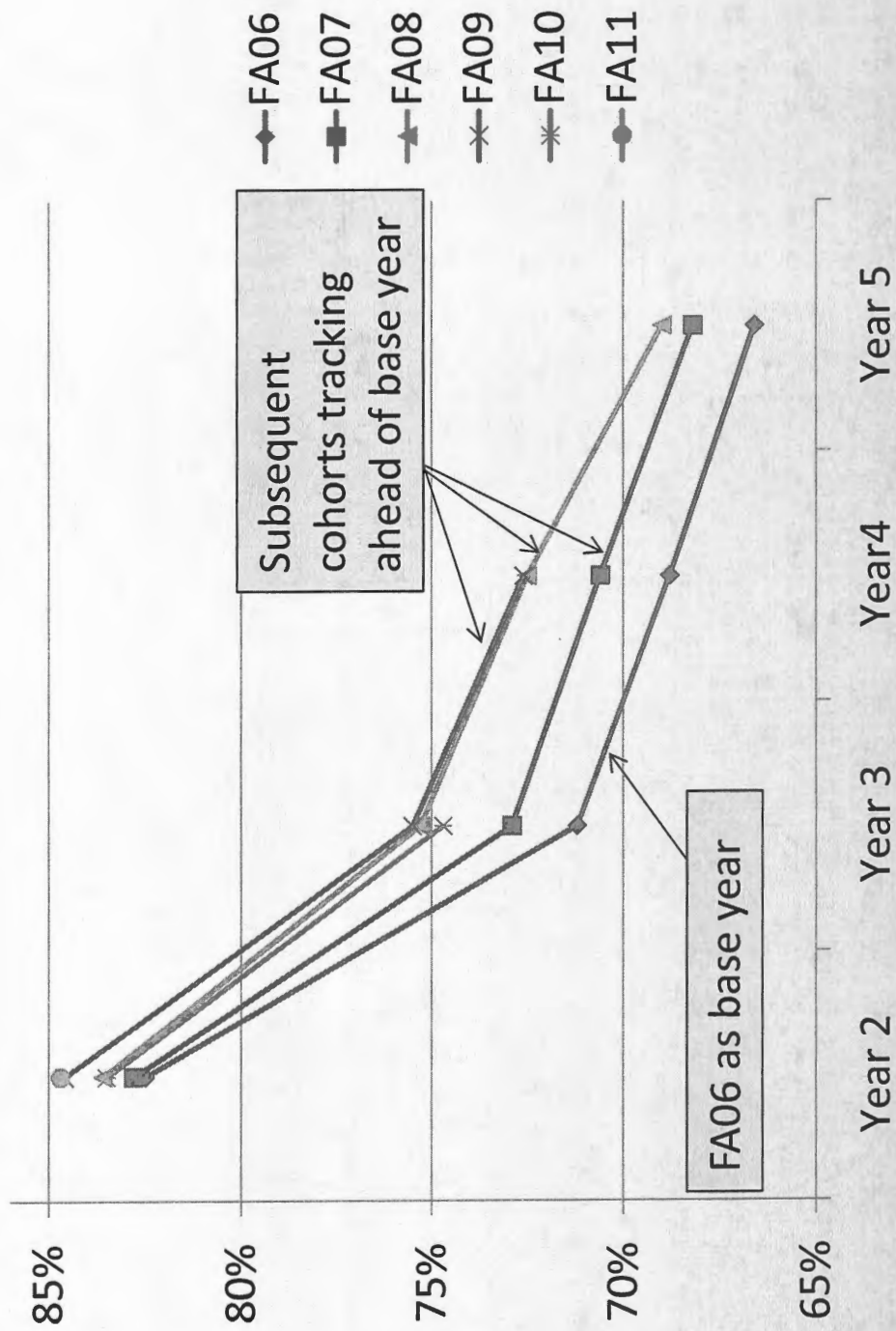


Source: Based on Data from Institutional Research,
Freshman Retention Report, Fall 2012

Persistence Patterns

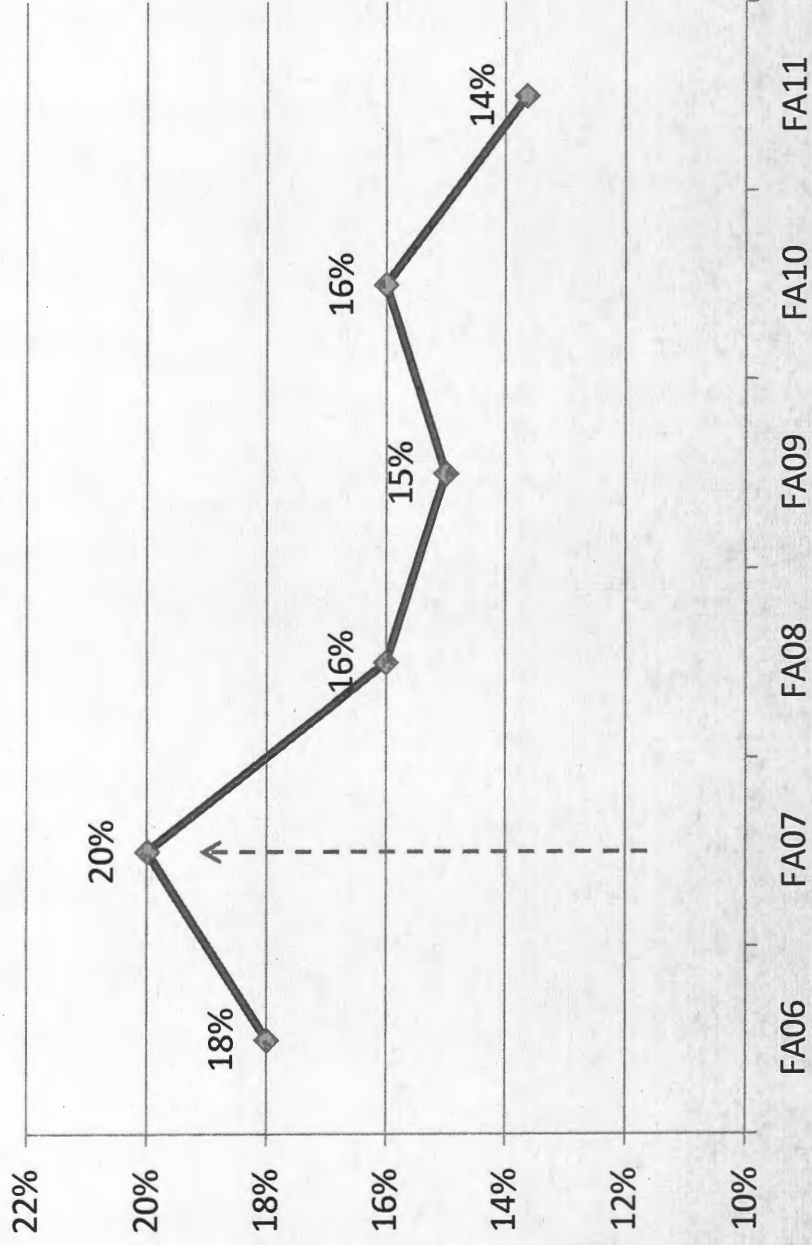
(full-time freshmen, by entering cohort)

cohort)



Academic Probation

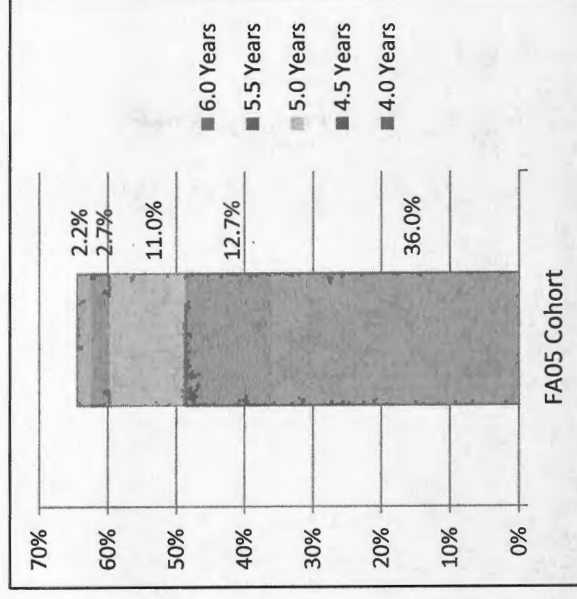
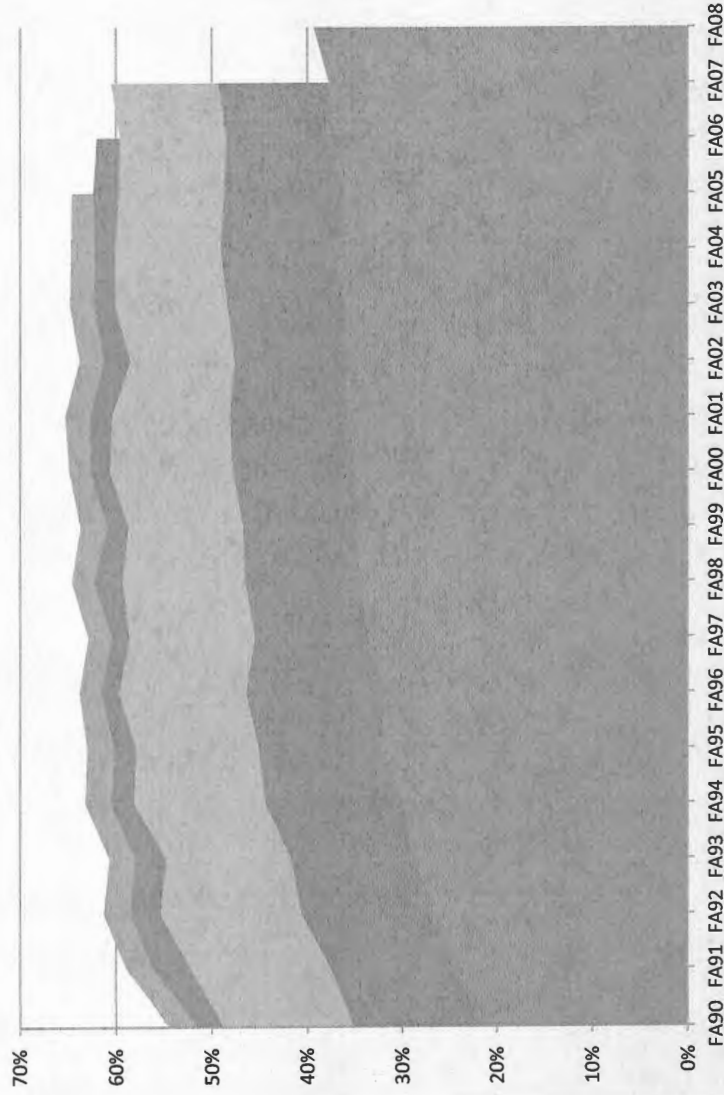
(new freshmen at end of first fall term, by entering cohort)



Source: Based on Data from the Center for Advising and Student Achievement, Fall 2011

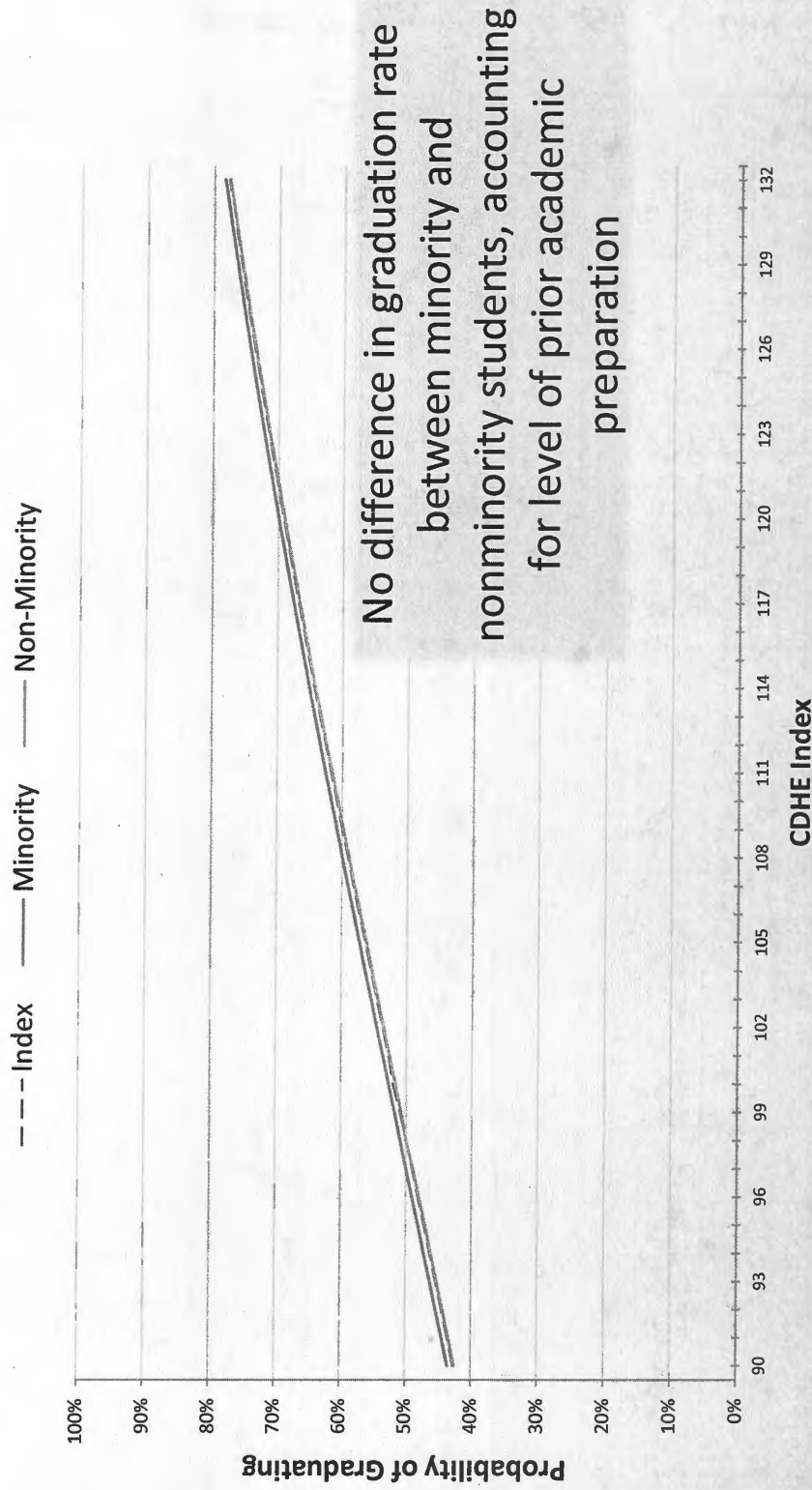
Efficiency: Time to Graduation

Time to Graduation Trend



- Four-year graduation rates have increased from 22% for the 1990 cohort to 39% for the 2008 cohort.
- 12.7% of students in the Fall 2005 cohort took only one additional semester past four years to graduate
- Only 4.9% of the Fall 2005 cohort took more than 5 years to graduate

Predicted Probability of Graduation Controlling for Index



Note: Main effect only (ceteris paribus)
November 2010

2020 Goals

- 80% six-year graduation rate
 - 90% *first-year retention*
 - 60% *four-year graduation*
- No graduation gap

Provost Advisory Committee on Student Success

- Provost/Executive Vice President (Chair)
- Vice Chair of Faculty Council
- Chair, Faculty Council Committee on Teaching and Learning
- Chair, Faculty Council University Curriculum Committee
- Vice Provost for Undergraduate Affairs (Vice Chair)
- Vice President for Student Affairs
- Vice President for Enrollment and Access
- Vice President for Diversity
- Dean, College of Natural Sciences
- Associate Vice President for Student Affairs/Special Advisor to the Provost for Retention
- President or Designee, Associated Students of Colorado State University
- Director, Institutional Research

TWO DIMENSIONS OF STRATEGY:

- To energize a self-sustaining and continuous process of RENEWAL AND INNOVATION, so that it becomes “the way we do things here.”
- To be sure the “HINGES” ARE GREASED; that is, we remove the barriers and impediments to make it easier for our community members to engage in renewal and innovation.

Underway and Self-Sustaining	Initiatives for Consideration	
	Begun, but Not Yet Self-Sustaining	Under Discussion; Yet to be Initiated
<ul style="list-style-type: none"> • Academic Maps tracking "Benchmark" Courses • Course Capacity Planning • Leading Indicators: Increasing student completion of 30 credits/foundational math and composition in the first year • Full build-out of the Academic Support Coordinator role across campus 	<ul style="list-style-type: none"> • AUCC course on the Science of Learning (Rhodes, Cleary, Delosh, Gingerich in Psychology) • Broad campus-wide conversation on the Science of Learning and its implications for pedagogy and student learning strategy • Campus conversation of the implications of the Science of Learning on co-curricular activities and strategies • Implementation of Learning Ecologies concept in the design of courses and curricula • Promote and track student engagement in high impact activities (e.g., learning communities, undergraduate research, study abroad, service learning) • Policy change for Scholastic Standards to address success of low-GPA students • Connecting information on risk factors for entering students with support structures • Early Start strategies to accelerate students' transition and preparation • System allowing students to do real-time updating of four-year plans 	<ul style="list-style-type: none"> • Creation of half-semester courses that promote 30 credit completion for first-year students • Opportunities for engaging adjunct teaching faculty in the use of science of learning principles in teaching and publication • Increased learning and success in high-risk courses <ul style="list-style-type: none"> ○ Course-based strategies, including credit-bearing courses connected to high-risk courses ○ Reconfiguration of mathematics series (MATH 117-122) <div data-bbox="927 140 1057 719"> <ul style="list-style-type: none"> • Earlier graded work designed to produce earlier and better feedback (especially 100-level courses) </div> <p>Requiring attendance in first-year courses</p> <p>Analysis of relationship between Registration Holds and student persistence</p> <p>Develop effective messaging to promote the completion of 15 credits/Math/Comp</p>

Strategy: Earlier Graded Feedback to Produce Better, Richer, More Useful Feedback

➤ Karla Gingerich (Psychology)

One example of operationalizing earlier
graded feedback, in line with learning
research and theory

“Warm-Up” exams in PSY100

- 2006: (no warm-up) • Exam 1: 69%
- 2007: (no warm-up) • Exam 1: 68%
- 2008: (no warm-up) • Exam 1: 68%
- 2009: no data
- 2010 warm-up: 69% • Exam 1: 72%
- 2011 warm-up: 68% • Exam 1: 77%
- 2012 warm-up: 67% • Exam 1: 78%

Student Feedback

- “It was nice to know that not every professor in college is scary or inconsiderate like high school teachers like to imply, and that professors at this level do want to help students succeed...”

-Joelle

- “If I could, I would recommend to all professors that they do this... it is difficult for any student to know what to expect on any first exam in a class...”

-Madison

- “It was a great demonstration of the types of questions you ask and the difficulty of the test...”

-Kyle

MEMORANDUM

DATE: March 12, 2013

TO: Tim Gallagher, Chair, Executive Committee

FROM: Howard Ramsdell, Chair, University Curriculum Committee

SUBJECT: Proposed Changes in Curriculum – February 15 and 22, March 1, 2013

CURRICULAR REQUESTS – FEBRUARY 15, 2013

° Course is offered for term specified in odd numbered years.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

New Courses	Effective Date
<p>BUS 500 0(2-0-0). Business Systems and Processes. F, S, SS. Prerequisite: Admission to a master's program in business.</p> <p>Introduction to core concepts from Business Process Management (BPM) and Operations Management (OM).</p>	Fall Semester 2013
<p>°FW/STAT 673 03(3-0-0). Hierarchical Modeling in Ecology. F. Prerequisite: ESS 575 or STAT 420. Credit not allowed for both FW 673 and STAT 673.</p> <p>Hierarchical ecological modeling using common forms of data in fish and wildlife studies and emphasizing spatial and temporal aspects of analysis.</p>	Fall Semester 2013
<p>MKT 367 03(3-0-0). Sports Marketing. F, S. Prerequisite: MKT 300 or MKT 305.</p> <p>The nature and scope of applying marketing strategy and tactics in the sports marketing environment.</p>	Fall Semester 2013
<p>MKT 370 03(3-0-0). Digital Marketing. F, S. Prerequisite: MKT 300 or MKT 305.</p> <p>Introduction to digital marketing: the landscape and tactics needed to execute marketing strategy in an online, connected world.</p>	Fall Semester 2013
<p>NRRT 301 03(3-0-0). Conservation Leadership. F. Prerequisite: NRRT 262; NRRT 231.</p> <p>Approaches to conservation leadership.</p>	Fall Semester 2013
<p>REL 455 02(2-0-0). Residential Real Estate Finance. F. Prerequisite: REL 360.</p> <p>Residential mortgage origination, mortgage loan amortization; secondary markets, residential investment.</p>	Fall Semester 2013
<p>°STAT 673/FW 673 03(3-0-0). Hierarchical Modeling in Ecology. F.</p> <p>Prerequisite: ESS 575 or STAT 420. Credit not allowed for both STAT 673 and FW 673.</p> <p>Hierarchical ecological modeling using common forms of data in fish and wildlife studies and emphasizing spatial and temporal aspects of analysis.</p>	Fall Semester 2013

Major Change to Courses**Effective Date**

ATS 699A-T Var. Thesis, **change to:**

Fall Semester 2013

ATS 699A-V Var. Thesis. F, S, SS.

A) Atmospheric Dynamics. **B)** Land-Atmosphere Interactions. **C)** Chemistry-Climate Interactions. **D)** Weather Systems. **E)** Remote Sensing. **F)** Ocean-Atmosphere Interactions. **G)** General Circulation. **H)** Remote Sensing of Climate. **I)** Atmospheric Chemistry. **J)** Aerosol and Cloud Microphysics. **K)** Dynamic Meteorology. **L)** Satellite Applications. **M)** Mesoscale Meteorology. **N)** Dynamics and Physics of Clouds. **O)** Mesoscale Modeling. **P)** Radiation Theory. **Q)** Radar Meteorology. **R)** Aerosol and Cloud Chemistry. **S)** Climate Dynamics. **T)** Oceanography. **U)** Tropospheric Chemistry. **V)** Atmospheric Variability.

ATS 799A-T Var. Dissertation, **change to:**

Fall Semester 2013

ATS 799A-V Var. Dissertation. F, S, SS.

A) Atmospheric Dynamics. **B)** Land-Atmosphere Interactions. **C)** Chemistry-Climate Interactions. **D)** Weather Systems. **E)** Remote Sensing. **F)** Ocean-Atmosphere Interactions. **G)** General Circulation. **H)** Remote Sensing of Climate. **I)** Atmospheric Chemistry. **J)** Aerosol and Cloud Microphysics. **K)** Dynamic Meteorology. **L)** Satellite Applications. **M)** Mesoscale Meteorology. **N)** Dynamics and Physics of Clouds. **O)** Mesoscale Modeling. **P)** Radiation Theory. **Q)** Radar Meteorology. **R)** Aerosol and Cloud Chemistry. **S)** Climate Dynamics. **T)** Oceanography. **U)** Tropospheric Chemistry. **V)** Atmospheric Variability.

ECE 534 03(3-0-0). Analog Integrated Circuit Design, **change to:**

Fall Semester 2013

ECE 534 03(3-0-0). Analog Integrated Circuit Design. F. Prerequisite: ECE 332 with a C- or better; concurrent registration in ECE 535.

Design methods for state-of-the-art analog integrated circuits, including CMOS op-amps, comparators, and phase-locked loops. (NT-O)

[Approved as a nontraditional online course.]

IU 263 03(3-0-0). Academic and Career Decision-Making, **change to:**

Fall Semester 2013

KEY 263 01(0-0-1). Academic and Career Decision-Making. F, S, SS.

Prerequisite: Participation in the Key Plus Learning Community.

Enhance academic and career development and decision-making through self-authorship, critical thinking, and reflection.

PSY 210 03(3-0-0). Psychology of the Individual in Context, **change to:**

Spring Semester 2014

PSY 210 03(3-0-0). Psychology of the Individual in Context. F, S, SS.

Prerequisite: PSY 100.

Psychological explanations of cultural, social, and individual differences in behavior. (NT-O)

[Approved as a nontraditional online course.]

PSY 250 04(4-0-0). Research Methods in Psychology, **change to:**

Fall Semester 2013

PSY 250 04(4-0-0). Research Methods in Psychology. F, S, SS. Prerequisite: PSY 100.

Design, analysis, and reporting of psychological research. (NT-O)

[Approved as a nontraditional online course.]

REL 430 03(3-0-0). Real Estate Market Analysis and Valuation, **change to:** Fall Semester 2013

REL 430 03(3-0-0). Real Estate Analysis and Marketing. F. Prerequisite: REL 360.

How the brain impacts real estate analysis and marketing; real estate economics; major property types; and marketing research process.

New Curricula

College of Business

Department of Accounting

Master of Accountancy (M.A.C.C., Plan C)

Taxation Specialization

Effective Fall 2013

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
Required Core		
ACT 540 ^P	Professional Ethics and Responsibilities	3
ACT 561 ^P	Legal and Regulatory Issues in Accounting	3
ACT 570 ^P	Government and Nonprofit	3
ACT 631 ^P	Corporate Taxation	3
	<u>TOTAL</u>	<u>12</u>
Auditing Requirement		
<i>Select one course from the following:</i>		
ACT 541 ^P	Forensic Accounting and Fraud Auditing	3
ACT 601B ^P	Professional Practice: Auditing	3
ACT 641 ^P	Contemporary Auditing	3
	<u>TOTAL</u>	<u>3</u>
Taxation Specialization Courses		
<i>Select a minimum of 15 credits from the following:</i>		
ACT 601A ^P	Professional Practice: Taxation	3
ACT 633 ^P	Flow-Through Entities	3
ACT 635 ^P	State and Local Taxation	3
ACT 636 ^P	Taxation of Corporations and Shareholders	3
ACT 639 ^P	Special Topics in Taxation	3
	<u>TOTAL</u>	<u>15</u>
PROGRAM TOTAL = minimum 30 credits		

^P 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.

Major Changes to Curricula

Warner College of Natural Resources

Department of Fish, Wildlife, and Conservation Biology

Major in Fish, Wildlife, and Conservation Biology (Core)

Effective Summer 2013

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

A minimum grade of C (2.000) is required in all biological, mathematical/ statistical, physical science, fish, wildlife, and conservation biology, and natural resource courses used to meet graduation requirements for the fish, wildlife, and conservation biology major. The minimum applies to courses taken as substitutions for meeting these requirements. The minimum scholastic average acceptable for graduation is 2.000, computed only for courses attempted at Colorado State University.

In addition to the following, students must select and complete a concentration in this major:

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FRESHMAN			
<i>Select one set of courses from the following:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 ^P	Animal Biology Laboratory	1	3A
BZ 120	Principles of Plant Biology	4	3A
OR			
LIFE 102 ^P	Attributes of Living Systems	4	3A
LIFE 103 ^P	Biology of Organisms-Animals and Plants	4	
CO 150 ^P	College Composition	3	1A
<i>Select one set of chemistry and physics courses from the following:</i>			
CHEM 107 ^P	Fundamentals of Chemistry	4	3A
CHEM 108 ^P	Fundamentals of Chemistry Laboratory	1	3A
PH 121 ^P	General Physics I	5	3A
PH 122 ^P	General Physics II	5	3A
OR			
CHEM 111 ^P	General Chemistry I	4	3A
CHEM 112 ^P	General Chemistry Laboratory I	1	3A
CHEM 113 ^P	General Chemistry II	3	
CHEM 114 ^P	General Chemistry Laboratory II	1	
PH 110	Descriptive Physics	3	3A
PH 111 ^P	Descriptive Physics Laboratory	1	3A
FW 104	Wildlife Ecology and Conservation	3	3A
MATH 155 ^P	Calculus for Biological Scientists I	4	1B
OR			
MATH 160 ^P	Calculus for Physical Scientists I	4	1B
Arts/humanities [†]		3	3B
TOTAL		31-33	
SOPHOMORE			
<i>Select one course from the following:</i>			
AREC 202	Agricultural and Resource Economics	3	3C
ECON 101	Economics of Social Issues	3	3C
ECON 202 ^P	Principles of Microeconomics	3	3C
AREC 240	Issues in Environmental Economics	3	3C
ECON 204 ^P	Principles of Macroeconomics	3	3C
ECON 212	Racial Inequality and Discrimination	3	3C
ECON 240	Issues in Environmental Economics	3	3C
CHEM 245 ^P	Fundamentals of Organic Chemistry	4	
CHEM 246 ^P	Fundamentals of Organic Chemistry Laboratory	1	
CO 150 ^P	College Composition	3	1A
FW 260 ^P	Principles of Wildlife Management	3	
HONR 499 ^P	Senior Honors Thesis [†]	3	
OR			
SPCM 200	Public Speaking [†]	3	
LIFE 320 ^P	Ecology	3	

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
NR 220 ^P	Natural Resources Ecology and Measurements	5	
SPCM 200	Public Speaking	3	
STAT 301 ^P	Introduction to Statistical Methods	3	
OR			
STAT 307 ^P	Introduction to Biostatistics	3	
	<u>Arts/humanities²</u>	<u>3</u>	<u>3B</u>
	<u>Social and Behavioral Sciences³</u>	<u>3</u>	<u>3C</u>
	TOTAL	28	

JUNIOR

<i>Select three to four credits from the following:</i>			
BSPM 302	Applied and General Entomology	2	
AND			
BSPM 303A-C ^P	Entomology Laboratory--General	1-2	
BSPM 445 ^P	Aquatic Insects	4	
BZ 212 ^P	Animal Biology-Invertebrates	4	
<i>Select six to seven credits from the following:^{2, 3, 4, 5}</i>			
BZ 214 ^P	Animal Biology-Vertebrates	4	
BZ 329 ^P	Herpetology	3	
BZ 330 ^P	Mammalogy	3	
BZ 335 ^P	Ornithology	3	
FW 300 ^P	Ichthyology	2	
AND			
FW 301 ^P	Ichthyology Laboratory	1	
<i>Select one course from the following:</i>			
BZ 220 ^P	Introduction to Evolution	3	
BZ 346 ^P	Population and Evolutionary Genetics	3	
BZ 350 ^P	Molecular and General Genetics	4	
SOCR 330 ^P	Principles of Genetics	3	
<i>Select one course from the following:</i>			
CO 300 ^P	Writing Arguments	3	2
CO 301A-D ^P	Writing in the Disciplines	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
FW 370 ^P	Design of Fish and Wildlife Projects	3	4A, 4B
NR 320	Natural Resources History and Policy	3	3D
	<u>Arts/humanities¹</u>	<u>3</u>	<u>3B</u>
	<u>Global and cultural awareness^{6,4}</u>	<u>3</u>	<u>3E</u>
	TOTAL	27	
		28-30	

SENIOR

<i>Select one course from the following:</i>			
NR 330 ^P	Human Dimensions in Natural Resources ^{5,7}	3	
NR 365	Environmental Education	3	
NR 400 ^P	Public Relations in Natural Resources	3	
NRRT 330	Social Aspects of Natural Resource Management	3	
SOC 320 ^P	Population-Natural Resources and Environment ^{7,8}	3	
	TOTAL	3	

CORE TOTAL = 8990-94 credits^{8,6}

^P 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.

¹ Students in the Honors Track 1 program must take HONR 499.

² Select from the 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.

³ Select one course from the list in the AUCC category 3C.

⁴² FW 300 and FW 301 together count as one selection in this choice.

⁵² For students in the Wildlife Biology concentration, one course must be BZ 330 or BZ 335.

⁶⁴ Select from the list of courses in category 3E in the AUCC.

⁷⁵ Students will need to obtain a registration override from the appropriate department to take this course.

⁸⁶ In order to complete the major, one of the following concentrations must be selected: Conservation Biology, Fisheries and Aquatic Sciences, or Wildlife Biology.

CURRICULAR REQUESTS – FEBRUARY 22, 2013

° Course is offered for term specified in odd numbered years.

* Course is offered for term specified in even-numbered years.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

New Courses	Effective Date
<p>ANEQ 313/VS 313 03(3-0-0). Prevention and Control of Livestock Diseases. F. Prerequisite: ANEQ 230 or BMS 300; ANEQ 310; ANEQ 320; junior or senior standing. Credit not allowed for both ANEQ 313 and VS 313. Common ailments of livestock; sanitation and disease prevention and control.</p>	Fall Semester 2013
<p>ANEQ 486 01(0-3-0). Therapeutic Riding Instructor Practicum. F. Prerequisite: ANEQ 365. Mentor-guided teaching hours to students preparing for the PATH International Instructor examination.</p>	Fall Semester 2013
<p>AREC 325 03(3-0-0). Personnel Management in Agriculture. F. Prerequisite: AREC 202 or ECON 202. Human resource issues for agribusiness firms. Selecting and training employees, dealing with employee problems, negotiation methods.</p>	Fall Semester 2013
<p>AREC 506 03(3-0-0). Applied Microeconomic Theory. F. Prerequisite: ECON 306. Introduction to mathematical models in modern microeconomics, including choices and demand, production and supply, and market structures and failures.</p>	Fall Semester 2013
<p>AREC 615 03(3-0-0). Optimization Methods for Applied Economics. F. Prerequisite: AREC 506. Theory and practice of optimization techniques used in economic applications with emphasis on linear and nonlinear programming.</p>	Fall Semester 2013
<p>BUS 220 03(3-0-0). Ethics in Contemporary Organizations. F, S. Prerequisite: None. Application of the ethical principles that are fundamental to managing a successful high-integrity business or organization.</p>	Fall Semester 2013
<p>ERHS 555 03(3-0-0). Quantitative Methods for Radiation Safety. F. Prerequisite: ERHS 530 or concurrent registration. Analytical methods used in health physics, radioecology and radiochemistry. Quantification of uncertainty in radioactive samples and dosimetry. (NT-O)</p>	Fall Semester 2013
[Approved as a new traditional and a new nontraditional online course.]	
<p>ESS 501 03(3-0-0). Principles of Ecosystem Sustainability. F. Prerequisite: Upper division coursework in BZ, ECOL, or CIEM; admission to graduate school. Principles of ecosystem sustainability and threats to sustainability. Students will investigate and develop case studies. (NT-O)</p>	Fall Semester 2013
[Approved as a new traditional and a new nontraditional online course.]	
<p>ESS 542 01(0-0-1). Greenhouse Gas Policies. F. Prerequisite: Admission to</p>	Fall Semester 2013

graduate school.

Rules, regulations and standards for greenhouse gas management and accounting. (NT-O)

°GEOL 578 04(3-2-0). Global Seismology. F. Prerequisite: PH 142; MATH 261. Fall Semester 2013

Quantitative introduction to seismology; basics of seismic data analysis; fundamentals of wave propagation; earthquakes; structure of the Earth.

JTC 545 3(3-0-0). Organizational Media Production. SS. Prerequisite: Graduate standing. Fall Semester 2013

Incorporation of multimedia content in video production in governmental, corporate and institutional media production.

JTC 670 03(0-0-3). Communication in the Social Processes of Risk. S. Prerequisite: Graduate standing. Fall Semester 2013

Communication and psychological, sociological, and cultural factors shaping risk involving technology, health, environment, disasters, sustainability.

PBHL 692 Var[1-6]. Public Health Seminar. F, S, SS. Prerequisite: Graduate standing. May be taken for credit up to 3 times; maximum of 9 credits allowed in course. Fall Semester 2013

Seminars pertaining to current public health issues. Topics will vary.

SOCR 650 01(1-0-0). Research Proposal Development. F. Prerequisite: Graduate standing. Fall Semester 2013

Skills to develop and write an effective scientific research proposal.

TH 149 02(0-4-0). Movement for Actors I. S. Prerequisite: TH 141; TH 150 or concurrent registration. Fall Semester 2013

A broad survey of different movement theories from Asia, Africa, and Europe.

TH 175 03(2-0-2). Storytelling. F. Prerequisite: TH 141; TH 150. Fall Semester 2013

Study and practice of storytelling.

TH 186 01(0-2-0). Theatre Practicum I. F, S. Prerequisite: None. This is a partial-semester course. Fall Semester 2013

Practical experience in mounting theatrical productions.

TH 249 02(0-4-0). Movement for Actors II. F. Prerequisite: TH 149; TH 251 or concurrent registration. Fall Semester 2013

Intermediate actor movement.

TH 250 02(0-4-0). Voice and Speech for the Stage. S. Prerequisite: TH 251 or concurrent registration. Fall Semester 2013

Linklater and Skinner approaches to voice and speech for the theatre actor.

***TH 255 03(2-2-0). Directing Workshop.** S. Prerequisite: TH 241 or concurrent registration; TH 251 or concurrent registration. Fall Semester 2013

Practical directing workshop, short directing exercises, short scenes, techniques, theories, readings, staging prompts.

TH 260 03(2-2-0). Computer Assisted Drafting for Theatre. F. Prerequisite: TH 161. Fall Semester 2013

Computer-aided drafting and conceptual articulation for theatrical design and production using entertainment industry standard: Vectorworks.

TH 386 01(0-2-0). Theatre Practicum III. F, S. Prerequisite: TH 286. This is a partial-semester course. Fall Semester 2013

Practical experience in mounting theatrical productions.

Major Change to Courses

Effective Date

CIVE 260 03(3-0-0). Engineering Mechanics—Statics, **change to:**

Fall Semester 2013

CIVE 260 03(3-0-0). Engineering Mechanics—Statics. F, S, SS. Prerequisite: MATH 160; PH 141 or concurrent registration.

Forces using vector notation; static equilibrium of rigid bodies; friction, virtual work, centroids, and moments of inertia. (NT-O)

[Approved as a nontraditional online course.]

CIVE 261 03(3-0-0). Engineering Mechanics—Dynamics, **change to:**

Fall Semester 2013

CIVE 261 03(3-0-0). Engineering Mechanics—Dynamics. F, S, SS.

Prerequisite: CIVE 260.

Kinematics and kinetics of particles and rigid bodies; concepts of work-energy and impulse-momentum; computer applications; vector notation. (NT-O)

[Approved as a nontraditional online course.]

CIVE 413 03(3-0-0). Environmental River Mechanics, **change to**

Fall Semester 2013

CIVE 413 03(3-0-0). Environmental River Mechanics. F. Prerequisite: CIVE 300 or WR 416.

Fluvial geomorphology, river hydraulics, sediment transport, and river response with special emphasis on environmental aspects. (NT-O/V)

[Approved as a nontraditional online course.]

*CIVE 525 03(3-0-0). Water Engineering: International Development, **change to:** Fall Semester 2013

CIVE 525 03(3-0-0). Water Engineering: International Development. F. Prerequisite: CIVE 401 or CIVE 425 or CIVE 438/ENVE 438.

Planning and design of small-scale and low-cost drinking water, wastewater, and irrigation systems for rural communities in developing countries. (NT-O)

[Approved as a nontraditional online course.]

CIVE 664 03(3-0-0). Mechanics of Fatigue and Fracture, **change to** Fall Semester 2013

CIVE 664 03(3-0-0). Mechanics of Fatigue and Fracture. S. Prerequisite: CIVE 560.

Fracture mechanics including linear elastic, elastic-plastic, and dynamic fracture; on ductile and cleavage fracture in metals. (NT-O)

[Approved as a nontraditional online course.]

ECE 535 01(0-2-0). Analog Integrated Circuit Laboratory, **change to:** Spring Semester 2014

ECE 535 01(0-2-0). Analog Integrated Circuit Laboratory. F. Prerequisite: Concurrent registration in ECE 534.

Analog integrated circuits are designed and simulated using modern software tools. (NT-O)

[Approved as a nontraditional online course.]

NR 543B 02(2-0-0). Catalyzing Change: Collaborative Conservation, **change to:** Fall Semester 2013

NR 543B Var[2-3]. Catalyzing Change: Collaborative Conservation. F.

Prerequisite: Admission to the Conservation Leadership program.

Collaborative communication theories, methods, and tools to effectively create change in the field of conservation.

SPCM 278F 01(1-0-0). Communication Skills: Virtual Communication, **change to:** Fall Semester 2013

SPCM 278F 01(1-0-0). Communication Skills: Virtual Teamwork, F, S.

Prerequisite: A maximum of 3 credits is allowed for SPCM 278A-G.

Applied communication skills in specific contexts: Virtual Teamwork.

TH 192 03(0-0-3). From Page to Stage: Freshman Theatre Seminar, **change to:** Fall Semester 2013

TH 192 Var. Freshman Seminar. F, S, SS. Prerequisite: Theatre majors only.

TH 275 03(1-0-2). Playwright's Workshop, **change to:** Fall Semester 2013

TH 275 03(1-0-2). Self-Scripting and Performance Workshop. F. Prerequisite: TH 175.

Study and practice of the processes of self-scripting (theatrical storytelling from personal experience) as a tool for performers and writers.

TH 286 01(0-3-0). Practicum, **change to:**

Fall Semester 2013

TH 286 01(0-2-0). Theatre Practicum II. F, S. Prerequisite: TH 186. This is a partial-semester course.

Practical experience in mounting theatrical productions.

VS 300 03(3-0-0). Prevention and Control of Livestock Diseases, **change to:**

Fall Semester 2013

VS 313/ANEQ 313 03(3-0-0). Prevention and Control of Livestock Diseases.

F. Prerequisite: ANEQ 230 or BMS 300; ANEQ 310; ANEQ 320; junior or senior standing. Credit not allowed for both VS 313 and ANEQ 313.

Common ailments of livestock; sanitation and disease prevention and control.

Request to Add the PBHL Subject Code

A request by the Graduate Program in Public Health to add the PBHL (Public Health) subject code was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2013.

CURRICULAR REQUESTS – MARCH 1, 2013

° Course is offered for term specified in odd numbered years.

* Course is offered for term specified in even-numbered years.

+Course requires field trips.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

New Courses

Effective Date

+SOCR 401 03(2-3-0). Greenhouse Gas Mitigation, Land Use, and Mgmt. F. Fall Semester 2013
Prerequisite: SOCR 240. Required field trips.

Introduction to greenhouse gas estimation methods and mitigation project development in the land use sector.

TH 301 03(3-0-0). Theatre Design and Production Special Topics. F. Fall Semester 2013
Prerequisite: TH 261; TH 262; two of: TH 263, TH 264, TH 265, TH 266.

In-depth study of a topic of general interest in design and production. Possible topics include history of décor, storyboarding, etc.

TH 343 03(3-0-0). Contemporary Plays and Alternative Theatre. F. Fall Semester 2013
Prerequisite: TH 243.

The study of revolutionary movements and alternative staging practices in theatre prompted by plays written from 1960 to the present.

TH 344 03(0-0-3). Dramaturgy Protocol Seminar. S. Prerequisite: TH 343. Fall Semester 2013

Training in the application of dramaturgical techniques to facilitate the collaborative creative process in contemporary performance practice.

TH 349 02(0-4-0). Movement for Actors III. S. Prerequisite: TH 249; TH 351 or concurrent registration. Fall Semester 2013

Advanced assimilation techniques to challenge the actor physically and psychologically to conceptualize and fully realize theatrical characterization.

TH 369 03(1-4-0). Advanced Makeup and Hair Design. S. Prerequisite: TH 269. Fall Semester 2013

Advanced techniques in makeup, hair, and wig design for theatre.

TH 392 03(0-0-3). Theatre Seminar. F, S. Prerequisite: TH 243 or concurrent registration. Fall Semester 2013

Various current theatre topics taught by visiting professionals, for example, "The League of Regional Theatres is our National Theatre."

TH 449 03(0-0-3). Commedia and Masks. F. Prerequisite: TH 351. Fall Semester 2013

Playing comedy, including commedia del'arte techniques, clown work, masks, circus techniques, mime, and scene work from comic scripts.

TH 471 03(0-0-3). Capstone in Theatre Practice. F, S. Prerequisite: Written consent of instructor. Fall Semester 2013

Major production assignment in acting, design, production, or dramatic literature.

TH 492 03(0-0-3). Theatre Seminar. F, S. Prerequisite: TH 344; senior standing. Fall Semester 2013

Contemporary theatre practice, trends, in-depth study of genres, authors, current theatre research, e.g., "Theatre of Revolt," "Beckett's Theatre."

Major Change to Courses

Effective Date

D 330 Var[1-3]. Dance Repertory, **change to:**

Fall Semester 2013

D 330 02(0-4-0). Ballet Repertory Ensemble. F, S. Prerequisite: Written consent of dance faculty.

Classical ballet repertory performance for the stage.

°ECE 612 03(3-0-0). Robust Control Systems, **change to:**

Spring Semester 2014

°ECE 612 03(3-0-0). **Robust Control Systems.** S. Prerequisite: ECE 411.

Introduction to modern robust control theory techniques for analysis and design of large-scale uncertain multivariable systems. (NT-O)

[Approved as a nontraditional online course.]

+NRRT 431 03(3-0-0). Park and Protected Area Management, **change to:**

Spring Semester 2014

+NRRT 431 03(3-0-0). Protected Areas, Working Lands, Livelihoods. S. Prerequisite: NRRT 231; LAND 220/LIFE 220. Required field trips.

Management practices of protected areas and working lands that work at the interface of ecological, human, and economic dimensions.

TH 341 03(3-0-0). History of Theatre in Performance I. **change to:**

Fall Semester 2013

TH 242 03(3-0-0). Theatre History I. F. Prerequisite: TH 241 or concurrent registration.

Theatre from its origins through the Renaissance.

TH 342 03(3-0-0). Contemporary Plays in Performance. **change to:**

Fall Semester 2013

TH 243 03(3-0-0). Theatre History II. S. Prerequisite: TH 242.

Theatre history from the English Restoration of 1660 through the postwar developments in Europe and the Americas from 1945 to 1960.

TH 350 03(2-2-0). Voice and Speech for the Stage, **change to:**

Fall Semester 2013

TH 350 03(3-0-0). Classical Text. S. Prerequisite: TH 351 or concurrent registration.

The Cicely Berry approach to voice and speech for speaking classical text.

TH 351 03(2-2-0). Advanced Acting, **change to:**

Fall Semester 2013

TH 351 03(1-2-1). Acting III. S. Prerequisite: TH 249; TH 250; TH 251.

Acting Methods for challenges presented in plays by Brecht, Moliere, Chekov, Ibsen, Pirandello, O'Neill, and contemporary re-workings of the Greeks.

TH 365 03(2-2-0). Advanced Scenic Design, **change to:**

Fall Semester 2013

TH 365 03(2-2-0). Advanced Scenic Design. S. Prerequisite: TH 267.

The practice of scenic design from text to idea to realized work. Advanced scenic design techniques in divergent and increasingly complex situations.

TH 367 03(1-6-0). Scenic Painting, **change to:**

Fall Semester 2013

TH 267 03(1-6-0). Scenic Painting. F. Prerequisite: TH 265.

Basic techniques and practical applications in scenic painting for the theatre.

*TH 460 03(2-2-0). Design Portfolio and Professional Preparation, **change to:**

Fall Semester 2013

TH 460 03(2-2-0). Design Portfolio and Professional Preparation. F.

Prerequisite: TH 363; TH 364; TH 365; TH 366.

Creating effective portfolio and design presentations; digital portfolios, storyboarding; articulating concepts, professional preparation for career.

TH 486 01(0-3-0). Practicum, **change to:**

Spring Semester 2014

TH 486 01(0-2-0). Theatre Practicum IV. F, S. Prerequisite: TH 386; only for students in the Theatrical Design and Production concentration. This is a partial-semester course.

Advanced topics in applied theatre production. Challenges in developing and mounting a theatrical performance.

New Curricula

College of Business

Effective Fall 2013

Master of Business Administration

Early Career Track Specialization

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

<u>Course</u>	<u>Title</u>	<u>Credits</u>
FIRST YEAR		
ACT 600 ^P	<u>Accounting for Managers</u>	<u>3</u>
BUS 500 ^P	<u>Business Systems and Processes</u>	<u>2</u>
<i>Select at least 5 credits from the following:</i>		
BUS 510 ^P	<u>Career Assessment and Development</u>	<u>1</u>
BUS 515 ^P	<u>Career Management and Placement Strategy</u>	<u>1</u>
BUS 625	<u>Organizational Communication</u>	<u>2</u>
BUS 690A-H ^P	<u>Contemporary Issues in Business</u>	<u>1-6</u>
CIS 570 ^P	<u>Business Intelligence</u>	<u>3</u>
CIS 575 ^P	<u>Applied Data Mining</u>	<u>3</u>
CIS 600 ^P	<u>Information Technology and Project Management</u>	<u>3</u>
BUS 601 ^P	<u>Quantitative Business Analysis</u>	<u>2</u>
BUS 635 ^P	<u>Business Economics for the World Market</u>	<u>2</u>
BUS 650 ^P	<u>Supply Chain Management</u>	<u>2</u>
BUS 686	<u>Practicum</u>	<u>2</u>
FIN 600 ^P	<u>Financial Management-Theory and Case Studies</u>	<u>3</u>
MGT 610 ^P	<u>Strategic Human Resource Management</u>	<u>3</u>
MGT 620	<u>Management</u>	<u>3</u>
MGT 679 ^P	<u>Principles of Strategic Management</u>	<u>3</u>

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<u>TOTAL</u>		<u>30</u>
SECOND YEAR		
<i>Select at least 2 credits from the following not taken previously:</i>		
BUS 510 ^p	Career Assessment and Development	<u>1</u>
BUS 515 ^p	Career Management and Placement Strategy	<u>1</u>
BUS 625	Organizational Communication	<u>2</u>
BUS 690A-H ^p	Contemporary Issues in Business	<u>1-6</u>
CIS 570 ^p	Business Intelligence	<u>3</u>
CIS 575 ^p	Applied Data Mining	<u>3</u>
CIS 600 ^p	Information Technology and Project Management	<u>3</u>
BUS 616 ^p	Financial Reporting and Analysis	<u>2</u>
BUS 620	Leadership and Teams	<u>2</u>
BUS 641 ^p	Financial Markets and Investments	<u>2</u>
BUS 660 ^p	Ethical, Legal, and Regulatory Issues	<u>2</u>
BUS 662 ^p	International Business	<u>2</u>
BUS 665 ^p	MBA Capstone	<u>4</u>
CIS 601 ^p	Enterprise Computing and Systems Integration	<u>3</u>
MGT 601 ^p		
MKT 600 ^p	Marketing Management and Strategy	<u>3</u>
<u>TOTAL</u>		<u>22</u>
PROGRAM TOTAL = <u>52</u> credits		

^p 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.

Major Changes to Curricula

College of Liberal Arts
Department of Anthropology
Minor in Geography

Effective Spring 2013

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
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Students must complete a minimum of 12 upper-division credits (300-level and above) toward the minor.

LOWER DIVISION

CORE COURSES

GR 100	Introduction to Geography	3
GR 210	Physical Geography	3

UPPER DIVISION

GR 320 ^p	Cultural Geography	3
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*Select at least one of the following techniques courses:*¹

GR 323/	Remote Sensing and Image Interpretation	<u>3</u>
NR 323		
GR 420 ^p	Spatial Analysis with GIS ²	4
NR 322	Introduction to Geographic Information Systems ²	4

<u>TOTAL</u>		<u>9-10</u>
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<u>Course</u>	<u>Title</u>	<u>Cr</u>
SELECTED COURSES		
<i>Select enough credits from the following courses to bring program total to a minimum of 21 credits. At least 8-9 of the credits selected here must be GR and/or ANTH courses;¹</i>		
ANTH 330 ^P	Human Ecology	3
ANTH 479 ^P / IE 479 ^P	International Development Theory and Practice	3
GEOL 454 ^P	Geomorphology	3
GES 192	Global Environmental Sustainability Seminar	1-3
GES 470 ^P	Applications of Environmental Sustainability	3
GR 210	Physical Geography	3
GR 323/ NR 323	Remote Sensing and Image Interpretation	3
GR 342	Geography of Water Resources	3
GR 345 ^P	Geography of Hazards	3
GR 410 ^P	Climate Change: Science, Policy, Implications	3
GR 420 ^P	Spatial Analysis with GIS ²	4
IE 492	International Development Seminar	3
HIST 355 ^P	American Environmental History	3
INST 300 ^P	Approaches to International Studies	3
NR 322	Introduction to Geographic Information Systems ²	4
SOC 320 ^P	Population-Natural Resources and Environment	3
SOC 460 ^P	Society and Environment	3
GR 410 ^P	Climate Change: Science, Policy, Implications	3
<i>Select at least one of the following techniques courses:</i>		
GR 420 ^P	Spatial Analysis with GIS	4
NR 323	Remote Sensing of Natural Resources	3
TOTAL		11-12

PROGRAM TOTAL = minimum of 21 credits*

^P 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.

* Additional course work may be required because of prerequisites.

¹ Credit for the techniques course requirement may not double count toward the minor.

² Credit is not allowed for both GR 420 and NR 322.

All-University Core Curriculum (AUCC)

Category 4

A request by the Department of Soil and Crop Sciences to include SOCR 401, Greenhouse Gas Mitigation, Land Use, and Mgmt., in category 4C of the AUCC for the major in Soil and Crop Sciences, Soils and Global Change concentration, was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2013.

A request by the Department of Music, Theatre, and Dance to include TH 351, Acting III, in category 4A of the AUCC for the major in Theatre, Performance concentration, was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2013.

A request by the Department of Music, Theatre, and Dance to include TH 365, Advanced Scenic Design, in category 4A of the AUCC for the major in Theatre, Theatrical Design and Production concentration, was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2013.

A request by the Department of Music, Theatre, and Dance to include TH 460, Design Portfolio and Professional Preparation, in category 4C of the AUCC for the major in Theatre, Theatrical Design and Production concentration, was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2013.

A request by the Department of Music, Theatre, and Dance to include TH 471, Capstone in Theatre Practice, in category 4C of the AUCC for the major in Theatre, all concentrations, was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2013.

Request to Offer Experimental Course a Third Time

A request by the College of Veterinary Medicine and Biomedical Sciences to offer experimental course VM 781A1, Veterinary Sports Medicine and Rehabilitation, a third time was approved, effective Fall Semester 2013.

Committee on Responsibilities and Standing of the Academic Faculty

<u>Jeff Casterella</u> (Nominated by Committee on Faculty Governance)	Business	2016
<u> </u> (Nominated by Committee on Faculty Governance)	Engineering	2016
<u> </u> (Nominated by Committee on Faculty Governance)	Natural Sciences	2016

Committee on Scholarship, Research, and Graduate Education

(Nominated by Committee on Faculty Governance)	Agricultural Sciences	2016
<u>Sid Suryanarayanan</u> (Nominated by Committee on Faculty Governance)	Engineering	2016
(Nominated by Committee on Faculty Governance)	Liberal Arts	2016
<u>Allison Level</u> (Nominated by Committee on Faculty Governance)	University Libraries	2016

Committee on Scholastic Standards

(Nominated by Committee on Faculty Governance)	Liberal Arts	2016
<u>Merinda McLure</u> (Nominated by Committee on Faculty Governance)	University Libraries	2016

Committee on Special and Temporary Faculty

(Nominated by Committee on Faculty Governance)	Health and Human Sciences	2016
(Nominated by Committee on Faculty Governance)	Natural Sciences	2016
(Nominated by Committee on Faculty Governance)	At-Large	2016

Committee on Strategic and Financial Planning

_____ (Nominated by Committee on Faculty Governance)	Health and Human Sciences	2016
<u>John Ridley</u> (Nominated by Committee on Faculty Governance)	Natural Resources	2016
<u>Jeff Wilusz</u> (Nominated by Committee on Faculty Governance)	Vet. Med. & Biomedical Sci.	2016

Committee on Teaching and Learning

_____ (Nominated by Committee on Faculty Governance)	Agricultural Sciences	2016
<u>Karan Venayagamoorthy</u> (Nominated by Committee on Faculty Governance)	Engineering	2016
<u>Randy Boone</u> (Nominated by Committee on Faculty Governance)	Natural Resources	2016
_____ (Nominated by Committee on Faculty Governance)	Natural Sciences	2016

Committee on University Programs

<u>Amy Hoseth</u> (Nominated by Committee on Faculty Governance)	University Libraries	2016
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University Curriculum Committee

_____ (Nominated by Committee on Faculty Governance)	Natural Resources	2016
_____ (Nominated by Committee on Faculty Governance)	Natural Sciences	2016

BALLOT - GRIEVANCE PANEL
Academic Faculty Positions on Faculty Council Grievance Panel
April 2, 2013

[illegible]

BALLOT - SEXUAL HARASSMENT PANEL
Academic Faculty Positions on Sexual Harassment Panel
April 2, 2013

Nominee:

College:

Term:

Nominated - Committee on Faculty Governance

2013-2016

Nominated - Committee on Faculty Governance

2013-2016

Nominated - Committee on Faculty Governance

2013-2016

Nominated - Committee on Faculty Governance

2013-2016

ONE OPENING - ONE YEAR TERM (NOT FILLED TO DATE):

Nominated - Committee on Faculty Governance

2011-2014

Nominations from the Floor:

BALLOT - UNIVERSITY DISCIPLINE PANEL
Academic Faculty Positions on University Discipline Panel
April 2, 2013

Nominees:

Term:

(Nominated - Committee on Faculty Governance)

2013-2016

(Nominated - Committee on Faculty Governance)

2013-2016

(Nominated - Committee on Faculty Governance)

2013-2016

(Nominated - Committee on Faculty Governance)

2013-2016

Nominations from the Floor:

MEMORANDUM

DATE: February 20, 2013

TO: Faculty Council
Tim Gallagher, Chair

FROM: Committee on Faculty Governance
Don Estep, Chair

SUBJECT: Proposed Revisions to the *Manual*, University Code, Sections C.2.1.9.6 – *Advisory Committee: Membership and Function* and C.2.1.9.2 – *The Standing Committees and Advisory Committees Named*

THE COMMITTEE ON FACULTY GOVERNANCE MOVES THAT THE FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *MANUAL*, UNIVERSITY CODE, SECTIONS C.2.1.9.6 – ADVISORY COMMITTEE: MEMBERSHIP AND FUNCTION C.2.1.9.2 – THE STANDING COMMITTEES AND ADVISORY COMMITTEES NAMED, TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions - underlined Deletions - ~~strikeouts~~

C.2.1.9.6 Advisory Committee: Membership and Function

a. Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty

The membership of the Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty shall be comprised as follows:

1. One (1) non-tenure-track faculty member (senior teaching, special, temporary, or multi-year research appointment) ~~special, or temporary faculty member~~ shall be selected from each unit among the colleges and the Libraries for which there exists a formal committee representing non-tenure-track ~~special/temporary/adjunct~~ faculty members. Each such committee shall provide one (1) or more nominees for this position to the Committee on Faculty Governance for possible inclusion on the ballot.
2. If fewer than six (6) units from among the colleges and the Libraries have such committees, then additional non-tenure-track ~~special, and/or temporary~~ faculty members shall be selected to provide a total of six (6) non-tenure-track ~~special, and/or temporary~~ faculty members. These nominations shall be sought from the University community by the Committee on Faculty Governance.
3. two (2) regular full-time faculty members shall be selected from two (2) different units from among the colleges and the Libraries. The Committee on Faculty Governance shall provide nominees for these two (2) positions after calling for volunteers.

The duties of this advisory committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of non-tenure-track ~~special, and temporary~~ faculty to the University, college, and department.
2. Policies related to the standing of non-tenure-track ~~special, and temporary~~ faculty.

C.2.1.9.2 The Standing Committees and Advisory Committees Named

The following shall be the standing committees of the Faculty Council: Executive Committee; Committee on Faculty Governance; Committee on Intercollegiate Athletics; Committee on Libraries; Committee on Responsibilities and Standing of the Academic Faculty; Committee on Scholarship, Research, and Graduate Education; Committee on Scholastic Standards and Awards; Committee on Strategic and Financial Planning; Committee on Teaching and Learning; Committee on University Programs; and University Curriculum Committee.

The following shall be an advisory committee of the Faculty Council: Committee on Non-Tenure-Track ~~Special and Temporary~~ Faculty.

Rationale: The term “non-tenure track faculty” is a better description and a more inclusive label for the represented population than “special and temporary faculty.”

Date: March 12, 2013

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* - Sections K.11 – K.13.4

The Committee on Responsibilities and Standing of Academic Faculty moves that the Faculty Council adopted the proposed revisions to the Manual, Section K, to be adopted upon approval by the Board of Governors of the Colorado State University System, as follows:

additions underlined - deletions ~~overseored~~

K.11 Grievance Panel and Hearing Committees

K.11.1 Grievance Panel

The Grievance Panel shall be a pool of eligible Hearing Committee members consisting of twenty-one (21) tenured faculty members, with at least one (1) from each college and the University Libraries, and twenty-one (21) administrative professionals, representing at least four (4) administrative areas. Administrative professionals shall have had at least five (5) years employment at half-time (0.5) or greater at Colorado State University. No person having administrative duties, as described in Section K.11.2, shall be qualified to serve on the Grievance Panel. ~~The Grievance Panel shall operate under a set of bylaws that describes the operating procedures of the Grievance Panel and Hearing Committees. These bylaws shall be prepared by the Grievance Panel, or a subcommittee thereof, in consultation with the UGO, and they shall be reviewed annually and modified as appropriate. The Grievance Panel shall elect a chairperson who can call and conduct meetings of the Grievance Panel. The UGO shall be an ex-officio and non-voting member of the Grievance Panel during its meetings.~~

K.11.1.1. Duties

Individual members of the Grievance Panel may be recruited to a) serve on individual Hearing Committees, b) serve on search committees to select a new UGO, and c) consult with the leadership of Faculty Council or the Administrative Professional Council, as appropriate, on policy matters related to the procedures outlined in Section K and the activities of the UGO.

K.11.1.2 Chair

Each year, a Grievance Panel Chair shall be appointed jointly by the chairs of the Faculty Council and Administrative Professional Council from among the panel's elected members. This volunteer position shall be filled by a faculty member in academic years ending in an odd number and by an administrative professional in academic years ending in an even number.

The Grievance Panel Chair's duties are:

- a. To meet with the UGO at least quarterly or as needed to review activities of the UGO.
- b. To meet, as needed, with members of the Grievance Panel.
- c. To review challenges to the qualification and classification of grievances by the UGO (Section K.10.1).
- d. To appoint a subcommittee to seek nominations and interview prospective UGO candidates (Section K.12.1).

- e. To confer with the Provost on the appointment of a Temporary Special University Grievance Officer, as needed (Section K.12.6).
- f. To advise the UGO on policy and procedural matters covered in this Section.
- g. To advise the Faculty Council and Administrative Professional Council on matters pertaining to rights and responsibilities described in this Section.
- h. To provide input for the UGO's annual report (Section K.12.4.h.).
- i. To assist the Faculty Council and the Administrative Professional Council in their annual evaluation of the UGO by receiving and reporting on questionnaires to parties inquiring about or involved in mediation or the grievance process. These questionnaires will be distributed by the UGO (Section K.12.4.i.).
- i. To provide input on the UGO's annual performance review (Section K.12.1.)

K. 11.2 through K.11.4 - no changes

K.12 University Grievance Officer

K.12.1 – no changes

K.12.2 Oversight of the University Grievance Officer

~~The UGO shall be responsible to the Grievance Panel (see Section K.11.1), which shall be authorized to adopt procedural guidelines necessary to implement provisions of Section K, as well as to assure that the UGO meets his or her responsibilities under Section K.12.~~

The UGO shall be accountable to the Faculty and Administrative Professional Councils on matters pertaining to carrying out the responsibilities of the UGO. The UGO shall seek the advice of the Chair of the Grievance Panel on procedural matters. The UGO shall report administratively to the Provost.

K.12.3 – Service of the University Grievance Officer - No changes

K.12.4 – Duties of the University Grievance officer

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Section E.15.
- b. Coordinating and facilitating the activities of the Grievance Panel by maintaining the records of the Panel, scheduling all meetings of the Panel for informational and organizational purposes, scheduling meetings of its Hearing Committees, calling individuals to appear before the Hearing Committees, and establishing the rotation order for service by the members of the Panel on Hearing Committees.
- c. Overseeing the processes of Section K and Section E.15 and preparing reports to the Grievance Panel, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Section E.15.

- e. Making recommendations to Hearing Committees regarding guidelines for the operation of these committees pursuant to Section K and Section E.15.
- f. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section K.10.
- g. Facilitating the conduct of Hearings decision pursuant to Section K and Section E.15.
- h. Preparing an annual report, in consultation with the Chair of the Grievance Panel each June for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.
- i. Maintaining and updating the list of UMs.
- j. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.
- k. Coordinating orientation and training of University Mediators and Grievance Panel members.
- l. Assisting the Faculty Council and Administrative Professional Council in their annual evaluations of the UGO by distributing questionnaires to parties inquiring about or involved in mediation or the grievance process, and assigning numerical identifiers to each questionnaire, thus maintaining participants' anonymity.

K.12.5 through K.12.6 – no changes

K.13 University Mediators

K.13.1 Qualifications of University Mediators – no changes

K.13.1.1 – no changes

K.13.1.2 – no changes

K.13.2 Selection, and Terms, and Evaluation of University Mediators for Academic Faculty

The Chair of Faculty Council and the Provost shall solicit nominations for UMs from the academic faculty members prior to the end of each academic year. In consultation with the Faculty Council Executive Committee, the Council of Deans, and any other appropriate groups, the Chair of Faculty Council and the Provost shall jointly forward recommendations to the President. The President shall appoint at least two (2) academic faculty UMs for the upcoming year. The UMs for academic faculty members shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Provost and the faculty member's immediate supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, As appropriate, individuals appointed as academic faculty UMs may have their effort distributions adjusted, as negotiated may negotiate this change in effort distribution or workload with their immediate supervisor, to reflect their involvement in the Mediation process.; or they may receive release time from their academic obligations, or compensation, as determined by the Provost, if mMediation is required beyond their appointment periods or if they are retired.

The term of office for a UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. Mediators who have mediated one or more cases. Each UM shall be evaluated in that calendar year by the annually. In February, Executive Committee of the Faculty Council, who shall send a written performance evaluation to the Provost, ~~and the~~ The Provost shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment. If the need arises to appoint an additional UM during the academic year, the Chair of Faculty Council and the Provost shall recommend jointly an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

K.13.3 Selection, and Terms, and Evaluation of University Mediators for Administrative Professionals

The Chair of the Administrative Professional Council and the Vice President for University Operations shall solicit nominations for UMs for administrative professionals prior to the end of each academic year. In consultation with the Administrative Professional Council and any other appropriate groups, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly forward recommendations to the President. The President shall appoint at least two (2) administrative professional UMs for the upcoming year. The UMs for administrative professionals shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Vice President for University Operations (VPUO) and the administrative professional's immediate supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, As appropriate, individuals appointed as administrative professional UMs may negotiate this change in effort distribution or workload with their immediate supervisor, may have their effort distributions adjusted by their immediate supervisor to reflect their involvement in the Mediation process. or, in the case of retired administrative professionals, shall receive adequate compensation, as determined by the Vice President for Administrative Services University Operations.

The term of office shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. Administrative professional University Mediators who have mediated one or more cases. Each UM shall be evaluated in that calendar year by annually. In February, the Executive Committee of the Administrative Professional Council, who shall send a written performance evaluation to the Vice President for University Operations, ~~and the~~ The Vice President for University Operations shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment. If the need arises to appoint an additional UM during the academic year, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly recommend an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

K.13.4 University Mediators' Training

~~The UM's must attend periodic mediation training sessions to be eligible to participate in the University's Mediation process. Training sessions shall be arranged by the Provost and the Vice President for University Operations and be held by experienced mediation professionals, as determined by the Provost and the Vice President for University Operations.~~

K.13.54 Risk Management and Governmental Immunity Provisions for University Mediators

~~The UM's may be covered by the State's risk management and governmental immunity provisions. Such determinations are made by Risk Management and the General Counsel on a case-by-case basis.~~

Rationale:

K.11.1 & 2 GRIEVANCE PANEL: As the new K.11.1 describes (above), the grievance panel is essentially a pool of faculty or admin-pros from which Hearing Committees can be recruited. The group does not meet outside of an official grievance hearing and, therefore, needs no bylaws. Thus, the UGO recommends striking the remaining language in the paragraph and adding two subparagraphs that call for an appointed (versus elected) Chair to carry out a few key tasks specified for the chair in the Manual.

K.12.4 UGO RESPONSIBILITIES: Evaluation of the UGO has historically been limited due to the need for confidentiality of participants in the grievance process. The addition of numerical identifiers allows others involved in UGO evaluation to receive input from participants. The Grievance Panel Chair will receive the returned participant surveys and anonymity of participants will be maintained.

SUPPLEMENTAL PAY OPTION: The current *Manual* language suggests that UMs are only eligible for pay if retired. Provost Rick Miranda's policy has been to pay mediators (retired mediators, as well as full-time mediators who are compensated in the form of supplemental pay.)

TRAINING OF UNIVERSITY MEDIATORS: Responsibility for training has been delegated by the Provost to the UGO, and this duty has been included in the UGO's. Thus, Section K.13.4 is unnecessary.

LIABILITY PROTECTION FOR UNIVERSITY MEDIATORS: This section of the Manual provides no guarantees to University Mediators and states no clear policy. The Manual should not deal in "what might happen." Also, the language pertaining to "case-by-case basis" is not clear, i.e. whether the case is the particular mediator or the particular grievance. A mediation cannot be held up while such a decision is being made. Similarly, neither Faculty Council nor the Administrative Professional Council can specify the terms of coverage; this is a matter for the General Counsel. As practical matter, we must be able to explain what legal protections are provided to University Mediators at the time they are recruited. From OGC: Section deleted: Liability is discussed in Section I.20. Liability coverage for any particular event is fact specific and should be addressed accordingly.

Memo

TO: Tim Gallagher, Chair, Faculty Council

FROM: Mark Zabel, Chair, Committee on Scholarship, Research and Graduate Education

DATE: March 12, 2013

RE: Revisions to the *Graduate and Professional Bulletin* – B.1 – *THE GRADUATE SCHOOL "GRADUATE DEGREE PROGRAMS"*

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION "*THE GRADUATE SCHOOL*" – B.1. *GRADUATE DEGREE PROGRAMS* – OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

B.1 GRADUATE DEGREE PROGRAMS ¹

A complete listing of graduate programs and degrees may be found at <http://graduateschool.colostate.edu/prospective-students/degrees.aspx>

<u>Program</u>	<u>Masters</u>	<u>Professional Degree</u>	<u>PhD</u>
Accountancy –		M.Acc.	
Agricultural and Resource Economics –	M.S.		Ph.D.
Agricultural Extension Education -		M.A.E.E.	
Agricultural Sciences (college-wide) –		M.Agr.	
Animal Sciences –	M.S.		Ph.D.
Anthropology –	M.A.		
Applied Development Science –			Ph.D.
Applied Industrial Organizational Psychology –		M.A.I.O.P.	
Applied Statistics -		M.A.S.	
Art -		M.F.A.	
Atmospheric Science –	M.S.		Ph.D.
Bioagricultural Sciences -	M.S.		Ph.D.
Biochemistry –	M.S.		Ph.D.
Bioengineering -	M.S.		Ph.D.
Biomedical Sciences –	M.S.		Ph.D.
Botany –	M.S.		Ph.D.
Business Administration –	M.S.	M.B.A.,	
Cell and Molecular Biology –	M.S.		Ph.D.
Chemical Engineering –	M.S.		Ph.D.
Chemistry –	M.S.		Ph.D.
Civil Engineering –	M.S.		Ph.D.
Clinical Sciences –	M.S.		Ph.D.
Communication Studies -	M.A.		
Computer Science –	M.S.,	M.C.S.	Ph.D.
Conservation Leadership -	M.S., ⁷		
Construction Management –	M.S.		
Creative Writing –		M.F.A.	
Design and Merchandising –	M.S.		
Earth Sciences --			Ph.D.
Ecology –	M.S.		Ph.D.
Economics –	M.A.		Ph.D.
Education and Human Resource Studies –		M.Ed.	Ph.D.
Electrical Engineering –	M.S.		Ph.D.
Engineering (College-wide) –	M.S.	M.E.	Ph.D.
English –	M.A. ²		
Environmental Health --	M.S.		Ph.D. ³
Ethnic Studies -	M.A.		
Fish, Wildlife, and Conservation Biology –	M.S.	M.F.W.C.B.	Ph.D.

Food Science and Nutrition ---	M.S.	Ph.D.
Forest Sciences --	M.S.	Ph.D. ⁴
Geosciences --	M.S.	
Health and Exercise Science --	M.S.	
History ---	M.A.	
Horticulture --	M.S.	Ph.D.
Human Bioenergetics -		Ph.D.

¹A new graduate degree program must be approved through all University channels, the Board of Governors, and the Colorado Commission on Higher Education before it can be offered, listed in University communications in any form, or listed on students' academic records (transcripts).

RATIONALE:

Clarify the approvals needed prior to advertising a new graduate degree program.

Memo

TO: Tim Gallagher, Chair, Faculty Council

FROM: Mark Zabel, Chair, Committee on Scholarship, Research and Graduate Education

DATE: March 12, 2013

RE: Revisions to the *Graduate and Professional Bulletin* –
E.5 DISSERTATION AND THESIS - “GRADUATE STUDY”

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION “GRADUATE STUDY” E.5 DISSERTATION AND THESIS – OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

E.5 DISSERTATION AND THESIS

Although a dissertation or thesis is planned and executed with the advice and supervision of the adviser and committee, the student must assume primary responsibility both in terms of the content of the document and in terms of its format and presentation.

Graduate students may be responsible for all or part of the expense of their thesis/dissertation research. This expense is highly variable depending on the discipline, the research topic, and the availability of support from funded projects, sponsored programs, or academic departments.

Theses and dissertations submitted for graduate degrees must be completed in the English Language. In circumstances in which scholarship would be enhanced if these documents are completed in a foreign language, this must be approved by the student’s committee and the Chair/Head of the program. In such cases, an English translation of the title and abstract must be included in the document.

The candidate must submit to the Graduate School the Thesis/Dissertation Submission Form and submit his/her thesis/dissertation electronically by the published deadline date listed on the Graduate School website. Students should consult these deadlines whenever they approach important steps in their careers. Suggestions for preparation of the manuscript may be found in the Thesis and Dissertation Formatting Guide available at <http://graduateschool.colostate.edu/documents/eTD-Formatting-Guide.pdf>.

Students have the right to disseminate the findings of their theses and dissertations more broadly than is accomplished by archiving ~~and microfilming~~. Prompt publication of important results is clearly in the best interests of the academic community and society as a whole. Students are therefore encouraged to bring such results to the manuscript submission stage within one year of the award of the degree.

Master’s theses and doctoral dissertations are electronically archived by the Libraries and ProQuest/UMI. General information on copyrights, publication and embargos may be found in the Thesis and Dissertation Formatting Guide at <http://graduateschool.colostate.edu/documents/eTD-Formatting-Guide.pdf>. As a public institution, the university exposes bibliographic information about theses and dissertations on the Internet for purposes of discovery and retrieval. One of the functions of the University is the generation and dissemination of contributions of knowledge and culture. The fundamental purpose of theses and dissertations is to make such contributions openly available for public benefit.

RATIONALE: The deletion of microfilming is necessary as this method is no longer an archival option, being replaced with electronic theses and dissertations. The language in the final paragraph has been added to the *Bulletin* in order to reiterate the extent of the public dissemination of theses and dissertations when electronically archived by ProQuest/UMI and the Libraries. The new language is currently used in the Thesis and Dissertation Formatting Guide and the University Libraries Deposit Agreement.

TO: Tim Gallagher, Chair, Faculty Council

FROM: Mark Zabel, Chair, Committee on Scholarship, Research and Graduate Education

DATE: March 12, 2013

RE: Revisions to the *Graduate and Professional Bulletin* –
E.2.1 CREDIT REQUIREMENTS; Table 1. Summary of Requirements for the Master's Degrees; and
E.3.1 CREDIT REQUIREMENTS - "GRADUATE STUDY"

THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION MOVE THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE SECTION "GRADUATE STUDY" – E.2.1 CREDIT REQUIREMENTS; Table 1. Summary of Requirements for the Master's Degrees; and E.3.1 CREDIT REQUIREMENTS – OF THE *GRADUATE AND PROFESSIONAL BULLETIN* TO BE EFFECTIVE UPON FACULTY COUNCIL ADOPTION EFFECTIVE IMMEDIATELY AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

E.2.1 CREDIT REQUIREMENTS

Credit requirements vary greatly; for certain terminal professional degrees, the minimum number of credits may exceed 60; other master's degrees vary from 30 to 36 (Table 1). Further, individual departments may have credit requirements in excess of these minimum university requirements. However, the number of 500 level or above credits earned for the degree must be at least 16 or 50% for a Plan A or B, whichever is greater and 21 or 50% for a Plan C, whichever is greater. A minimum of 24 credits must be earned at Colorado State, 21 of which must be earned after admission to the Graduate School. A minimum number of credits earned at Colorado State must be in 500 or higher level courses (21 for Plan C master's degrees; 16 for all other master's degrees).

TABLE 1. Summary of Requirements for the Master Degrees.

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

E.3.1 CREDIT REQUIREMENTS

At least 16 of the credits earned at Colorado State University must be in 500 or higher level courses. Of the 16, 12 must be in regular courses. Other courses may be at the 300 or 400 level or may be in courses not defined as regular. However, the number of 500 level or above credits earned for the degree must be at least 16 or 50% for a Plan A or B, whichever is greater and 21 or 50% for a Plan C, whichever is greater.

RATIONALE:

These wording changes are made to insure compliance with a Higher Learning Commission policy that graduate degrees must have 50% or more of the credits taken at a 500 level or above. These Bulletin modifications will maintain CSU's current credit requirements as well as comply with HLC.