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, 1BA Administration, at least 24 hours before this meeting.

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

Announcements

A. Next Faculty Council Meeting - February 5, 2013 - Room A102 - 4:00 p.m.

B. Nominations for Faculty Council Chair, Vice Chair, and Board of Governors Faculty Representative - Committee on Faculty Governance

C. Executive Committee Meeting Minutes - October 30, 2012 (Executive Committee Meeting Minutes can be viewed at: http://facultycouncil.colostate.edu/index.asp?url=links)

D. Editorial Article - November 11, 2012 - "Coloradoan" - Faculty Council Executive Committee (p. 1)

Minutes to be Approved

A. Faculty Council Meeting Minutes - November 6, 2012 (pp. 2-11)

Reports To Be Received

A. Provost/Executive Vice President

B. Faculty Council Chair

C. Pat Burns, Vice President for Information Technology and Scott Baily, Director, Academic Computing and Networking Services - "Proposed Outsourcing of Colorado State University Email and Calendars" (To be presented before the Discussion Item)

Consent Agenda

A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: October 12, 19, 26, and November 2, 2012 (pp. 12-25)

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

A. Request for a new B.S. Degree Program - Fermentation Science and Technology - College of Applied Human Sciences - Department of Food Science and Human Nutrition - University Curriculum Committee (pp. 26-49)

B. Request for a New Plan C Master in Arts Leadership and Administration - College of Liberal Arts - University Curriculum Committee (pp. 50-68)

C. Proposed Revision to the Manual, University Code, Section C.2.3.1.b - Colleges and Academic Departments - College of Applied Human Sciences - Committee on Faculty Governance (p. 69-75)

D. Proposed Revisions to the General Catalog 2012-13 - Section 1.7, Page 12 - Class Attendance Regulations - Committee on Teaching and Learning (p. 76)

**Discussion**

A. “Accessibility of Electronic and Information Technology” - Jason Johnson, Deputy General Counsel; Diana Prieto, Director, Office of Equal Opportunity; and Marla Roll, Director, Assistive Technology Resource Center - Occupational Therapy (pp. 77-94)
On Sunday, October 28, the Editorial Board of the Coloradoan published a flattering editorial praising Colorado State University for forging academic partnerships in online studies and for exhibiting forward thinking in finding ways to bring academic opportunities to people not currently being served by higher education. As the three officers of the Colorado State University Faculty Council we are pleased when the institution we serve is praised but we must inform the readers of the Coloradoan the majority of the described activities were of a university that is not Colorado State University. The Editorial Board of the Coloradoan does not seem to understand that Colorado State University (CSU), established in 1870, is not Colorado State University – Global Campus (CSU – GC), established in 2007. CSU – GC is part of the Colorado State University System which includes Colorado State University, Colorado State University – Pueblo (CSU – Pueblo) and Colorado State University - Global Campus. The Board of Governors of the Colorado State University System (BOG) oversees all three institutions, each with a mission distinct from that of the others.

Colorado State University, the flagship university of the System is located in Fort Collins. It does have an excellent distance program. Our Division of Continuing Education (DCE), operating under the marketing name Online Plus, brings CSU’s excellent academic resources and research faculty to students at a distance. Students enrolled in degree granting programs offered by Online Plus must meet the same admissions and graduation standards of Colorado State University resident students. CSU – Global Campus has admissions and graduate standards that are different, but meet their appropriate accreditation standards.

The confusion of the Coloradoan Editorial Board is understandable. The material in the October 28 editorial seems to relate to a September 6, 2012 article in the Chronicle of Higher Education. That article, picked up by the New York Times, named in the Times headline Colorado State University, and not Colorado State University – Global Campus, as the object of the article, even though the article itself was about CSU - Global Campus. Almost everyone knows that CSU – Pueblo is an institution independent from Colorado State University. Yet there are many who incorrectly believe that Colorado State University – Global Campus is part of Colorado State University. CSU – GC is a separate institution that was established by the CSU System Board of Governors to deliver bachelor’s and master’s degree programs to students who are place bound. At CSU the faculty is responsible for the development and delivery of course content to its students, either in the classroom or through distance education. CSU faculty is not involved in the curriculum development at CSU – GC or in its instruction.

The confusion between the identity of and separation between the flagship, land grant CSU and the 100% online university that is CSU – GC is understandable. We are especially concerned about confusing potential and current students who desire a degree from Colorado State University; the two universities have different roles and missions and the degrees awarded are not equivalent or interchangeable. The Executive Committee of Faculty Council at Colorado State University wants to see clarity improved as to the identities of the various parts of the CSU System. We offer this as a small step in that direction.

The Faculty Council Officers: Tim Gallagher, Chair; Mary Stromberger, Vice Chair; Carole Makela, Faculty Representative to the Board of Governors on behalf of Executive Committee of the CSU Faculty Council
To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please call, send a memorandum, or E-mail immediately to Diane L. Maybon, ext 1-5693.

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

MINUTES
FACULTY COUNCIL
NOVEMBER 6, 2012

CALL TO ORDER

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

ANNOUNCEMENTS

A. Next Faculty Council Meeting - December 4, 2012 - A102 Clark Building - 4:00 p.m.

Gallagher announced the next regularly scheduled Faculty Council meeting will be held on Tuesday, December 4, 2012 in A102 Clark Building at 4:00 p.m.

B. Executive Committee Meeting Minutes - October 9, 16 and 23, 2012

Gallagher announced that the above Executive Committee meeting minutes have been posted on the Faculty Council website for Faculty Council members information.

(http://facultycouncil.colostate.edu/index.asp?url=links)

MINUTES TO BE APPROVED

A. Faculty Council Meeting Minutes - October 2, 2012

By unanimous consent, the October 2, 2012 Faculty Council Meeting Minutes were approved.

REPORTS TO BE RECEIVED

A. Provost/Executive Vice President

Rick Miranda, Provost/Executive Vice President, reported that the October 2012 Board of Governors (BOG) meeting featured the approval of moving forward with the stadium initiative. In addition, the BOG was presented with a report regarding the enrollment status of Colorado State University (CSU). Miranda noted that at the upcoming December BOG meeting Bill Farland, Vice President for Research, will present a report on academic research and Blanche Hughes, Vice President for Student Affairs, will provide a report to the BOG concentrating on student mental health.

Miranda praised and highlighted several academic events and involvement of faculty and departments at the Homecoming festivities.

Miranda reported that he attended a University Facilities Fee Advisory Board (UFFAB) meeting with Amy Parsons, Vice President for University Operations, to discuss student facility funds.

Miranda reported that the Student Success Initiative group has been meeting twice a month. Colorado State University will provide funds in the short term, as well as in the next four to five years, to aggressively increase graduation retention rates through investments in several initiatives.

Miranda reported that he recently visited China with the Vice President of Coca Cola. Miranda said that they visited several agricultural universities, including the China Agricultural University in Beijing, to discuss a student exchange program featuring transfer students (2+2 program). In addition, discussions were held regarding student fellowships to study water-related issues. Lastly, they visited the Hunan Province. Miranda reported that a Confucius Institute will be established in Fort Collins to provide outreach to our community, faculty and students.
Miranda reported that faculty members from the CSU Water Center have been involved in initiatives related to water. He added that by the end of the year recommendations on this issue will be presented to the President for his consideration.

Miranda presented an update on the 2013 budget scenarios. Miranda explained that the previous scenarios anticipated a flat budget or budget cuts. Miranda stated that recent news is that the Governor of Colorado has proposed significant additional resources to CSU in the $5-6 million range. Miranda reported that the next steps include the December revenue forecasts and the open budget forum in January, where plans for investment will be discussed. He added that the Faculty Council Committee on Strategic and Financial Planning and the Executive Committee will be involved in the budget planning.

Miranda’s report was received.

B. Faculty Council Chair

Gallagher reported that the Faculty Council Executive Committee discussed a response to an editorial that appeared in the Sunday October 28 edition of the Coloradoan. The editorial confused CSU with CSU-Global Campus. The Executive Committee crafted a response that clarified the independence and distinctions between the two institutions, which will be published in the Sunday November 11, 2012 edition. Gallagher noted that this was not done on behalf of Faculty Council only the Executive Committee. This editorial will appear as an announcement in the December 4, 2012 Faculty Council agenda.

Gallagher reported that he is continuing his visits to standing committees of Faculty Council. His recent visits last month included the Committee on Faculty Governance, the University Curriculum Committee, the Committee on Scholarship, Research, and Graduate Education, and the Committee on Teaching and Learning the previous month.

Gallagher reported that he served as a panelist during Equity Week. This was sponsored by entities within the College of Liberal Arts and College of Natural Sciences to support special and temporary faculty issues.

Gallagher’s report was received.

C. Faculty Representative to the Board of Governors

Carole Makela, Faculty Representative to the Board of Governors, reported on the action item included in the Faculty Council agenda on page 9 regarding the on-campus stadium initiative.

Makela noted that enrollment reports were received by the BOG at its October meeting as well. Makela highlighted some enrollment information given by CSU-Global Campus as follows.

In 2010, CSU-Global Campus enrollment was 1100 students. This spring it’s enrollment was 4500, of which 70 percent were undergraduate students, and 30 percent were graduate students. In addition, 10 percent of the students were under the age 25 and the average age for CSU-Global Campus students is 36. Makela added that, in 2012, 60 percent of it’s applicants were from Colorado, and since 2009, CSU-Global Campus has granted 1063 degrees.

Antonio Pedros-Gascon asked about point 4 on the information in the agenda packet, and asked what is the point of the last sentence? Makela answered that she has not received the full detailed minutes to date and is not able to answer the question as she was not able to attend the October BOG meeting.

Makela’s report was received.

CONSENT AGENDA

A. Changes in Curriculum to be Approved: University Curriculum Committee Minutes: September 7, 21, 28, and October 5, 2012

Howard Ramsdell, Chair, University Curriculum Committee moved that Faculty Council adopt the Consent Agenda.

Ramsdell motion was adopted.
A. Proposed Revisions to the Manual, Section E.10.4.1.2 - Extension of the Probationary Period - Committee on Responsibilities and Standing of Academic Faculty

David Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that the Faculty Council adopt the proposed revisions to the Manual, Section E.10.4.1.2 – Extension of the Probationary Period to be effective upon approval by the Board of Governors of the Colorado State University System as follows:

Additions - Underlined

Deletions - Overscored

E.10.4.1.2 Extension of the Probationary Period

The use of Family Medical Leave may lead to an automatic extension of the probationary period (see Appendix 3 for details).

Extension of the probationary period for reasons other than use of Family Medical Leave is not automatic. A faculty member may request an extension of the probationary period as described below. The faculty member must make the request for an extension of the probationary period in writing to the departmental tenure committee. Such a request should be made as early as possible, and must be made prior to the first day of the final academic year of the probationary period. The recommendation of the tenure committee shall be forwarded successively to the department head, the college dean, and the Provost, each of whom shall recommend either acceptance or rejection of the recommendation of the tenure committee. Such recommendations shall not be made in an arbitrary, capricious, or discriminatory manner. The final decision on such an extension shall be made by the President. If the faculty member making the request is dissatisfied with a rejection at any level of a positive recommendation by the tenure committee, he or she has the right to appeal through formal grievance procedures.

a. A faculty member may request an extension of the probationary period due to exceptional circumstances, including, but not limited to, childbirth, birth or adoption of a child, personal health issues, and care of immediate family members (this is separate from the issue of leaves, which are addressed in Section E.10.4.1.2.c). The tenure committee may recommend up to two (2) separate extensions of the probationary period, each for a period not to exceed one (1) year.

b. A faculty member may request an extension of the probationary period under the Americans with Disabilities Act (ADA). Such a request must identify the nature of the disability and explain why an extension of the probationary period is necessary for purposes of reasonable accommodation. The faculty member requesting such an extension also must provide evidence of protected status under ADA to the Director of the Office of Equal Opportunity (OEO), who shall determine the validity of the protected status and inform the departmental tenure committee. The tenure committee may recommend an extension of the probationary period for a period not to exceed one (1) year (see Sections E.6.b and E.4). Any subsequent request to the tenure committee for an additional extension shall require reverification of the protected status by the OEO Director.

c. Any leave for a period not exceeding one (1) year shall normally count as part of the probationary period. However, if the leave is of such a nature that the individual's development as a faculty member while on leave cannot be judged, or if the leave is for purposes that are not scholarly, the faculty member may request that the leave not count as part of the probationary period.
Faculty Council Meeting Minutes  
November 6, 2012 - Page 4  

The meeting was convened at 4:00 PM.  

b. Following the introduction, the president called for nominations for the vacant positions on the Executive Committee.  

If a faculty member has been granted credit for prior service, thus reducing the probationary period, then, if circumstances warrant, the faculty member may request that this credit be reduced, thus extending the probationary period.  

Greene explained that this change clarifies there is only one condition in which extension of the probationary period is automatic and adds adoption to the list of the circumstances for which a faculty member may request extension of the probationary period.  

Greene’s motion was adopted.  

B. Proposed Revisions to the Manual, Section E.14 - Performance Reviews - Committee on Responsibilities and Standing of Academic Faculty  

Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that the Faculty Council adopt the proposed revisions to the Manual, Section E.14 – Performance Reviews, to be effective upon approval by the Board of Governors as follows:  

Additions underlined. Deletions overscored  

E.14 Performance Reviews  

All faculty members, including department heads and deans, are subject to performance reviews. These reviews include annual reviews, comprehensive reviews of tenure-track faculty members, and comprehensive reviews of tenured faculty members. Annual reviews and comprehensive reviews of tenured faculty members shall be conducted by the academic supervisor for the faculty member’s academic unit. For a faculty member who is not a department head, a dean, an associate dean or an assistant dean, the academic unit is his or her home department, and the academic supervisor is the department head. For a department head, an associate dean, or an assistant dean, the academic unit is the college, and the academic supervisor is the dean of that college. For a dean, the academic unit is the University, and the academic supervisor is the Provost.  

Nothing contained in this section shall be construed to affect the at-will status of administrative appointments. The evaluation of an individual’s performance as an administrator and fit within a specific administrative organizational structure is separate from the review processes described in this section.  

Performance reviews are intended to assist faculty in achieving tenure or promotion to facilitate continued professional development, to refocus professional efforts when appropriate, and to assure that faculty members are meeting their obligations to the University, and to assist faculty in achieving tenure or promotion. These reviews must be conducted in such a way that they are consistent with academic freedom, due process, the tenure system, academic freedom, due process, and other protected rights. It is also appropriate for performance reviews to document problems with behavior (see Section D.9 and also Section E.15).  

A performance review must take into account the individual faculty member’s effort distribution (see Section E.9.1) and the individual faculty member’s workload (see Section E.9.2), and it must consider each area of responsibility. Furthermore, effort distributions should be established so as to best utilize the individual talents of all tenured faculty members, because having similar assignments for all faculty members in a department often is not the most effective use of resources. Tenured Faculty members should have the opportunity to work with the department head academic supervisor to adjust their professional responsibilities throughout their careers in a way that permits them to meet both institutional and individual goals.  

For each performance review, the faculty member shall be assigned a numerical performance rating by the Provost. In addition, a written report shall be prepared by the academic supervisor, and this report shall identify strengths and any deficiencies in the faculty member’s performance. The faculty member shall be given a copy of this report,
and he or she shall then have ten (10) working days to prepare a written response to this report if he or she desires to do so. The report and any written response on the part of the faculty member shall be forwarded to the dean and the provost, and a copy Both the report and the faculty member's response shall be maintained in the faculty member's official Personnel File.

Greene explained that the language has been edited to reflect that this section applies to all faculty, not only tenured and tenure-track faculty. As well, assignment of a "numerical performance rating" by the Provost has not been adhered to as a policy as it unrealistically assumes performance across all academic units can be measured identically using a numeric scale.

Steve Robinson asked about the history of the language, related to the numerical scoring by the Provost. Diane Maybon confirmed that this language was approved by Faculty Council in the past, rather than being voted down. Maybon agreed to send information to Robinson regarding this issue.

Greene’s motion was adopted.

C. Request for New Graduate Interdisciplinary Studies Program - Department of Anthropology - Resilience of Social Ecological Systems - University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the following:

A Graduate Interdisciplinary Studies Program in Resilience of Social Ecological Systems be established in the Department of Anthropology effective Spring Semester 2013.

Ramsdell explained that, according to the request submitted, a graduate interdisciplinary Studies Program (ISP) in Resilience of Social Ecological Systems will allow students the opportunity to develop their environmental literacy and understanding of the framework of resilience for solving linked social-ecological problems. Graduate student demand for a new way of thinking and a holistic approach to solving critical human-environmental problems and enhancing "green" jobs has resulted in the ISP. This ISP can help students reinforce their departmental coursework and attain employment opportunities not only in academia but in such fields as non-profits, non-governmental organizations, consulting, communication, and local, state, or federal government, for example. He added that this program will be administered by the Department of Anthropology. The request was reviewed and approved by the University Curriculum Committee on September 21, 2012.

Ramsdell motion was adopted.

D. Request for a New Major (B.S.) In Fermentation Science and Technology - College of Applied Human Sciences - Department of Food Science and Human Nutrition - University Curriculum Committee

Gallagher announced that this item was pulled from the agenda and will be considered at a later Faculty Council meeting.

E. Proposed Addition to the Curricular Policies and Procedures Handbook - “Definition of Instructional Format” University Curriculum Committee

Ramsdell, Chair, University Curriculum Committee, moved that the Faculty Council adopt the proposed addition to the Curricular Policies and Procedures Handbook entitled “Definition of Instructional Format” as noted below to become effective upon approval by Faculty Council:

Additions – Underlined

Definition of Instructional Format

The instructional format for all credit-bearing courses shall be categorized based upon the mode(s) of interaction between students and instructors. The categories of instructional format shall be as follows:

Face to Face: Courses in which instructors interact with students in the same physical space for 75% or more of the instructional time.
Hybrid: Courses in which instructors interact with students in the same physical space for 25% or more, but less than 75% of the instructional time.

Distance: Courses in which instructors interact with students in the same physical space for less than 25% of the instructional time and use one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Correspondence: Courses in which instructional materials are provided to students who are separated from the instructor by mail or electronic transmission, including examinations on the materials. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. If a course is part correspondence and part residential training, the course is considered to be a correspondence course. A correspondence course is not defined as distance education.

Instructional time: Class meetings or their equivalent. Instructional time does not include any vacation periods, homework, or periods of orientation or counseling. Instructional time does not include study time or other time where students work independently or with other students outside of scheduled class time.

Ramsdell explained that the University's Curriculum Policies and Procedures Handbook needs to be updated to reflect the definitions of instructional types that have been elucidated by the U.S. Department of Education (Title 34 CFR Parts 600.2; 602.3; 668.8), the Colorado Department of Higher Education and the Higher Learning Commission. The changes are necessary to align Colorado State University's (CSU) definitions of instructional type with the requirements and guidance of these institutions and assure that CSU will continue to be accredited and its students be eligible for Federal financial aid. The current categorization of courses as "Traditional" and "Non-Traditional" does not reflect the definitions of instructional types that are now needed. The current "Non-Traditional" category includes what are now defined as "Distance" or "Correspondence" courses but does not adequately distinguish between the two. The delivery mechanisms currently defined in the "Non-Traditional" category include some that are rarely used and do not adequately identify those that have become increasingly utilized in CSU courses. The current definitions also do not address courses that are partly "Face-to Face" and partly "Distance" or "Correspondence." The addition of the "Hybrid" category will allow proper categorization of such courses consistent with the guidance from external mandates.

Ramsdell noted that Correspondence course credits do not count toward enrollment for financial aid purposes. Classification of existing Non-Traditional courses as Correspondence courses under the definition above may have implications for financial aid eligibility for students not otherwise meeting enrollment credit requirements. It is important that this be effectively communicated to students and that departments and the University act expeditiously to minimize any potential impacts.

This policy, to be incorporated into the Curricular Policies and Procedure Handbook, was approved by the University Curriculum Committee on October 16, 2012.

Ramsdell motion was adopted.

F. Proposed Revisions to the Graduate and Professional Bulletin - Section F.2.3 - Graduate Assistantship - Terms and Conditions of Appointment - 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 section "Financial Support" F.2.3. Graduate Assistantship – Terms and Conditions of Appointment – of the Graduate and Professional Bulletin to be effective upon Faculty Council adoption as follows:
Additions - Underlined - Deletions Overscored

Full-time graduate students should not be appointed to more than a half-time assistantship or hold a sum of part-time assistantships greater than half-time. A half-time assistantship (.5 FTE) usually involves an average of about 20 hours of service per week of a nominal 40 hour workweek. Stipends will vary by department and by the duties assigned as well as the skills, competencies, and experience exhibited by the student. However, the stipend for half-time assistants, those whose assignments range between 26% and 50% of a nominal forty-hour workweek, must be paid no less than the Graduate School’s officially established minimum monthly amount. Contact the Graduate School for information on the amount of this minimum for any given year. A quarter-time assistantship (.25 FTE) usually involves an average of about 10 hours of service per week of a nominal 40 hour workweek. Those with such assignments covering 25% or less of a nominal workweek, must be paid a minimum of half of this amount. Any other level of appointment (e.g., less than 25% or between 26% and 49%) must be paid at least the prorated established minimum stipend. The level of appointment, amount of stipend and any tuition remission for each Graduate Assistant shall be as set forth on the Graduate Assistant Appointment and Certification Form.

Zabel explained that the language changes clarify the intent regarding the pay for assistantships. Specifically, that student assistantships of less than 50 percent be prorated.

Zabel’s motion was adopted.

The Faculty Council meeting adjourned at 4:38 p.m.

Timothy Gallagher, Chair
Mary Stromberger, Vice Chair
Diane L. Maybon, Executive Assistant/Secretary
ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

Agricultural Sciences
Stephen Koontz
Denny Crews, Excused
R. Hufbauer for Deb Young
Steve Newman
Francesca Cotrufo
Dana Hong
Andrew Norton
Kelly Curl

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

Applied Human Sciences
Molly Eckman
Tracy Nelson-Ceschin
David Sampson
Jenn Matheson
Scott Glick
David Green
Sharon Anderson
Louise Quijana
(Subtitle for K. 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, Excused
Jim McCarbridge
Kelly Martin

Accounting
Computer Information Systems
Finance and Real Estate
Management
Marketing

Engineering
Russ Schumacher
Brad Reisfeld
Suren Chen
Steve Reising
Don Radford
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
(Subtitle for Van Buren Fall ‘12)
Eleanor Moseman
Elizabeth Williams
David Mushinski
Michael Lundblad
I. Vernon for E. Sagas
Antonio Pedros-Gascón
Foreign
Robert Gudimestad
K. Hallahan for C. Christen
Gary Moody
Michael McCulloch
Bradley MacDonald
Ken Berry

Anthropology
Art
Communication Studies
Economics
English
Ethnic Studies
Languages and Literatures
History
Journalism and Technical Communication
Music, Theater, and Dance
Philosophy
Political Science
Sociology
Liberal Arts (continued)
Francisco Leal
( Substitute for
Vogl Spring '13)
Kari Anderson
(Substitute for Aoki Fall '12)
Alex Bernasek
College-at-Large
College-at-Large

Natural Resources
Melinda Laituri
Paul Doherty
Yu Wei
M. Ronayne for Sally Sutton
(Substitute S. Eigenhoff)
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
Iluliana Oprea
Raymond Robinson
Benjamin Cleng
Philip Chapman
Ed DeLosh
Mike Steger
Roger Culver
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
College-at-Large

Veterinary Medicine & Biomedical Sciences
Scott Earley
Daniel Smekal
John Rosecrance
Gary Mason
Terry Nett
Jeffrey Wilusz
C. W. Miller
Alan Schenkel
Susan Kraft, Excused
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

University Libraries
Michelle Wilde
(Substitute for N. Hunter
Fall '12)
Louise Feldmann
Libraries
At-Large

Officers
Tim Gallagher
Mary Stromberger
Carole Makela
Diane Maybon
Lola Fehr
Chair, Faculty Council
Vice Chair, Faculty Council
BOG Faculty Representative
Executive Assistant/Secretary
Parliamentarian
Ex Officio Voting Members (*Indicates Elected Member of Faculty Council)
Don Estep, Chair
Susan LaRue, Chair
Jerry Magloughlin, Chair
David Greene, Chair*
Mark Zabel, Chair
Melinda Frye, Chair
Jeff Wilusz, Chair*
Stephanie Clemens, Chair
Eric Prince, Chair
Howard Ramsdell, Chair

Ex Officio Non-Voting Members
Jennifer Aberle, Chair

Ex-Officio Non-Elected Non-Voting Members
Anthony Frank, Excused President
Rick Miranda
Brett Anderson
Mary Ontiveros
Lou Swanson
Robin Brown
Dan Bush
Jodie Hanzlik
Patrick Burns
Jim Cooney
Tom Milligan
Bill Farland
Blanche M. Hughes
Alan Lamborn
Amy Parsons
Craig Bevrouty
Jeff McCubbin
Ajay Menon
Steve Abt
Ann Gill
Jan Nerger
Mark Stetter
Joyce Berry
David Mornes

Committee on Faculty Governance
Committee on Intercollegiate Athletics
Committee on Libraries
Committee on Responsibilities & Standing of Academic Faculty
Committee on Scholarship Research and Graduate Education
Committee on Scolastic Standards
Committee on Strategic and Financial Planning
Committee on Teaching and Learning
Committee on University Programs
University Curriculum Committee
Committee on Special and Temporary Faculty
MEMORANDUM

DATE: November 13, 2012
TO: Tim Gallagher, Chair, Executive Committee
FROM: Howard Ramsdell, Chair, University Curriculum Committee
SUBJECT: Proposed Changes in Curriculum – October 12, 19, 26, and November 2, 2012

CURRICULAR REQUESTS – OCTOBER 12, 2012

° 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.

<table>
<thead>
<tr>
<th>New Courses</th>
<th>Effective Date</th>
</tr>
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<tbody>
<tr>
<td><strong>BMS 310 04(3-3-0). Anatomy for the Health Professions.</strong> F, S, SS.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>Prerequisite: One semester of college level biology. Offered as an online course only through the Division of Continuing Education.</td>
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<tr>
<td>Gross anatomy of the human body from a regional perspective, utilizing clinical applications as a basis for anatomical understanding. (NT-O)</td>
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</tr>
<tr>
<td>[Approved as a nontraditional online course only.]</td>
<td></td>
</tr>
<tr>
<td><strong>CON 577 03(2-0-1). Leadership of Sustainable Community Projects.</strong> S.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>Prerequisite: CON 450/INTD 450 or CON 476. Required background check.</td>
<td></td>
</tr>
<tr>
<td>Learn and apply principles of sustainable construction management through leading and building service-learning projects.</td>
<td></td>
</tr>
<tr>
<td><strong>E 451 03(3-0-0). Medieval Literature.</strong> F, S. Prerequisite: One course in literature.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>Genres, themes, and authors of the Middle Ages.</td>
<td></td>
</tr>
<tr>
<td><strong>E 456 03(3-0-0). Topics in Critical Theory.</strong> F, S. Prerequisite: E 341; may be repeated once for credit.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>Advanced study of literary and cultural theory.</td>
<td></td>
</tr>
<tr>
<td><strong>ESS 210/GR 210 03(3-0-0). Physical Geography.</strong> F, S. Prerequisite: None.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>Credit not allowed for both ESS 210 and GR 210.</td>
<td></td>
</tr>
<tr>
<td>Energy, mass budget, and human impacts on atmosphere, hydrosphere, and continental land surfaces.</td>
<td></td>
</tr>
<tr>
<td><strong>LEAP 487 Var[3-12]. Internship.</strong> F, S, SS. Prerequisite: Enrollment in LEAP minor, Music, Theatre, Dance or Art major; junior or senior standing.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>Weekly seminar with 8 hours per week of involvement with the in-field internship.</td>
<td></td>
</tr>
<tr>
<td><strong>NR 310 03(3-0-0). Ecosystem Services and Human Well-Being.</strong> S.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>Prerequisite: AREC 202 or ECON 202 or ESS 211 or LAND 220/LIFE 220.</td>
<td></td>
</tr>
<tr>
<td>Life-supporting and life-fulfilling benefits that nature provides to humans; theory, case studies, and policy.</td>
<td></td>
</tr>
</tbody>
</table>
NR 510 03(3-0-0). Ecosystem Services: Theory and Practice. S. Prerequisite: AREC 540/ECON 540 or AREC541/ECON 541 or ECOL 505 or FW 555.
Theory and application of ecosystem services drawing upon ecological, economic, and institutional analysis.

OT 636 02(0-4-0). Occupational Performance: Adult/Old Age I Lab. S. Prerequisite: Concurrent registration in OT 630; OT 660; OT 665; OT 686C.
Optimizing occupational performance for adults and older adults with attention to roles, satisfaction, competence, and activities.

OT 665 02(0-4-0). Adult to Old Age II Lab. S. Concurrent registration in OT 660.
Optimizing occupational performance for adults and older adults with attention to abilities, skills and developed capacities.

SOCR 570 01(1-0-0). Plant Breeding for Drought Tolerance. F. SOCR 330; SOCR 460. Offered as a nontraditional online course only through the Division of Continuing Education.
Principles and practices of evaluation, selection and cultivar development for crops in drought-stress environments with emphasis on agronomic crops.

[Approved as a nontraditional online course only.]

Major Change to Courses
GR 210 03(3-0-0). Physical Geography, change to:

GR 210/ESS 210 03(3-0-0). Physical Geography. F. S. Prerequisite: None. Credit not allowed for both GR 210 and ESS 210.
Energy, mass budget, and human impacts on atmosphere, hydrosphere, and continental land surfaces.

EDUC 648A-C 01(1-0-0). Role of the Principal-Managing/Leading Change, change to:

Role of the principal as a result of changes in society and in the schools. A) Professional learning community 01(1-0-0). F. Prerequisite: Admission to administrator licensure; concurrent registration in EDUC 687B. B) Managing and leading change 02(1-0-1). S. Prerequisite: Admission to administrator licensure; concurrent registration in EDUC 687B. (NT-O)

JTC 353 03(3-0-0). Public Relations Campaigns, change to:

JTC 353 03(3-0-0), Communications Campaigns. F. S. Prerequisite: JTC 210; JTC 350 or JTC 355 or JTC 365.
Development of professional communications programs, including analysis and research, strategy, implementation and evaluation.

JTC 460 03(3-0-0). Media Development, change to:

JTC 460 03(3-0-0). Senior Capstone. F. S. Prerequisite: JTC 326; 27 additional credits of JTC.
Integration and reflection for seniors with a career component that will prepare them for the job market.
NR 575 04(3-2-0). Systems Ecology, change to:  

ESS 575 04(3-2-0). Models for Ecological Data. S. Prerequisite: MATH 255; STAT 340.  
Gaining insight about the operation of ecological processes using models and data.  

Spring Semester 2013

OT 630 03(1-2-1). Occupational Performance: Adult to Old Age I, change to:  

OT 630 03(0-0-3). Occupational Performance: Adult to Old Age I. S. Prerequisite: OT 610; OT 620; Concurrent registration in OT 636, OT 660, OT 665, and OT 686C.  
Optimizing occupational performance for adults and older adults with attention to roles, satisfaction, competence, and activities.  

Spring Semester 2013

OT 660 03(1-2-1). Occupational Performance: Adult to Old Age II, change to:  

OT 660 03(0-0-3). Occupational Performance: Adult to Old Age II. S. Prerequisite: OT 610; OT 620; Concurrent registration in OT 630, OT 636, OT 665, and OT 686C.  
Foundations of occupational performance for adults and older adults with attention to abilities, skills and developed capacities.  

Spring Semester 2013

SOC 331 03(3-0-0). Community Dynamics and Development, change to:  

SOC 431 04(3-2-0). Community Dynamics and Development. F, S. Prerequisite: SOC 100 or SOC 105; SOC 311.  
Nature of community: its institutions, problems and processes, including growth, disintegration, and development.  

Spring Semester 2013

SOC 639/CIVE 639 03(3-0-0). Technology Assessment and Social Forecasting, change to:  

*SOC 639 03(3-0-0). Technology Assessment and Social Forecasting. F. Prerequisite: SOC 500.  
Interrelationship between technology and society emphasizing procedures for evaluating impacts and forecasting alternatives.  

Spring Semester 2013

SPCM 100 03(3-0-0). Communication and Popular Culture, change to:  

SPCM 100 03(3-0-0). Communication and Popular Culture. F, S, SS. Prerequisite: None.  
Classical tradition of speech communication, its extension to broadcasting, and integration of both in contemporary culture. (NT-O)  

[Approved as a nontraditional online course.]

SPCM 200 03(3-0-0). Public Speaking, change to:  

SPCM 200 03(3-0-0). Public Speaking. F, S, SS. Prerequisite: None.  
Fundamentals of public speaking emphasizing content, organization, delivery, audience response. (NT-O)  

[Approved as a nontraditional online course.]
SPCM 479 03(3-0-0). Capstone-Life in Postmodernity, change to:  
SPCM 479 03(3-0-0). Communication Studies Capstone. F. S. Prerequisite: Seniors in Communication Studies only.  
  Synthesis of central issues in Communication Studies; examination of their relevance to students' professional, personal, and civic endeavors.  
SPCM 539 03(3-0-0). Communication Theory, change to:  
SPCM 539 03(3-0-0). Communication Theory. F. Prerequisite: Graduate standing or fifteen 300- and 400-level credits in communication studies and/or English.  
  Examination of communication philosophies and perspectives; analysis of modern theories of face-to-face communication.  
SPCM 548 03(3-0-0). Media Texts, change to:  
SPCM 548 03(3-0-0). Media Texts. S. Prerequisite: Graduate standing or fifteen 300- and 400-level credits in communication studies or English.  
  Practical and theoretical implications for criticism in treating media products as texts; various approaches to textual or discourse analysis.  
SPCM 549 03(3-0-0). Media Audiences, change to:  
SPCM 549 03(3-0-0). Media Audiences. F. Prerequisite: Graduate standing or fifteen 300- and 400-level credits in communication studies or English.  
  Theoretical and methodological issues concerning how audiences use and interpret media.  
TH 450 03(2-2-0). Professional Actor Preparation, change to:  
TH 450 03(2-2-0). Professional Actor Preparation. S. Prerequisite: TH 351.  
  Portfolios, casting, breakdowns, reels, agents, managers, interviews, cold reading techniques, on-camera work, marketing.  

All-University Core Curriculum (AUCC)  

Category 4  

A request by the Department of Communication Studies to include SPCM 479, Communication Studies Capstone, in category 4C of the AUCC for the major in Communication Studies was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2013.  

A request by the Department of Journalism and Technical Communication to include JTC 460, Senior Capstone, in category 4C of the AUCC for the major in Journalism and Technical Communication was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2013.  

A request by the Department of Music, Theatre, and Dance to include TH 450, Professional Actor Preparation, in category 4C of the AUCC for the major in Theatre was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2013.  

A request by the Department of Sociology to include SOC 431, Community Dynamics and Development, in category 4C of the AUCC for the major in Sociology, all concentrations, was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2013.
CURRICULAR REQUESTS – OCTOBER 19, 2012

Course is offered for term specified in odd numbered years.
+Course requires field trips.
NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

**New Courses**

**AGRI 602 03(2-2-0), Bioenergy Policy, Economics, and Assessment. S.**
Prerequisite: AGRI601/ENGR 601.
Bioenergy policy; economic principles applied to biofuel production; evaluation of environmental impacts of bioenergy production.

**ANEQ 365 03(2-2-0), Principles of Teaching Therapeutic Riding. S.**
Prerequisite: ANEQ 351 and sophomore standing or above. Required field trips.
Practical experiences and knowledge of the techniques to be a professional certified therapeutic riding instructor.

**BC 466 01(0-0-1), Molecular Regulation of Cell Function-Honors. S.**
Prerequisite: Concurrent registration in BC 465.
Discussions of current articles in cell biology including methods and molecular mechanisms that explain cell behavior in health and disease.

**ESS 695 Var[1-6], Independent Study in Ecosystem Science. F, S, SS.**
Prerequisite: None.

**HES 410 03(2-0-1), Bioethics: Concepts and Controversies. F, S. Prerequisite: PHIL 205 or 7 credits of AUCC-science category 3A.**
Origins of bioethics and analysis of cases/controversies in contemporary bioethics.

**POLS 665 03(0-0-3), Public Policy Analysis. S. Prerequisite: POLS 625.**
The practice of policy analysis and the tools used to conduct an analysis including: forecasting, CBA, CEA, and policy design.

**Effective Date**

<table>
<thead>
<tr>
<th>Course</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRI 602 03(2-2-0), Bioenergy Policy, Economics, and Assessment. S.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>ANEQ 365 03(2-2-0), Principles of Teaching Therapeutic Riding. S.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>BC 466 01(0-0-1), Molecular Regulation of Cell Function-Honors. S.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>ESS 695 Var[1-6], Independent Study in Ecosystem Science. F, S, SS.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>HES 410 03(2-0-1), Bioethics: Concepts and Controversies. F, S.</td>
<td>Spring Semester 2013</td>
</tr>
<tr>
<td>POLS 665 03(0-0-3), Public Policy Analysis. S.</td>
<td>Spring Semester 2013</td>
</tr>
</tbody>
</table>

**Major Change to Courses**

**JTC 351 03(2-2-0), Public Relations Practices, change to:**

**JTC 351 03(2-2-0), Publicity and Media Relations. F. Prerequisite: JTC 210; JTC 211.**
Public relations techniques to gain exposure in news and entertainment media.

**PSY 292 Var[1-3], Seminar, change to:**

**PSY 292A-D, Seminar. F, S, SS. Prerequisite: None.**
- A) Industrial/Organizational 01(0-0-1). B) Mind, Brain & Behavior 01(0-0-1).
- C) Controversial Issues in Psychology 01(0-0-1). D) Special Topics in Psychology Var[1-3].
New Curricula

College of Veterinary Medicine and Biomedical Sciences
Department of Environmental and Radiological Health Sciences  
Master of Science in Environmental Health  
Ergonomics Specialization  

(The entire program is shown.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ENVIRONMENTAL AND OCCUPATIONAL HEALTH CORE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>ERHS 520p</td>
<td>Environmental and Occupational Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 532p</td>
<td>Epidemiologic Methods</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 544p</td>
<td>Biostatistical Methods for Quantitative Data</td>
<td>3</td>
</tr>
<tr>
<td>STAT 544p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERHS 679p</td>
<td>Occ Env Health Interdisciplinary Symposium</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>ERGONOMICS CORE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>ERHS 528p</td>
<td>Occupational Safety</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 540p</td>
<td>Principles of Ergonomics</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 541p</td>
<td>Ergonomics in Product and Process Design</td>
<td>3</td>
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<td><strong>ADDITIONAL COURSEWORK</strong></td>
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<tr>
<td>ERHS 687</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>ERHS 699</td>
<td>Thesis</td>
<td>4</td>
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<td>ERHS ***</td>
<td>Department Course Selection</td>
<td>3</td>
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<tr>
<td>Out-of-department Course</td>
<td>3</td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>

PROGRAM TOTAL = minimum 32 credits

*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.

College of Veterinary Medicine and Biomedical Sciences
Department of Environmental and Radiological Health Sciences  
Ph.D. in Environmental Health  
Ergonomics Specialization  

(The entire program is shown.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ENVIRONMENTAL AND OCCUPATIONAL HEALTH CORE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>ERHS 520p</td>
<td>Environmental and Occupational Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 532p</td>
<td>Epidemiologic Methods</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 544p</td>
<td>Biostatistical Methods for Quantitative Data</td>
<td>3</td>
</tr>
<tr>
<td>STAT 544p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERHS 679p</td>
<td>Occ Env Health Interdisciplinary Symposium</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>ERGONOMICS CORE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>ERHS 528p</td>
<td>Occupational Safety</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Cr</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>ERHS 536</td>
<td>Advanced Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 540</td>
<td>Principles of Ergonomics</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 541</td>
<td>Ergonomics in Product and Process Design</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 542</td>
<td>Biostatistical Methods for Qualitative Data</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 642</td>
<td>Applied Logistic Regression</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 658</td>
<td>Environmental/Occupational Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>ERHS 687</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ERHS 784</td>
<td>Supervised College Teaching</td>
<td>1</td>
</tr>
<tr>
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<td>TOTAL</td>
<td>25</td>
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</tbody>
</table>

**ADDITIONAL COURSEWORK**

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<th>Title</th>
<th>Cr</th>
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<tbody>
<tr>
<td>ERHS 799</td>
<td>Dissertation</td>
<td>19-28</td>
</tr>
<tr>
<td>ERHS ***</td>
<td>Department Course Selection</td>
<td>3-9</td>
</tr>
<tr>
<td></td>
<td>Out-of-department Courses</td>
<td>6-9</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL = minimum 72 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.

1 Program minimum 72 credits.

2 A dissertation will be required.

**Request to Change the Name of the College of Applied Human Sciences**

A request to change the name of the College of Applied Human Sciences to The College of Health and Human Sciences was approved by a vote of 11 ayes, 0 nays, and 1 abstention. The recommendation to change the name will be forwarded to the Committee on Faculty Governance for consideration. The effective date, subject to special action by the Faculty Council and approval by the Board of Governors is July 1, 2013.
CURRICULAR REQUESTS – OCTOBER 26, 2012

The following curricular requests were approved.

New Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>JTC 454 03(2-0-1)</td>
<td>Travel Abroad—Media Studies in Europe. SS</td>
<td>Summer Semester 2013</td>
</tr>
</tbody>
</table>

Prerequisite: Junior or senior standing; written consent of instructor.

Field survey of international media systems, technologies, and providers in diverse national and regional cultures.

Request to Offer Permanent Travel Course

A request by the Department of Journalism and Technical Communication to offer JTC 454, Travel Abroad—Media Studies in Europe, as a permanent travel course was approved effective Summer Semester 2013.

Certificate Approval Process

A motion that “certificates for credit bearing programs of academic study require a complete curricular approval process” was approved. Further discussion defining both certificates and the process required for approval will occur at the November 19, 2012 UCC meeting.

New Program Proposal Process

A discussion occurred regarding the process and timeline for approval of new degree programs, and advertising and recruitment for such programs. Various suggestions included: requesting Phase 0, Phase I, Phase II documentation along with completed course and program proposal forms be submitted together at the time the proposal goes to the Council of Deans for a preliminary approval by UCC; changing the submission deadline to UCC to an earlier date, such as 16 months ahead for a Fall effective date. The President’s Cabinet, along with the Office of General Counsel, is considering a policy regarding advertising and recruitment of new programs prior to final program approval.
CURRICULAR REQUESTS – NOVEMBER 2, 2012

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

The following curricular requests were approved.

New Courses

CHEM 320 03(3-0-0). Chemistry of Addictions. S. Prerequisite: CHEM 103 or CHEM 107 or CHEM 111.
Chemical processes of addiction; receptor binding, molecular deactivation, and feedback in the context of protein-substrate molecular interactions.

LEAP 500 03(3-0-0). Leadership in the Arts. F. Prerequisite: Admission to the Master of Arts Leadership and Administration program.
Theoretical and applied knowledge about concepts of leadership, leadership styles as applied to arts related organizations.

LEAP 650 03(3-0-0). Arts Events Management. S. Prerequisite: LEAP 500 or LEAP 600.
Technical aspects of events, season and festival management for arts related organizations.

SPCM 508 03(0-0-3). Deliberative Theory and Practice. S. Prerequisite: Graduate standing or SPCM 408.
Survey of current theory and practice connected to deliberative democracy.

SPCM 686 Var. Practicum. F, S, SS. Prerequisite: Graduate standing; SPCM 408; SPCM 508 or concurrent registration.
Direction of communication studies fieldwork connected to the CSU Center for Public Deliberation under professional supervision.

Major Change to Courses

SPCM 532 03(3-0-0). Theories of Interpersonal Communication, change to:

SPCM 632 03(0-0-3). Theories of Interpersonal Communication. F.
Prerequisite: Admission to graduate school.
Theories of communication in development, maintenance, and deterioration of friendship, couple, family, group, and business relationships.

°SPCM 533 03(3-0-0). Discourse, Work, and Organization, change to:

SPCM 633 03(0-0-3). Discourse, Work, and Organization. S. Prerequisite: Admission to graduate school.
How organizing processes and discursive practices create, maintain, and destroy diverse forms of work in society.

°SPCM 534 03(0-0-3). Communication and Cultural Diversity, change to:

°SPCM 634 03(0-0-3). Communication and Cultural Diversity. S.
Prerequisite: Admission to graduate school.
Ethnographic approach to communication issues and concerns in a global context.

°SPCM 550 03(3-0-0). Contemporary Issues in Media, change to: Fall Semester 2013

°SPCM 650 03(0-0-3). Contemporary Issues in Media. S. Prerequisite: Admission to graduate school.

Ever-changing media culture and landscape and how it affects personal, professional, and public lives.

### Major Changes to Curricula

**College of Engineering**  
**Biomedical Engineering Interdisciplinary Minor**  
**Effective Spring 2013**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM 101</td>
<td>Introduction to Biomedical Engineering</td>
<td>2</td>
</tr>
<tr>
<td>BIOM 470°</td>
<td>OR Biomedical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BMS 300°</td>
<td>Principles of Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>OT 218</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>

The undergraduate program requires completion of 21 credits with at least 12 credits greater than or equal to 300-level courses. All undergraduates are required to complete the 8-7 credits of core Courses. The 14 credits of electives are chosen according to the student’s major (engineering or non-engineering). Engineering students must take at least 14 credits from group II, and non-engineering students must take from 9-11 credits from group I and from 3-5 credits from group II, for a total of 14 credits.

**CORE COURSES**

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>BIOM 470°</td>
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<td>Principles of Human Physiology</td>
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<tr>
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</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>

**SELECTION COURSES (minimum of 14 credits)**

**ELECTIVE COURSES (minimum of 13 credits)**

I. Engineering Courses for Non-Engineering Students

Non-engineering students must select at least 9-11 credits from the following engineering-related courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM 306°</td>
<td>Bioprocess Engineering</td>
<td>4</td>
</tr>
<tr>
<td>BTEC 306°</td>
<td>Problem-Based Learning Biomedical Engr Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOM 300°</td>
<td>Transport Phenomena in Biomedical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 330°</td>
<td>Kinetics of Biomolecular and Cellular Systems</td>
<td>2</td>
</tr>
<tr>
<td>BIOM 400°</td>
<td>Biomechanics and Biomaterials</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 441°</td>
<td>Biomedical Clinical Practicum</td>
<td>2-4</td>
</tr>
<tr>
<td>BIOM 476A-B°</td>
<td>Material and Energy Balances</td>
<td>3</td>
</tr>
<tr>
<td>CBE 201°</td>
<td>Thermodynamic Process Analysis</td>
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<tr>
<td>CBE 210°</td>
<td>Chemical and Biological Reactor Design</td>
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<tr>
<td>CBE 320°</td>
<td>Momentum Transfer and Mechanical Separations</td>
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<tr>
<td>Course</td>
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<tr>
<td>CBE 332</td>
<td>Heat and Mass Transfer Fundamentals</td>
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<tr>
<td>CBE 406</td>
<td>Introduction to Transport Phenomena</td>
<td>3</td>
</tr>
<tr>
<td>CBE 430</td>
<td>Process Control and Instrumentation</td>
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<tr>
<td>CIVE 260</td>
<td>Engineering Mechanics-Statics</td>
<td>3</td>
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<td>CIVE 261</td>
<td>Engineering Mechanics-Dynamics</td>
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<tr>
<td>ECF 201</td>
<td>Circuit Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECF 202</td>
<td>Circuit Theory Applications</td>
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</tr>
<tr>
<td>ECF 204</td>
<td>Introduction to Electrical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECF 303</td>
<td>Introduction to Communication Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECF 331</td>
<td>Electronics Principles I</td>
<td>4</td>
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<tr>
<td>ECF 341</td>
<td>Electromagnetic Fields and Devices I</td>
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<tr>
<td>MATH 340</td>
<td>Introduction to Ordinary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MECH 237</td>
<td>Introduction to Thermal Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MECH 307</td>
<td>Mechatronics and Measurement Systems</td>
<td>4</td>
</tr>
<tr>
<td>MECH 331</td>
<td>Introduction to Engineering Materials</td>
<td>4</td>
</tr>
<tr>
<td>MECH 342</td>
<td>Mechanics and Thermodynamics of Flow Processes</td>
<td>3</td>
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<tr>
<td>PH 245</td>
<td>Introduction to Electronics Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECE 303</td>
<td>Introduction to Communications</td>
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<tr>
<td>STAT 303</td>
<td>Statistics for Engineers and Scientists</td>
<td>3</td>
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<tr>
<td>STAT 315</td>
<td>TOTAL</td>
<td>9-11</td>
</tr>
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</table>

**II. Science, Engineering, Animal Research, Bioethics, and Entrepreneurship Courses**

In order to fulfill the 21-credit program minimum, engineering engineering students must select at least 14 credits from the following. Non-engineering students must select at least 3-54 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>BC 351</td>
<td>Principles of Biochemistry</td>
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<tr>
<td>BIOM 300</td>
<td>Problem-Based Learning Biomedical</td>
<td>4</td>
</tr>
<tr>
<td>BIOM 330</td>
<td>Engr Lab</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 400</td>
<td>Transport Phenomena in Biomedical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 441</td>
<td>Kinetics of Biomolecular and Cellular Systems</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 476A-B</td>
<td>Biomechanics and Biomaterials</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 486A-B</td>
<td>Biomedical Clinical Practicum</td>
<td>2-4</td>
</tr>
<tr>
<td>BMS 301</td>
<td>Biomedical Clinical Practicum</td>
<td>2-4</td>
</tr>
<tr>
<td>BMS 325</td>
<td>Human Gross Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>BMS 345</td>
<td>Cellular Neurobiology</td>
<td>3</td>
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<tr>
<td>BMS 360</td>
<td>Functional Neuroanatomy</td>
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</tr>
<tr>
<td>BMS 405</td>
<td>Fundamentals of Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BMS 420</td>
<td>Nerve and Muscle-Toxins, Trauma, and Disease</td>
<td>3</td>
</tr>
<tr>
<td>BMS 430</td>
<td>Cardiopulmonary Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BZ 310</td>
<td>Legal and Ethical Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 113</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 245</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM 246</td>
<td>Fundamentals of Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 246</td>
<td>Fundamentals of Organic Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Cr</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------</td>
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</tr>
<tr>
<td>CHEM 341p</td>
<td>Modern Organic Chemistry I OR Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 345p</td>
<td>Modern Organic Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 344p</td>
<td>Anatomical Kinesiology</td>
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<tr>
<td>HES 207</td>
<td>Biomechanical Principles of Human Movement</td>
<td>3</td>
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<tr>
<td>HES 307p</td>
<td>Physiology of Exercise</td>
<td>4</td>
</tr>
<tr>
<td>HES 403p</td>
<td>Exercise Testing Instrumentation</td>
<td>2</td>
</tr>
<tr>
<td>HES 405p</td>
<td>Electrophysiology and Exercise Management</td>
<td>3</td>
</tr>
<tr>
<td>HES 420p</td>
<td>Exercise and Chronic Disease</td>
<td>3</td>
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<tr>
<td>HES 476p</td>
<td>Attributes of Living Systems</td>
<td>4</td>
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<tr>
<td>LIFE 102p</td>
<td>Biology of Organisms-Animals and Plants</td>
<td>4</td>
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<tr>
<td>LIFE 103p</td>
<td>Introductory Eukaryotic Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>LIFE 210p</td>
<td>New Venture Creation 1</td>
<td>3</td>
</tr>
<tr>
<td>MGT 420p</td>
<td>New Venture Management 1</td>
<td>3</td>
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<tr>
<td>MGT 440p</td>
<td>General Microbiology</td>
<td>3</td>
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<tr>
<td>MIP 300p</td>
<td>Introduction to Ethics 1</td>
<td>3</td>
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<tr>
<td>PHIL 205p</td>
<td>Philosophical Issues in the Professions-Animal Science 1</td>
<td>3</td>
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<tr>
<td>PHIL 305E</td>
<td>Sensation and Perception</td>
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<tr>
<td>PSY 456p</td>
<td>Sensation and Perception Laboratory</td>
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<tr>
<td>PSY 457p</td>
<td>Medical Terminology</td>
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<tr>
<td>OT 215</td>
<td>Statistics for Engineers and Scientists</td>
<td>3</td>
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</tbody>
</table>

**PROGRAM TOTAL = 21 credits minimum**

8 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.

9 Only three credits of non-technical courses may count toward minimum requirements.

Warner College of Natural Resources
Department of Forest and Rangeland Stewardship
Major in Forestry (Core)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
<th>AUCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMAN</td>
<td></td>
<td></td>
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<tr>
<td>BZ 120</td>
<td>Principles of Plant Biology</td>
<td>4</td>
<td>3A</td>
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<tr>
<td>CHEM 107p</td>
<td>Fundamentals of Chemistry</td>
<td>4</td>
<td>3A</td>
</tr>
<tr>
<td>CHEM 108p</td>
<td>Fundamentals of Chemistry Laboratory</td>
<td>1</td>
<td>3A</td>
</tr>
<tr>
<td>CO 150p</td>
<td>College Composition</td>
<td>3</td>
<td>1A</td>
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<tr>
<td>F 210p</td>
<td>Forest-Geography</td>
<td>3</td>
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<td>F 310p</td>
<td>Forest and Rangeland Geology</td>
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<td>RS 310p</td>
<td>Dendrology Lab</td>
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<td>SPCM 200</td>
<td>Public Speaking</td>
<td>3</td>
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<td>Course</td>
<td>Title</td>
<td>Cr</td>
<td>AUCC</td>
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<tr>
<td><strong>SOPHOMORE</strong></td>
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<tr>
<td>ECON 202P</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>3C</td>
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<tr>
<td>LIFE 320P</td>
<td>Ecology</td>
<td>3</td>
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<tr>
<td>SOCR 240P</td>
<td>Introductory Soil Science</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>F 311P</td>
<td>Forestry Ecology</td>
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<td>F 321P</td>
<td>Forest Biometry</td>
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<td>F 322P</td>
<td>Economics of the Forest Environment</td>
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<tr>
<td>F 325P</td>
<td>Silviculture</td>
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<tr>
<td>NR 320P</td>
<td>Natural Resources History and Policy</td>
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<td>NR 420P</td>
<td>Integrated Ecosystem Management</td>
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<tr>
<td><strong>CORE TOTAL</strong></td>
<td></td>
<td>50.49</td>
<td>credits</td>
</tr>
</tbody>
</table>
| 1 This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or [http://catalog.colostate.edu/](http://catalog.colostate.edu/) to see the course prerequisites.

1 Students must select one of the following concentrations: forest biology, forest fire science, forest management, or forestry-business to complete the major.

Warner College of Natural Resources  
Department of Forest and Rangeland Stewardship  
Major in Forestry  
Forest Biology Concentration

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

In addition to the forestry core courses, the following must be completed:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
<th>AUCC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRESHMAN</strong></td>
<td></td>
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<tr>
<td>MATH 155P</td>
<td>Calculus for Biological Scientists I</td>
<td>4</td>
<td>1B</td>
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<tr>
<td>Arts/humanities</td>
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<td><strong>TOTAL</strong></td>
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<td>6</td>
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<tr>
<td>CHEM 245P</td>
<td>Fundamentals of Organic Chemistry</td>
<td>4</td>
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<tr>
<td>F 230P</td>
<td>Forestry Field Measurements</td>
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<td>NR 220P</td>
<td>Natural Resources Ecology and Measures</td>
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<tr>
<td>PH 121P</td>
<td>General Physics I</td>
<td>5</td>
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<tr>
<td><strong>Global and cultural awareness</strong></td>
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<tr>
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<td>Plant Physiology</td>
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<td>STAT 301P</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
<td>3A</td>
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<td>WR 304P</td>
<td>Principles of Watershed Management</td>
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<td>Electives</td>
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<td>BSPM 365P</td>
<td>Integrated Tree Health Management</td>
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<td>Course</td>
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<td>Cr</td>
<td>AUCC</td>
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<tr>
<td>JTC</td>
<td>300&lt;sup&gt;p&lt;/sup&gt; Professional and Technical Communication</td>
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<td>2</td>
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<tr>
<td>NR</td>
<td>421&lt;sup&gt;p&lt;/sup&gt; Forest Stand Management</td>
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<td>NR</td>
<td>425&lt;sup&gt;p&lt;/sup&gt; Natural Resource Policy and Sustainability Biology electives&lt;sup&gt;4&lt;/sup&gt;</td>
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</table>

**PROGRAM TOTAL = 120 credits**

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

<sup>1</sup> 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<sup>*</sup> 200 and L<sup>*</sup> 201) foreign language courses.

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

<sup>3</sup> Student must complete one semester of acceptable field experience.

<sup>4</sup> Select from departmental list of approved courses in consultation with adviser.
Date: December 4, 2012

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Howard Ramsdell, Chair
University Curriculum Committee

SUBJECT: Request for new major in Fermentation Science and Technology, B.S.

The University Curriculum Committee moves Faculty Council adopt the following:

A new major in Fermentation Science and Technology (B.S.) be established effective Fall Semester 2013.

Rationale:

According to the Phase II proposal submitted:

Colorado State University would be the first university in the Rocky Mountain Region, and one of only three in the United States, to provide an academic program of undergraduate study related to the science of food and beverage fermentation. This program would be designed to prepare students for employment in the rapidly expanding interface of functional food and human health. This program meets the immediate needs of the beer, wine, dairy, soy foods, and baking industries for the next generation of skilled workforce with translational knowledge, skills, attitudes and experience. It also provides an excellent opportunity to expand our reach to all fermentation products such as yogurt, cheese, breads, fermented vegetable products such as sauerkraut and tempeh, processed meats such as sausage, fermented fruits and vegetables for wines, and fermented grain products such as beers and ales. The steady enrollment in the current brewing science and enology courses and the availability of job opportunities in these food and beverage industries are indicators that this program will appeal to many students.

The program will be administered by the Department of Food Science and Human Nutrition.

The request was reviewed and approved by the University Curriculum Committee on September 21, 2012.
August 13, 2012

Office of the Provost  
Colorado State University  
711 Oval Drive  
Fort Collins, CO 80523

I am writing to express my support for the proposed Bachelor of Science Degree in Fermentation Science and Technology to be offered at Colorado State University. Colorado needs well-educated professionals in this unique area of science to meet the growing demands of industry. CSU has developed a reputation of providing valuable support for local food industries and is uniquely positioned to move forward and assume a key role in the education of local food and beverage producers.

Leprino Foods produces cheese and a variety of nutrition ingredients that serve very specific wellness needs in Infant Nutrition, Sports Nutrition and Weight Management. The foundation of our business is cheese and from it, the other ingredients are derived. All utilize fermentation in one form or other. Fermentation and its enabling components-enzyme technology—are tremendously valuable skills that we find in quite short supply. Not only does Fermentation Science and Technology find wide application in food processing, it is equally applicable in other industry segments such as pharmaceuticals and bio-technology.

CSU faculty and administrators have been forward-thinking in realizing the need for the addition of this major and the benefits to state and national industries. This degree program will help to meet the strong demand for college graduates in our region who understand the science and production techniques used in the making of fermented foods and beverages. The growth in this sector of the economy is expected to continue and the educational advancement of students in this career path is good for Colorado and local industry. The impact of this proposed program will have a significant influence in this region and beyond in terms of employment of graduates.

In summary, Leprino Foods strongly supports CSU in the development of this new undergraduate major and would be honored to assist with the development and delivery of the relevant education.

Sincerely,

Edith Wilkin  
VP/Fellow - Food Safety & Regulatory
24 August 2012

Office of the Provost
Colorado State University
Fort Collins, CO 80523

I am supportive of the proposed Bachelor of Science Degree in Fermentation Science and Technology to be offered at Colorado State University. We are aware that college-educated professionals are needed in this unique area of science to meet the growing demands of the brewing industry. CSU has developed a reputation of providing valuable support for the food, brewing and wine industries, and New Belgium Brewing has contributed to and benefitted from teaching and research related to brewing at the University in Fort Collins. CSU is now ready to move forward and assume a key role in offering a complete undergraduate education program that extends from agricultural production of raw ingredients to table consumption of fermented foods and beverages as it also addresses consumer concerns of nutrition, health, and environmental conservation.

The proposed curriculum has been structured to address a deficiency in regional food science education and was developed with critical industry input. CSU faculty and administrators have been forward-thinking in realizing the need for the addition of this major and the benefits to Colorado and national food and beverage industries. This degree program will help to meet the strong demand for college graduates in the Rocky Mountain region and nationally who understand the science and production techniques used in the making of fermented foods and beverages. The growth in this sector of the economy is expected to continue as evidenced by companies expanding into other states and the educational advancement of students in this career path is good for Colorado and the national fermented food and beverage industry. The impact of this proposed undergraduate major will have a significant influence in this region and beyond in terms of employment of graduates.

I am personally supportive of CSU implementing this new academic major and New Belgium Brewing looks forward to continuing direct involvement in this new undergraduate program once it is approved.

Sincerely,

[Signature]

Kimberley Jordan, Co-Founder and CEO
August 14th, 2012

Office of the Provost
Colorado State University
Fort Collins, CO 80523

I am pleased to provide this letter of support for the proposed Bachelor of Science Degree in Fermentation Science and Technology to be offered at Colorado State University. The need for well-educated professionals is increasing rapidly because of the strong interest in craft made alcoholic beverages and cheese. Odell Brewing Company has hired three CSU graduates having completed FTEC 460 Brewing Science and Technology and currently has another FTEC 460 student in an internship.

CSU has developed a reputation of providing valuable support for the Colorado brewing industry in terms of graduates employed by the industry and research on brewing concerns. Now CSU is uniquely positioned to move beyond a highly successful brewing science course and assume a key role in offering education that extends from agricultural production of raw ingredients to table consumption of fermented foods and beverages as it continues to address consumer concerns of nutrition and health.

The proposed curriculum has been structured to address a deficiency in regional food science education and was developed with critical industry input. CSU faculty and administrators have been forward-thinking in realizing need for the addition of this major and benefits to the Colorado and national food industry. This degree program will help meet the strong demand for college graduates in the Rocky Mountain region who understand the science and processing technology used in the making of fermented foods and beverages. The growth in this sector of the economy is expected to continue and the educational advancement of students in this career path is good for Colorado and good for local industry. The impact of this proposed program will have a significant influence in the Rocky Mountain region and nationally in terms of employment of graduates.

I am pleased CSU is proposing this academic program and Odell Brewing Company supports approval of this new undergraduate major at Colorado State University.

Sincerely,

[Signature]
President and Founder
Odell Brewing Company
dougodell@odellbrewing.com

800 E. Lincoln Ave., Fort Collins, CO 80524
(970) 498-9070 Fax (970) 498-0706 www.odellbrewing.com
Office of the Provost  
Colorado State University  
Fort Collins, CO 80523  

August 21st, 2012

As MillerCoors continues our relationship with Colorado State University and other institutions we are pleased to see a Bachelor of Science Degree in Fermentation Science and Technology being created at CSU. Our own Dr. Keith Villa has presented to students enrolled in FTEC 480 Brewing Science & Technology for several semesters and additional course offerings in this area will further support industry needs and student engagement. The brewing industry and others like it will face shortages of technically trained people as demands grow and change. With two major global brewery sites, an increasing number of craft facilities and some of the best quality agricultural products in the world, competition, especially in Colorado, extends beyond products we produce; 
people are in demand as well.

Our understanding is the proposed curriculum has been structured to address a deficiency in regional food fermentation science education and developed to involve critical industry input. CSU faculty and administrators are forward-thinking in recognizing the need for this major and its future benefits to Colorado and national fermented food and beverage industries. This undergraduate degree program will help meet a strong demand for college graduates in the Rocky Mountain region who understand the science and production techniques used in a sector of the economy where growth is expected to continue. The educational preparation of students in this career path will have a significant influence beyond this as well, in terms of employment of graduates and satisfying business needs.

Melting, brewing and fermentation are critical areas of food science in need of well-educated professionals to meet growing demands of MillerCoors' industry and others like it. CSU's reputation for providing support that businesses need, uniquely positions the University to assume a key role. Offering education that extends from agricultural production of raw ingredients to table consumption of fermented foods and beverages will make this new academic program successful.

Yours sincerely,

Warren Quilliam

Warren R. D. Quilliam
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To: The Office of the Provost  
Colorado State University  
Fort Collins, CO 80523

This letter is to offer strong support for the proposed Bachelor of Science Degree in Fermentation Science and Technology to be offered at Colorado State University. Well-educated professionals are needed in this unique area of science to meet the growing demands of industry. CSU has developed a reputation of providing valuable support for the food, brewing and wine industries, and is uniquely positioned to move forward and assume a key role in offering education that extends from agricultural production of raw ingredients to table consumption of fermented foods and beverages and also addresses consumer concerns of nutrition and health.

The proposed curriculum has been structured to address a deficiency in regional food science education and was developed with critical industry input. CSU faculty and administrators have been forward-thinking in realizing the need for the addition of this major and the benefits to state and national industries. This degree program will help to meet the strong demand for college graduates in the Rocky Mountain region, who understand the science and production techniques used in the making of fermented foods and beverages. The growth in this sector of the economy is expected to continue and the educational advancement of students in this career path is good for Colorado and good for local industry. The impact of this proposed program will have a significant influence in this region and beyond in terms of employment of graduates. This program will be helpful in case CSU will take advantage of establishing a relationship with both the Scandinavian School of Brewing and the Copenhagen University Institute of Food Science, where the Brewing Science & Technology education is located.

I am pleased CSU is proposing this academic program and the Master Brewers Association of the Americas - Rocky Mountain District supports approval of this new undergraduate major. Please feel free to contact me if you need more information or support.

With kindest regards

Finn
Finn B. Knudsen
Technical Chair

Master Brewers Association of the Americas
Rocky Mountain District
August 10, 2012

Office of the Provost
Colorado State University
Fort Collins, CO 80523

To Whom It May Concern:

I am writing this letter in support of the proposed Bachelor of Science Degree in Fermentation Science and Technology, to be offered at Colorado State University. In my experience working with young entrepreneurs who wish to develop safe, innovative products and processes, I find that access to correct information is difficult for them, and that "grandma's favorite pickle recipe" may not only be impractical to reproduce in large quantities, but may also contain hidden hazards that only a handful of process authorities / food scientists and technologists would detect. Furthermore, recipes that require fermentation may be rejected by regulatory officials, because these processes are difficult to validate to their liking. I have personally helped a number of start-up small businesses that have struggled with these problems and have spent months under my guidance to develop a product that is safe and acceptable to regulatory officials.

My experiences and those of other process authorities have led me to firmly believe that well-educated professionals are needed in this unique area of food science to meet the growing demands of the fermented food industry. CSU has a reputation of providing valuable support for the food, brewing and wine industries, and is uniquely positioned to move forward and assume a key role in offering education that extends from agricultural production of raw ingredients to table consumption of fermented foods and beverages and also addresses consumer (and regulatory) concerns of nutrition, health, and safety.

The proposed curriculum has been structured to address a deficiency in regional food science education and was developed with critical industry input. CSU faculty and administrators have been forward-thinking in realizing the need for the addition of this major and the benefits to state and national fermented food and beverage industries. This degree program will help to meet the strong demand for college graduates in the Rocky Mountain region who understand the science and safe production techniques used in the making of fermented foods and beverages. The growth in this sector of the economy is expected to continue, and the educational advancement of students in this career path is good for Colorado and good for the national fermented food and beverage industry. The impact of this proposed program will have a significant influence in this region and beyond in terms of employment of graduates and the innovation of safe, quality fermented food and beverages by well-educated entrepreneurs.

I am pleased the CSU is proposing this academic program and my company, the Hospitality Institute of Technology and Management, supports approval of this new undergraduate major.

Sincerely,

O. Peter Snyder Jr.
O. Peter Snyder, Jr., Ph.D.
President / Process Authority
Bachelor of Science Degree in Fermentation Science  
Department of Food Science & Human Nutrition  
College of Applied Human Sciences

PHASE 1
1. *Brief Overview of Proposed Program:*

- **Name of Major/Program:** Fermentation Science
- **Degree type:** Bachelor of Science
- **Department/School:** Food Science & Human Nutrition
- **College:** Applied Human Sciences; Agricultural Sciences
- **Expected total number of students enrolled in program** (five years post-implementation)  
  150-200 students, 30-40 graduates per year

**Summary of Program and Rationale**

Preservation of food products by fermentation has been a part of culinary history long before the science, safety, and nutritional attributes of fermented food and beverages were fully understood (McGovern, et al., 2004). The availability and diversity of fermented products, including cheese, bread, yogurt, kefir, pickles, sauerkraut, meat, soy products, beer, and wine has increased in recent years and consumer interest in this area is continuing to grow. It is increasingly clear that fermented food products can favorably alter the microbiota within the human gut, which has implications for food safety and can impact risk for a variety of chronic and inflammatory diseases, including heart disease, diabetes, obesity, and cancer (Musso et al., 2010). Given the strength of the FSHN faculty devoted to chronic disease prevention, the addition of expertise in this area of fermentation science and health provides an outstanding interface with other faculty within the department.

Through the Functional Foods and Probiotics Graduate specialization currently offered in the Department of Food Science and Human Nutrition, the *Brewing Science and Technology* course, FTEC 460, and enology coursework in the Department of Horticulture and Landscape Architecture, CSU is establishing a reputation in this unique area of science. With a national focus on improved food safety, this is an excellent time to develop a degree program in the science that harnesses the activities of microorganisms for beneficial results. In addition, studies of specific fermented foods and beverages have revealed significant benefits such as improved shelf life and safety of products (van Boekel, et al., 2010), probiotic and prebiotic availability (Stanton, 2005), improved nutrient bioavailability (Poutanen, et al., 2009), anticancer properties (McGovern, et al., 2010), and improved sensory properties (Guizani and Mothershaw, 2007).

Understanding the processes and learning the methods involved in the production of fermented foods and beverages requires a unique set of knowledge and skills. Well-educated professionals are needed in fermentation science to meet the growing demands of industry. Colorado State University has provided valuable support for the food, brewing and wine industries, and is in an excellent position to move forward and assume a key role in providing the education needed for our graduates to be successful in this growing area of science and production.
Cited References:


2. (A) Fit with CSU Role and Mission

Supporting the University Mission

As the Colorado land-grant institution, Colorado State University’s statutory role and mission states that it should offer a “comprehensive array of baccalaureate programs.” CSU is uniquely positioned to develop a fermentation science curriculum that extends from agricultural production of grains, hops, dairy, meat, grapes, and other fermentable foods to table consumption of wine, bread, cheese, yogurt, beer, and ale, and to addressing consumer concerns of nutrition, health, and wellness. A few specific examples of direct support for CSU’s overall mission include: 1.) developing partnerships with Colorado industries; 2.) establishment of internships that will benefit students and Colorado industry; and 3.) creation of a network between CSU and fermentation-related industries which will enhance food product development, dissemination of health-related knowledge throughout the state, and help diversify the state economy.

Objectives of the Fermentation Science Program Relative to CSU’s role and mission:

A. To provide students an interdisciplinary educational experience that offers exposure to the broad range of issues affecting the production of fermented foods and beverages, along with opportunities to focus in areas of individual interest.

B. To afford opportunities for Colorado undergraduate students and attract out-of-state and out-of-country (including Canada) students who are currently unable to locally enroll in an academic undergraduate 4-year degree program in fermentation science; which would be valued by future career employers in the fermented foods, brewing, and wine industries throughout the world.

C. To create meaningful experiences for students to bring their academic work into practice through interaction with the Colorado dairy, baking, meat processing, beer and wine industries, along with other fermented food production industries.
D. To enhance faculty research through building collaborative projects in fermentation, brewing science, and enology among faculty at CSU and at collaborating institutions (e.g., CSU-Pueblo) and with industry and partner organizations.

E. To enhance preclinical, clinical, and translational research focused on the role of fermented food products in improving human health and reducing the burden of chronic disease.

F. To ensure that the work done at CSU strengthens the food science, nutrition, and agricultural sectors as a whole through communicating research findings, working with partners to identify priority research areas, and connecting potential employers with graduates prepared to excel in all areas related to fermentation.

2. (B.) **Fit with the University’s Strategic Plan**

**Supporting the University Strategic Plan**

A few specific examples of direct support for CSU’s overall mission include:

A. Preparation of a new cadre of professionals uniquely suited to positively impact the economy and citizenry of Colorado;

B. Development of a distinctive program among peer universities;

C. Support for the stated vision of being a premier system of public higher education in the nation by offering a new focus area not currently represented in the CSU system;

D. Faculty development commensurate with university objectives.

**Supporting Colorado**

Colorado agriculture could benefit in multiple ways from the development of a fermentation science program, particularly the dairy, wheat, beef, pork, lamb, grape, hop, and barley industries. For example:

1. Specialty value-added meat, dairy, grain, and fruit products can improve revenue streams for small producers as well as major agricultural product processors.

2. The diversity of Colorado’s specialty crop and grain industries and strong presence of craft breweries in the state provides a unique opportunity for collaboration between these two growing industries. For thousands of years, artisan brewers have made use of any fermentable ingredients that were available, palatable and did not conflict with the food supply. Production of local grain and specialty crops can help meet the growing demand by local breweries for quality raw ingredients, such as hops, wheat, barley, fruits, and vegetables and can help to improve the diversity and profitability of Colorado’s agricultural community.

3. Fermentation processes can make use of imperfect agricultural commodities which otherwise would be discarded, increasing the efficiency of agricultural production. Local sourcing of lower value imperfect agricultural commodities would reduce the transportation distance associated with transporting raw ingredients and conserve nonrenewable energy sources.
4. Spent hops, grains, and other adjunct by-products are produced in association with the brewing of beer. These materials are considered good sources of protein and water soluble vitamins that have been used in feeding both ruminant and monogastric animals. Most Colorado breweries have established arrangements with local growers and livestock producers to transport and utilize these by-products. Other unutilized processing by-products can be used by small-scale local producers of meat and vegetable products to enrich fields and farms. Information regarding the bioactive chemical composition of specific spent by-products may be beneficial in developing their use in livestock and farming operations, as well as use in human nutrition and medicine.

3. Evidence of Need for the Program

CSU would be the first university in the Rocky Mountain Region, and one of only three in the United States, to provide an academic program of undergraduate study related to the science of food and beverage fermentation. This program would be designed to prepare students for employment in the rapidly expanding interface of functional food and human health. This program meets the immediate needs of the beer, wine, dairy, soy foods, and baking industries for the next generation of skilled workforce with translational knowledge, skills, attitudes, and experience. It also provides an excellent opportunity to expand our reach to all fermentation products such as yogurt, cheese, breads, fermented vegetable products such as sauerkraut and tempeh, processed meats such as sausage, fermented fruits and vegetables for wines, and fermented grain products such as beers and ales. The absence of a similar program in the Rocky Mountain region, the steady enrollment in the current brewing science and enology courses, and the availability of job opportunities in these food and beverage industries are indicators that this program will appeal to many students from Colorado, other U.S. states and Canada. Based on projected student enrollments we would expect to graduate from the major 40 students per year.

The dairy industry is very prominent in Colorado with processing of yogurt and cheese. Leprino Foods located in Denver is opening a new cheese processing plant in Greeley which will be hiring college graduates with food science degrees, for which a major in fermentation science would be especially attractive. The meat industry is also prominent in Colorado and well represented by the Animal Sciences Department and Center for Meat Safety and Quality at CSU. This industry is moving more toward further processed, value-added meat products promoting convenience and health such as fermented sausage. Also soy products are gaining popularity and Fort Collins is the home of the largest tempeh production facility in the state of Colorado.

Currently, only one CSU course, FTEC 460 Brewing Science and Technology, has been implemented, but numerous students who have completed this course have secured career and internship employment in the brewing industry. Employers are pleased they have had some academic fermentation science education and it enhances their résumé over job applicants without this education. As an example, the ten Fort Collins breweries are asking applicants if they have studied brewing science at CSU and some breweries are recommending that applicants enroll in the course. The proposed complete undergraduate major would attract students from Colorado, out-of-state students, as well as international students, particularly from Canada which has a growing brewing industry as well as extensive artisanal food production in baking, dairy, and meat processing. The proposed undergraduate fermentation science program at CSU would be uniquely comprehensive in the United States, with similar programs found only in United Kingdom, Germany, Belgium, and Russia.
The proposed complete undergraduate major would attract students from Colorado, out-of-state students, as well as international students, particularly from Canada which has a growing brewing industry. The proposed undergraduate fermentation science program at CSU would be uniquely comprehensive in the United States, with similar programs found only in United Kingdom, Germany, Belgium, and Russia.

Craft beer production in the U.S. rose 9% by volume and 12% by retail dollars in the first half of 2010, providing an estimated 100,000 jobs in the U.S. (Brewers Association 2011). Other food processing operations utilizing fermentation in the production of their products are experiencing similar or greater growth arcs. There are considerable economic benefits derived from processed meat, dairy, fruit, soy, beer and wine production and related tourism associated with the numerous fermented food product processors located in Colorado.

4. Evidence of Student Demand
As evidenced by the number of undergraduate students who enrolled in FSHN 496, a special topics class focused on probiotics, functional foods, and human health, there is a growing interest in students wanting to better understand how fermented products favorably alter the gut microbial signature and prevent chronic diseases. Recent evidence suggests that gut bacteria play a critical role in promotion or prevention of chronic diseases including obesity, type 2 diabetes, ulcerative colitis, Crohn's disease, cancer etc. It is critical to identify and characterizing the fermented foods and phytonutrients that elevate beneficial gut bacteria, while measuring biomarkers of both exposure and response in target tissues. Furthermore, knowledge about intestinal processes may offer innovative strategies for targeted fermented product development. Also, food science faculty have secured federal funding (2009-2012) to determine the effects of functional food products on gut microbial signature and colonic-systemic inflammation during the obese condition, indicating growing interest in this emerging area.

Colorado is the leading brewing production state in the nation, and CSU offers one of three undergraduate academic brewing science courses in the U.S. University of California-Davis has a 2-year waiting list for applicants to enroll in their Professional Brewing Programs in Brewing Science and Engineering. University of Wisconsin at Madison has a newly developed brewing science course directed to microbiology majors. Oregon State University has a graduate program in brewing science. CSU’s Brewing Science & Technology course is in its 6th year and 9th semester; enrolling 20 students per semester. This spring semester we were unable to enroll 32 qualified applicants due to the required enrollment limit of 20. The course is filled for fall semester, 2011, with 25 qualified applicants unable to enroll. The food processing industry is looking for well-educated students to fill positions to supply the expanding consumer demand for value-added fermented food products.

5. Duplication/Similar Programs in the State
The proposed fermentation science program is unique in Colorado, as well as the United States and Canada. Although the University of California Davis does offer an undergraduate degree in Fermentation Science, it is focused on fermented beverages. To offer a complete fermentation science program with coursework and applied experience in a full range of agricultural commodities would place Colorado State University at the forefront of this booming food trend.
PHASE 2

6. Student Body
For Undergraduate Programs:

• What is the ideal number of students in terms of total student enrollment (after program has been in place for five years)? 80

• What number do you feel would be ideal for the “entering class”? 15

• Present a time line explaining how you expect those numbers to grow as you build toward your first graduating class. 1st year, 15; 2nd year, +20; 3rd year, +20; 4th year, +20; = 15 graduating; 5th year, +20 = 20 graduating leaving 80 enrolled.

• How many students do you expect to graduate in a given year once the program is at ideal size? 20

• Is the proposed program intended to provide another program option to a significant number of students who are already being attracted to or attending CSU? Provide explicit detail. No. It will include applied science and technology of commercially processed food and beverages. It will apply the basic sciences of biology, microbiology, chemistry, and physics, but will not include industrial fermentations of non-food components such as pharmaceutical, biological reagents, or organic acids for non-food use. It will not attract students who are interested in career employment in the medical, pharmaceutical, or non-food chemical, microbiological, or engineering industries, nor students in any majors who are pre-med or pre-vet med. It will not attract students who would otherwise select majors not requiring advanced levels of biology, chemistry, or microbiology. Agricultural Science majors are largely food production oriented in their interests, and this proposed major is largely food processing oriented.

• If the program is expected to attract students from other campus departments, attach a letter from the relevant department head and dean indicating their support (or lack thereof) for the new proposal in terms of shift of student enrollment from that particular department. The proposed program is not expected to attract a significant number of students from any other campus departments, and certainly not shift of student enrollment. The proposed program will prepare graduates for careers in the food processing industry, which no current programs or majors at CSU provide except Food Science in FSHN and the proposed program will add courses that would strengthen that major.

• Is it anticipated that the proposed program will draw students who would not otherwise come to the institution? Yes, it will likely draw students to CSU from all U.S. states, Canada, and Europe who seek careers in the expanding fermented food and beverage industries, in their respective countries. There are currently only two academic fermentation science programs offered at state universities, one at University of California – Davis which is an undergraduate program, and one at Oregon State University which is a graduate program. University of California – Davis also has a 6-month Extension course in
brewing science which has a 2-year waiting list for students to enter, and is not part of an academic degree curriculum. There is no similar comprehensive undergraduate program in any other state to serve current and future employment needs of the rapidly expanding brewing and total fermented foods industries.

- What is the student profile in other programs that the department currently offers (e.g., mean index score; residency compared to non-residency numbers; ethnicity of student body). Is there any reason to believe that the profile of the student body in the new program area would be any different than the existing profile?
Yes. The new program would draw a high proportion of non-residence students from out of state and out of country. There would be no anticipated reason for change in mean index score or ethnicity of student body.

7. Admission Requirements
- Are any requirements for admission to the proposed program being recommended that are higher than CSU’s minimum requirements? No. If so, what are the recommendations? What is your rationale for the higher standards?

Program and Assessment

8. Course of Study
- List all courses comprising the program’s overall curriculum. Please provide the following information for each course: course number, title, credits, prerequisite, catalog description (Please BOLD entries for any NEW courses that are being proposed as a part of this curriculum).
Curriculum would include core and elective courses in food science, horticulture, microbiology, chemistry and physics:
- FTEC 210 03(2-2-0) Science of Food Fermentation. Prerequisite: CHEM 107 or 111; LIFE 205. Science, history, culture, gastronomy, safety, health, and nutrition aspects of fermented foods and beverages. (Student enrollment: fall semester, 25 per semester, 100 per 4 years)
- FTEC 350 03(2-2-0) Fermentation Microbiology. Prerequisite: FTEC 310; MIP 334. Microorganisms involved in fermentation of foods and beverages. (Student enrollment: spring alternate years, 50 per semester, 100 per 4 years)
- FTEC 360 03(2-2-0) Brewing Science & Technology. Prerequisite: CHEM 245; MATH 118; 21 years of age; completed 60 credits. Scientific and technical aspects of brewing, fermenting, finishing, and evaluating microbrewed style of lagers and ales. (Student enrollment: both fall and spring semesters, will be the introductory brewing course. 20 per semester, 160 per 4 years)
- FTEC 330 02(1-2-0) Malting and Mashing. Prerequisite: MATH 118; PH 121; CHEM 245; BC 351. Biochemical and technical aspects of malting cereal grains for wort production in beer manufacturing. (Student enrollment: fall semester, 20 per semester, 80 per 4 years)
- FTEC 340 02(1-2-0) Brewing and Finishing. Prerequisite: PH 121; MATH 118; CHEM 245; BC 351. Biochemical and physical aspects of wort production and subsequent fermentation of beer. (Student enrollment: spring semester, 20 per semester, 80 per 4 years)
- FTEC 420 02(1-2-0) Beer Analysis & Quality Control. Prerequisite: FTEC 330; FTEC 340; FTEC 440; 21 years of age; completed 60 credits. Quantification and assessment of beer
production parameters and analysis of beer quality. (Student enrollment: fall semester, 20 per semester, 80 per 4 years)

- FTEC 430 02(1-2-0) *Sensory Evaluation of Fermented Products*. Prerequisite: FTEC 310 or FSHN 301. Principles of sensory analyses and their application to fermented foods and beverages. (Student enrollment: spring semester, 20 per semester, 80 per 4 years)

- FTEC 440 02(1-2-0) *Clarification and Packaging Technology*. Prerequisite: MATH 118; PH 121; BTEC 306; FTEC 330; FTEC 340; 21 years of age. Scientific and engineering principles of food and beverage filtration and clarification equipment; and packaging technology. (Student enrollment: spring semester, 20 per semester, 80 per 4 years)

- FTEC 460 02(2-0-0) *Food Processing Management*. Prerequisite: FTEC 330; FTEC 340. Operations and process management for food and beverage processing and production plants. (Student enrollment: spring semester, 20 per semester, 80 per 4 years)

- FSHN 496 01 (1-0-0) *Group Study in Functional Foods and Probiotics*. Prerequisite: FSHN 350. (Student enrollment: spring semester, 20 per semester, 80 per 4 years)

- FSHN 496 01 (1-0-0) *Group Study in Special Fermentation Topics*. Prerequisite: FSHN 350. (Student enrollment: fall semester, 20 per semester, 80 per 4 years)

- FTEC 492 02 (0-0-2) *Seminar in Fermentation Science & Technology*. Prerequisite: Senior standing. Capstone seminar fermentation science and technology. (Student enrollment: spring semester, 20 per semester, 80 in 4 years)

We will involve selected students having completed FTEC 360 in brewing teaching or research projects by enrollment in:

- FTEC 495, *Independent Study*. for variable credit. (optional)
- FSHN 484 or FSHN 684, *Supervised College Teaching*, for 3 credits. (optional)

Majors will be required to complete an internship in the commercial brewing industry for variable credit through:

- FTEC 487, *Internship*. (Student enrollment: summer semester, 10 per year, 40 per 4 years).

Offered concurrently on campus and through Continuing Education for non-majors will be:

- FTEC 3xx 02(2-0-0) *Applied Zymurgy*. Prerequisite: none. Fermentation related to the brewing of beer including history, business, and art of ales and lagers. (Student enrollment: fall and spring semesters, 20 per semester, 160 per 4 years)

The following currently offered courses in horticulture will be included in the curriculum:

- HORT 277 01(1-0-0) *Introduction to Enology*. Prerequisite: none. Methods/criteria to evaluate, compare, and describe aroma and flavor characteristics in sound commercial wines; identification of common wine defects. spring semester odd years (Student enrollment: spring semester odd years, 20 per semester, 40 per 4 years)

- HORT 452 01(1-0-0) *Viticulture-Grape Production*. Prerequisite: BZ 120 or HORT 100 or LIFE 103 or SOCR 100. Grape production in temperate zone climates. (Student enrollment: fall semester odd years, 20 per semester, 40 per 4 years)

- HORT 462 03(3-0-0) *Viticulture Practices in Grape Production*. Prerequisite: none. Biology of grape vines and cultural practices including planning, training, pest control, pruning, and harvesting; special emphasis on Colorado. (Student enrollment: spring semester even years, 20 per semester, 40 per 4 years)
• HORT 477 03(3-0-0) Enology–History and Winemaking. Prerequisite: CHEM 107 or concurrent registration and CHEM 108 or concurrent registration or CHEM 111 or concurrent registration and CHEM 112 or concurrent registration. History and development of the wine industry; mechanics of various processes and factors affecting wine quality and consumer acceptance. (Student enrollment: spring semester even years, 20 per semester, 40 per 4 years)

Additional currently offered courses will be required in the curriculum:
• PH 121 05 (3-2-1) General Physics I. Prerequisite: MATH 125 or concurrent registration. Concepts of force, torque, energy, momentum, work used to cover fluids, waves, sound, temperature, heat; biological, physical examples (noncalculus). (Student enrollment: Fall, Spring, Summer School, 10 per year, 80 in 4 years)
• BC 351 04 (4-0-0) Principles of Biochemistry. Prerequisite: BZ 110 or BZ 120 or LIFE 102; CHEM 245 or CHEM 341 or CHEM 345. Structure and function of biological molecules; biocatalysis; metabolism and energy transduction; gene expression. (Student enrollment: Fall, Spring, Summer School, 10 per year, 80 in 4 years)
• FTEC 420 03 (2-2-0) Quality Assessment of Food Products. Prerequisite: FTEC 110; LIFE 205. Quality control of raw ingredients to manufactured products: assessment and sensory evaluation of foods. (Student enrollment: Spring semester even years, 40 per semester, 80 in 4 years)
• FTEC 447 02(2-0-0) Food Chemistry. Prerequisite: CHEM 245 or CHEM 345. Chemistry of food constituents as related to food quality and stability. (Student enrollment: spring semester odd years, 40 per semester, 80 per 4 years)
• MIP 334 03 (3-0-0) Food Microbiology. Prerequisite: LIFE 205 or MIP 300. Microorganisms in production of foods, in preservation and spoilage, and in food-borne diseases. Control of microorganisms in foods. (Student enrollment: fall semester (20 per semester, 80 per 4 years)
• MIP 335 02 (0-4-0) Food Microbiology Laboratory. Prerequisite: LIFE 206 or MIP 301 or MIP 302. MIP 334 or concurrent registration. (Student enrollment: fall semester odd years, 40 per semester, 80 per 4 years)
• RRM 330 02 (2-0-0) Alcoholic Beverage Control and Management. Prerequisite: CHEM 103 or CHEM 107. Classification, production, and service of controlled beverages; management of facilities and people; service training; financial controls. (Student enrollment: spring semester (20 per semester, 80 per 4 years)
• BTEC 306/BIOM 306 04 (3-2-0) Bioprocess Engineering. Prerequisite: CHEM 107 or CEM 111, PH 121 or PH 141. Material, energy balances; fluid flow, heat exchange, mass transfer; application to operations in food, fermentation, other bioprocess industries. (Student enrollment: spring semester 20 per semester, 80 per 4 years)
• MGT 305 03 (3-0-0) Fundamentals of Management. Prerequisite: none. Managerial process of planning, directing, and controlling inputs of an organization. Analysis, decision making, and survey of research literature. (Student enrollment: fall and spring semester)
• MGT 430 03 (3-0-0) Leadership and Social Responsibility. Social responsiveness of managers as they face expectations in the firm’s internal and external environment. (Student enrollment: spring semester)

Advanced undergraduate students may enroll in the following graduate level courses:
• FTEC 576 02 (2-0-0) Cereal Science. Prerequisite: FTEC 447. Chemistry and functionality of cereal grain components and their importance in human nutrition. (Student enrollment: fall semester odd years, 10 per semester, 20 per 4 years)
- **FTEC 578 03(3-0-0) Bioactives and Probiotics for Health.** Prerequisite: CHEM 245 or CHEM 345 or FTEC 447. Bioactive food components and other phytochemicals as related to health promotion and disease prevention. (Student enrollment: spring semester even years, 10 per semester, 20 per 4 years)

- Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.

- (1) All new courses will utilize currently traditional classroom technology involving PowerPoint and DVD projection, chemical and microbiological analytical equipment, and applicable fermented food processing equipment.

- (2) Internships with industry will be offered for credit through a currently existing course, and field trip tours of local fermented food industries will be a required part of applicable courses.

9. **Curriculum – courses and total structure**

Include total curriculum design as discussed at University Curriculum Committee. Use the appropriate UCC forms, found on the web. Once the Phase 1 report has been approved, you may choose to submit this packet to University Curriculum Committee to get preliminary feedback as to whether they have any questions or concerns about the proposed curriculum.

Please see Appendix A for course check sheet.

10. **Assessment of Student Learning/Outcomes Evaluation**

(Please ask CSU Director of Assessment to serve as a resource for these questions)

- What specific learning outcomes will be achieved by students who complete this proposed program of study?
  - What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum? Each course a student takes in the fermentation science major will build on previous courses lesson plans. This will create a means to assess a student’s competency to utilize concepts learned in prior classes to be successful throughout the entire fermentation science program. Courses will be graded as a whole via exams, lab work, oral presentations, and research projects.

- What specific methods or approaches will be used to assess graduate (completer) outcomes? During a student’s final semester in the program they will take a senior seminar designed to promote critical thinking and problem solving on a holistic view of the fermentation science industry. Students will design a manufacturing facility to create a fermented food product, and be expected to present the scientific and technical aspects of their facility to faculty members and peers. Upon completion of the senior seminar the student will have touched on every topic presented to them through the program.

- Is a licensure examination associated with this field of study? No licensure examination is required. However the fermentation science program will give the students the means to pass the International Brewers and Distillers exam. The IBD is a highly respected competency exam covering the entire field of topics related to fermentation science.
Students who elect to take this exam will greatly help their futures as professionals in their fields.

- How will the institution determine the extent to which the academic program meets the objectives (section 2) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)
  - Students will be required to participate in a summer internship between their junior and senior year. This will allow an excellent opportunity for industry members to interact with students and faculty generating a strong rapport between Colorado State University and the fermented food and beverage industries. The internship will allow means of evaluating student progress based on employer feedback, and will help in determining the efficacy of the classes in the major. Post-graduation employment rate for fermentation science students in a fermented food/beverage production facility will be a strong indicator of the program’s overall outcome. Finally, collaborative research in fermentation science between departments at CSU will utilize undergraduate students and faculty. This will be a valuable tool in monitoring the end result of an education in fermentation science from CSU.
- How will the collected information be used to improve teaching, advising, and co-curriculum activities to enhance student learning? Faculty teaching fermentation science will be experts in their fields. Utilizing the faculty’s knowledge of subject matter and the student’s evaluations of class lecture and faculty members, we will create the best learning environment capable for this unique subject. The faculty’s experience and knowledge of the professional workplace will also advise students on the absolute best path for each student to meet their academic and career goals.

**Faculty**

11. **“Snapshot” of Faculty Resources**
- Identify current program faculty, briefly describing each faculty member’s expertise/specialization. Separate regular core faculty from other departments’ faculty and adjuncts.

- Summarize faculty resources using the following table

<table>
<thead>
<tr>
<th>Last, First</th>
<th>Tenure-track/Tenured/Special/Temp</th>
<th>Highest Degree Held</th>
<th>Area of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avens, Jack</td>
<td>Tenured</td>
<td>Ph.D.</td>
<td>Food Microbiology/Brewing/Food Safety</td>
</tr>
<tr>
<td>Bunning, Marisa</td>
<td>Tenure-track</td>
<td>Ph.D.</td>
<td>Food Safety/Food Science</td>
</tr>
<tr>
<td>Miller, Jeffrey</td>
<td>Tenure-track</td>
<td>Ph.D.</td>
<td>Hospitality Management/Education/Food and Culture</td>
</tr>
<tr>
<td>Stone, Martha</td>
<td>Tenured</td>
<td>Ph.D.</td>
<td>Food Science/Cereal Grains</td>
</tr>
<tr>
<td>Weir, Tiffany</td>
<td>Tenure-track</td>
<td>Ph.D.</td>
<td>Gut Microbial Ecology/Fermentation of Dietary Components</td>
</tr>
<tr>
<td>Vanamala, Jairam</td>
<td>Tenure-track</td>
<td>Ph.D.</td>
<td>Bioactive Components/Probiotics</td>
</tr>
</tbody>
</table>
• Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program’s operation (assuming the program develops as anticipated). What resource commitment is required and how will it be provided?

One new tenure-track faculty member would be needed with expertise in brewing technology and in the area of fermentation science and fermented food products. Select courses may be taught by additional adjunct faculty members from the local brewing industry.

• Estimate the number and type of support staff needed in each of the first four years of the program. With the exception of requested GTA positions we believe that the current staffing levels will be sufficient for the first four years of the program.

12. Faculty Vitae

• For a new undergraduate program, include abbreviated vitae (1-3 pages) for all tenured/tenure-track faculty members as appendices.

• For new graduate programs, include full vitae for all tenured/tenure-track faculty members as appendices.

Vitae included in Appendix B:

Avens, J.
Bunning, M.
Miller, J.
Stone, M.
Vanamala, J.
Weir, T.

Resources

13. Impact of Program Request on Curriculum and Students

• What is the current department enrollment by degree level?
  o 575 undergraduates
  o 65 M.S. students
  o 15 Ph.D. students

• Are any of the department’s current program areas “controlled” or “capped”? The HM program is enrollment controlled.

Is the Center for Advising and Student Achievement (CASA) currently involved in advising any majors for a “seeking” category that involves any of the department’s degree areas? Yes, CASA works with students seeking HM.

  o If approved, how will launching a new degree impact the commitment already made to students in other program areas? No negative impact is anticipated.

• Provide a detailed plan as to how resources within the department would be re-allocated to contribute to the resource base needed for this proposed program (e.g., will the department need to “cap” another program? Would additional enrollment growth funding be necessary to meet current student demand for courses?).
The FSHN Department has 5 Food Science faculty members whose research and teaching touch some aspect of fermentation science. This group made a conscientious decision in collaboration with the department head to focus the food science program on fermentation science. Historically, the number of food science classes in the department has been somewhat limited. With the addition (not reallocation) of a new tenure-track faculty position and two teaching assistants, the additional undergraduate courses to be offered within this proposed program will become part of the ‘in load’ teaching responsibilities of these faculty members, without them exceeding the normal teaching load. The additional laboratory-based experiences for these undergraduate students will be primarily the responsibility of the two graduate teaching assistants.

There will not be a need for space reallocation, as the department will acquire an additional 2100 square feet in the Gifford Building due to the relocation of the Early Childhood Center. This space has been designated for the Fermentation Science Teaching Laboratory with renovations plans currently being developed. Thus, no additional space need be reallocated within the department.

Initially, with an incoming class of 20 students when the program is implemented, there will be no need for enrollment growth funds at the outset. However, this and other issues of faculty and space issues will be revisited in future years.

- What are “collateral expenses” that must be taken into account in order to offer this academic program? (E.g., other than AUCC (core) courses, how will other department’s teaching loads and facilities be affected by inclusion of their courses in the proposed curriculum. Provide a letter from other units indicating whether they would be able to “absorb” the projected number of students into already existing sections or whether they will need to add sections. If there is a need to add, can this be done with existing resources?

With an initial class of 20 students, it is not anticipated that the program will result in any significant collateral expenses at the outset. Even with a greater than anticipated growth rate in the program, the burden on other departments will be low. We have visited with the department head of Horticulture and Landscape Architecture and the associate department head for Microbiology, Immunology, and Pathology, and both have indicated that this proposed fermentation science program would have little negative impact on their academic programs.

**Graduate Assistants (for new graduate programs only)**

- How many graduate assistants do you currently have funded on Resident Instruction funds?
- There are 13 graduate students that are currently being paid on resident instruction funds.
- How many do you currently have funded on external grant Funds? Other sources?
- An additional 13 graduate students are paid out of federal or state grant funds and start-up accounts.
- How many additional funded assistantships do you hope to have to support students in this newly proposed program? How do you propose that they will be funded? What responsibilities will these graduate assistants have? Will this affect undergraduate student access to regular faculty?
Two half-time graduate teaching assistants would work in association with the new faculty member for the first two years and be funded as part of the new faculty start-up package. Beyond the first two years it is expected that these positions will be funded with revenue generated from differential tuition dollars. GTA’s would assist faculty with teaching responsibilities; however, this is not expected to affect undergraduate student access to regular faculty.

14. Library Reference Sources:

Note: this section must be reviewed by the Library Staff and certified by the Dean of the Libraries. Seek feedback from the Dean of the Library during Phase 1 so that work might begin on adequacy of the collection.

Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CDROM and online databases, and sound files) that are relevant to the proposed program (e.g., is there a recommended list of materials issued by the American Library Association of some other requirements of the recommended list?).

Consultations with the FSHN Library Liaison, Merinda McLure, resulted in the following list of suggested publications.

- JOURNAL PUBLICATIONS:
  - Institute of Brewing and Distilling (UK)
  - Master Brewers Association of the Americas
  - American Society of Brewing Chemists
  - Brauwelt (Germany)

- TEXT BOOKS:
  - Brewing, Lewis and Young
  - Handbook of Brewing, Priest and Stewart
  - Technology Brewing and Malting, Kunze
  - The Practical Brewer, Master Brewers Association of the Americas

  - How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How is it proposed that these additional resources will be provided? The estimated annual subscription cost based on 2012 pricing with inflation adjustment is $1,629.

15. Facilities, Equipment, and Technology

- What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to offer a quality program in the field?
  - Fermentation lab/classroom
  - New faculty lab/office renovations
• What resources for facilities, beyond those now on hand, are necessary to offer this program? Be specific (e.g., include need for new space, renovated space). Be sure to address classrooms, instructional labs, office space, etc. How is it proposed that these additional resources will be provided?

The FSHN has been allocated existing space (~2,100 SQ FT) on the first floor of Gifford that will need to be renovated for creation of a teaching laboratory for fermentation science and area for sensory evaluation of fermented food products. We are requesting funding from Central Administration and will also work with the development office in the College of Applied Human Sciences to generate revenue through private and industry donations to fund these renovations.

• What resources for equipment, and technology, beyond those now on hand, are necessary to offer this program? How is it proposed these additional resources will be provided?

Please refer to Appendix D for a list of equipment and other items needed for implementation of the Fermentation Science and Technology major. We expect that some of these items, particularly some of the brewing equipment, will be donated by industry supporters. We also hope that some of the equipment budget can come from Central Administration and through fundraising efforts within the College.

16. Summary of Budget Needs

Summarize all new budget resources you are requesting from CSU Central Administration. As part of this section, complete the attached financial planning form.

See Appendix D

List of Appendices

Appendix A: Course check sheet
Appendix B: Faculty Vitae
Appendix C: Library Resources
Appendix D: Budget
Appendix E
Letters of Support:

Anheuser-Busch
Hospitality Institute of Technology and Management
Leprino Foods
Master Brewers Association of the Americas, Rocky Mountain District
MillerCoors
New Belgium Brewing Company
Odell Brewing Company
Noosa Yogurt
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<td>BUS 150 or</td>
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<tr>
<td>LIFE 102</td>
<td>(4)</td>
<td>CS 110</td>
<td>(4)</td>
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<td>4</td>
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<td>(8)</td>
<td>CHEM 246</td>
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<td>CO 301B or</td>
<td>(3)</td>
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<td>CO 301C or</td>
<td>(3)</td>
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<td>(3)</td>
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<td>LIFE 205</td>
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<td>MATH 141 or</td>
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<td>MATH 155</td>
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<td>RRM 400</td>
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<td>FTEC 495</td>
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<table>
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<td>Fundamentals of Management</td>
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<tr>
<td>Leadership and Social Responsibility</td>
<td>3</td>
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<tr>
<td>Analytic Trigonometry</td>
<td>1</td>
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<tr>
<td>Calculus in Management Science</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Biological Science</td>
<td>(4)</td>
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<tr>
<td>Food &amp; Society</td>
<td>3</td>
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<td>Independent Study</td>
<td>var.</td>
</tr>
</tbody>
</table>
DATE: November 13, 2012

TO: Tim Gallagher, Chair
    Executive Committee and Faculty Council

FROM: Howard Ramsdell, Chair
    University Curriculum Committee

SUBJECT: Request for New Master in Arts Leadership and Administration—Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

**A plan C master’s program, Master in Arts Leadership and Administration (M.A.L.A.) in the College of Liberal Arts be established, effective Fall Semester 2013.**

Rationale:

According to the program proposal:

"The Master of Arts Leadership and Administration is a highly attractive option for graduate students who wish to develop or enhance their creative skills for a number of possible careers. It will not only provide arts students the professional resources they need to become more marketable, but it will also let students with other undergraduate degrees and professionals explore other career opportunities in the arts, including arts administration, jobs in mainstream entertainment, and opportunities in creative industries...."

The UCC changed the proposed degree name from the Master of Arts Leadership and Administration to the Master in Arts Leadership and Administration. The UCC agreed that the new name would prevent possible confusion with the Master of Arts, M.A., degrees.

The proposal was reviewed and approved by the following committees: Committee on Scholarship, Research, and Graduate Education on November 1, 2012; University Curriculum Committee on November 9, 2012.
NEW/MAJOR/MINOR PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME: Katie Yeager
EMAIL: katherine.yeager@colostate.edu
PHONE: 491-3746


ADOs
ADD a new department and/or college. (Complete Section I-Column B and Section II.)
ADD a new degree or major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column B, Section II, and Section III Column B.)

MAJOR CHANGES
CHANGE the name of an existing department and/or college. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
CHANGE the name of a degree or major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
CHANGE the curriculum requirements of an approved major or concentration or option or minor or interdisciplinary studies program involving a sum total of 7 or more credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
CHANGE AUCC Category 4 requirements of an approved major or concentration. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
DROP a degree or major or concentration or option or minor or interdisciplinary studies program and requirements. (Complete Section I-Column A and Section II.)

MINOR CHANGES
CHANGE the curriculum requirements of an approved major or concentration or option or minor or interdisciplinary studies program involving a sum total of less than 7 credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)

SECTION I

A. PRESENT NAME

B. REQUESTED NAME

DEPARTMENT

MAJOR

UNDERGRADUATE CONCENTRATION/GRADE SPECIALIZATION

OPTION

MINOR

INTERDISCIPLINARY STUDIES PROGRAM

DEGREE

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Fall 2013

SECTION II-JUSTIFICATION FOR REQUEST

The Master of Arts Leadership and Administration is a highly attractive option for graduate students who wish to develop or enhance their creative skills for a number of possible careers. It will not only provide students the professional resources they need to become more marketable, but it will also let students and professionals explore other career opportunities in the arts, including arts administration, jobs in mainstream entertainment, and opportunities in creative industries.

This new curriculum will provide leadership and advocacy training that will allow students to be informed of issues in the arts and make a difference in their community. The Institute will also return artists back into the community, thereby building an even stronger arts community in Fort Collins and Northern Colorado.

This, in turn, fulfills CSU's mission as a land-grant institution, giving back to the community in which it resides.

SECTION III (SEE PG. 2)

SECTION IV-SIGNATURES OF AFFECTED DEPARTMENTS (SEE PG. 3)

CHANNELS FOR APPROVAL

CURRICULUM & CATALOG USE

Approval Date

Comm. On Scholarship, Research, and Graduate Education (CoSREGE)
University Curriculum Committee
Faculty Council
Approved Effective Date

*Signature indicates approval and a commitment of resources.

Call 1-1451, Curriculum and Catalog Administration, for information.
### SECTION III: LISTING OF CURRICULUM REQUIREMENTS

A. For EXISTING PROGRAMS ONLY, contact Curriculum and Catalog to request a current program of study, which will be pasted below in this column for you. Curriculum and Catalog: 1-1451 or 1-1578.

B. For NEW PROGRAMS, put the ENTIRE NEW PROGRAM below in this column.

For changes to EXISTING PROGRAMS, LIST ONLY PROPOSED CHANGES (CHANGES, DROPS, AND ADDS).

(For examples, see Appendices in the Curricular Policies and Procedures Handbook.)

**INCLUDE:** Course subject code, number, title, number of credits, and AUCC designation (if appropriate). Note superscript "P" after course number if course has a prerequisite.

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<tr>
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<th>Title</th>
<th>Cr</th>
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</thead>
<tbody>
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<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>LEAP 500^*</td>
<td>Leadership in the Arts</td>
<td>3</td>
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<tr>
<td>LEAP 600^*</td>
<td>Arts Advocacy and Public Policy</td>
<td>3</td>
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<td>LEAP 650</td>
<td>Arts Education and Community Engagement</td>
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<td>LEAP 667</td>
<td>Internship</td>
<td>3</td>
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<td>Electives  ^*</td>
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<td><strong>SECOND YEAR</strong></td>
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<td>LEAP 600</td>
<td>Law and the Arts</td>
<td>3</td>
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<td>LEAP 670</td>
<td>Anti-Event Management</td>
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<td>LEAP 687</td>
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<tr>
<td>Electives  ^*</td>
<td>Selected A courses</td>
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**PROGRAM TOTAL = 30 credits**

- Students must be admitted to the Master of Arts Leadership and Administration.
- Chosen from a list of approved courses provided by the program.
- This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or [http://catalog.colostate.edu/front/courses-of-instruction.aspx](http://catalog.colostate.edu/front/courses-of-instruction.aspx) to see the course prerequisites.
- Additional course work may be required because of prerequisites.
SECTION IV – SIGNATURES OF AFFECTED DEPARTMENTS
(Required before consideration by University Curriculum Committee)

Affected departments include any department outside the home department, whose course is used in the program. Affected departments might also include other departments offering a program with similar or overlapping content.

This proposal for a curricular change or addition of a program of study has been reviewed and agreed to by the following departments affected by the changes.

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<tr>
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<td>CIS</td>
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<tr>
<td>Jamie</td>
<td>ERE</td>
<td>8/22/12</td>
</tr>
<tr>
<td>M. Minion</td>
<td>MKT</td>
<td>8/22/12</td>
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### College of Liberal Arts
### Master in Arts Leadership and Administration, Plan C

(Effective Fall 2013)

(The entire program is shown.)

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<td>LEAP 660P</td>
<td>Arts Collaboration and the Community</td>
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<td>LEAP 687P</td>
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<td>16</td>
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| **SECOND YEAR** |                                            |    |
| LEAP 650P | Arts Events Management                     | 3  |
| LEAP 670P | Law and the Arts                           | 3  |
| LEAP 687P | Internship                                 | 3  |
| LEAP 692P | Internship Seminar                         | 1  |
|          | Selected courses                           | 1  |
|          | **TOTAL**                                  | 6  |

**PROGRAM TOTAL = minimum 32 credits**

---

- This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at [http://catalog.colostate.edu/](http://catalog.colostate.edu/) to see the course prerequisites.
- Select course(s) from program list of approved courses in consultation with advisor and committee. Additional coursework may be required because of prerequisites.
Master of Arts Leadership and Administration

Course Selection

9 Credits Minimum

- **ACT 600 - Accounting for Managers (3)**
  - Develops an understanding of accounting as a source of information and a tool for effective internal decision-making by providing an understanding of cost concepts, cost estimation, budgetary process and various management methods in planning and decision-making.

- **BUS 690H-002 – Entrepreneurship & New Venture Creation (3)**
  - Encourage students to recognize the opportunities around them as they move towards creating their new venture. Students to learn about differentiating themselves, understanding competitive landscape; developing self-awareness. By the end of the course, students will have a completed feasibility study of their idea for their new venture. Open to all graduate students.

- **CIS 600 - IT and Project Management (3)**
  - Provides an understanding of the strategic nature of Information Technology (IT) in the enterprise, IT projects and techniques for managing them, and key technologies necessary for supporting e-business activities including: information management, database systems, data warehouses, and data integrity.

- **EDOD 506 – Human Resource Development (3)**

- **EDOD 673 – Plan and Implement Change Interventions (3)**
  - Plan strategies and facilitate change interventions drawing on foundational principles.

- **EDOD 675 – Design, Develop, Implement Workplace Learning (3)**
  - Design, develop, and implement workplace learning and performance interventions drawing on foundational principles.

- **EDOD 678 – Assess Change Interventions (3)**
  - Assess and institutionalize change interventions to improve organizational learning and performance.

- **EDUC 651 – Multicultural and Special Populations (3)**
  - Special concerns for working with people of various cultural, ethnic, exceptional, and special interest groups.

- **EDUC 670 - Grant Writing (3)**
  - Offered as an online course only. Mechanics of proposal writing, including intangibles of the grant-seeker’s art.

- **FIN 600 - Financial Management (3)**
  - Examines corporate financial management and shows it’s direct application to small business management, non-profit organizations, and personal finance decisions. Additionally, it provides
an understanding of costs and benefits, financial statements, value, risk and return of bonds and stocks, capital, dividends, and the methods for evaluating long-term investments.

- **LEAP 310 - Creating and Managing a Career in the Arts** (3)  
  - Training artists to create careers as entrepreneurs through self-promotion, career development, media, networking, and fiscal awareness/understanding.

- **MGT 340 - Fundamentals of Entrepreneurship** (3)  
  - Concepts of entrepreneurship and role of entrepreneurs in the economy.

- **MGT 420 - New Venture Creation** (3)  

- **MGT 440 - New Venture Management** (3)  
  - Theories and skills necessary for managing startup and existing small firms.

- **MGT 620 - Management** (3)*  
  - Provides an understanding into human behavior at work, including examining individual, group, and organizational system influences; the leader’s impact on that behavior by examining current theory, research, and leadership practices; and what individuals might bring to the organization through a variety of leadership and personal skills assessments.

- **MGT 679 - Strategic Management** (3)*  
  - Processes through which firms choose and implement strategies. Formulation and implementation of strategic management process in a variety of industries.

- **MKT 600 - Marketing Management and Strategy** (3)*  
  - Processes of customer value creation and value capture; marketing strategy analysis.

- **SPCM 532 Theories of Interpersonal Communication** (3)  
  - The purpose of this course is to introduce students to the major perspectives (developed in our field and related disciplines) driving the development of interpersonal communication theory and research. Topics of interest include conversational rules, self-presentation, the roles of expectations and (un)certainty in interaction, and the enactment/functions of relational processes. Each week we’ll use the various theories and perspectives to evaluate the nature and quality of everyday interpersonal encounters, and to frame diverse research questions.

- **SPCM 533 Discourse, Work and Organization** (3)  
  - This class focuses on the discursive construction of work and organizational membership as well as the larger societal Discourses concerning these topics. Students will explore the historical development and theoretical evolution of organizational communication scholarship and how this reflects and challenges classical and evolving notions of what is considered an organization and what constitutes work. The course will then turn to contemporary topics being explored by organizational communication scholars and wrestle with how these explorations are influenced by and contribute to present d/Discourses.

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* Students may only take up to (6) 300-400 level credits as electives.

* All courses marked with an asterisk are Master of Management Practice (MMP) courses. The MMP is a 30 credit program, 18 credits are core requirements and 12 credits will consist of an emphasis area – students can get both the MMP and the MA in 3 years by taking all the below MMP courses plus the 4 core LEAP courses and Internship.
- SPCM 539 Communication Theory (3)
  - In this course, we examine the theoretical foundations and traditions of the Communication field. We will explore the construction, evolution, and application of theories in major areas of Communication research, including media, interpersonal, family, and political communication, as well as human-computer interaction. We will also consider the current state, and potential paradigms, of Communication theory-building and research. This course will hopefully challenge you to view communication through several different lenses, and evaluate how the different lenses shape your understanding of social interaction.
PHASE 2

6. Student Body

We feel confident that we can attract 16 students in the entering class. We have been discussing the possibility of this program with local partners, such as Beet Street, over the past two years. As such, we already have a list of 8 students who are interested in the program. Ultimately, we believe we will have between 16-20 graduate students entering into the program each year, for a total of 30-40 graduate students enrolled per year. In discussions with current Art, Music, Theatre and Dance majors at CSU (which number over 1,200), many are anxious for this type of training and will continue their education at CSU. This is a unique program that cannot be found at any public University within a 10 state region, so we expect the out-of-state student population to be quite high as well. Moreover, the partnership with the Arts incubator of the Rockies (AIR) creates a built-in network and opportunities for dual advertising, as they already have secured agreements with state arts council of 10 states in the Rocky Mountain Region. AIR will present a three-day workshop in five of these 10 states during the early part of 2013, and we hope that CSU will have a presence at each of these workshops, allowing for direct advertising for the graduate program. The number of students per class is targeted to balance between providing enough income for the program to be self-sustaining and not overwhelming our ability to manage the program, advise the students in the program, and place them in appropriate internships.

In addition, there are similar entrepreneurial programs recently developed in the College of Business. In planning our curriculum for this new program, we kept the Masters of Management Practice (MMP) in mind. Our program is designed in such a way that by adding a year of study, a student may graduate with both the MALA and MMP degrees. There are very few universities in the country that have a similar degree sharing program, and we feel that this will be an additional draw to CSU.

7. Admission Requirements

Admission requirements for the Master of Arts Leadership and Administration would remain consistent with the minimum standards required by other graduate programs in the College of Liberal Arts. In addition, students must have a degree, or strong background, in the performing or visual arts. An admissions committee made up of faculty from the LEAP Institute for the Arts will make admission decisions.

8. Course of Study

Master of Arts Leadership and Administration: 30 credits

<table>
<thead>
<tr>
<th>REQUIRED CORE COURSES: 21 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
</tr>
<tr>
<td>LEAP500</td>
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<tr>
<td>LEAP600</td>
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<tr>
<td>LEAP650</td>
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<tr>
<td>Course Number</td>
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<tr>
<td>LEAP660</td>
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<td>LEAP670</td>
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<td></td>
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<tr>
<td>LEAP687</td>
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</tr>
</tbody>
</table>

**ELECTIVE COURSES: 9 CREDIT MINIMUM**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT500*</td>
<td>Accounting for Managers</td>
<td>3</td>
<td>Admission to a master's program in business</td>
<td>Cost management, budgeting, profitability analysis, and decision making</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Current issues in business, featuring business and community leaders.</td>
</tr>
<tr>
<td>BUS690H-2</td>
<td>Entrepreneurship &amp; New Venture Creation</td>
<td>3</td>
<td>Admission to a College of Business graduate program</td>
<td>Strategic role and management of information technology and software development projects.</td>
</tr>
<tr>
<td>CIS500*</td>
<td>IT and Project Management</td>
<td>3</td>
<td>Admission to one of the following programs: M.S. in Business, M.B.A., or systems engineering specialization in Master of Engineering</td>
<td></td>
</tr>
<tr>
<td>FIN500*</td>
<td>Financial Management</td>
<td>3</td>
<td>FIN 300 or FIN 305</td>
<td>Financial problems for various types of business organizations</td>
</tr>
<tr>
<td>LEAP310</td>
<td>Creating and Managing a Career in the Arts</td>
<td>3</td>
<td>LEAP200</td>
<td>Training artists to create careers as entrepreneurs through self-promotion, career development, media, networking, and fiscal awareness/understanding.</td>
</tr>
</tbody>
</table>
## Elective Courses (continued): 9 Credit Minimum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT340</td>
<td>Fundamentals of Entrepreneurship</td>
<td>3</td>
<td>None</td>
<td>Concepts of entrepreneurship and role of entrepreneurs in the economy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Entrepreneurs and the entrepreneurial process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Growth of an independent business.</td>
</tr>
<tr>
<td>MGT420</td>
<td>New Venture Creation</td>
<td>3</td>
<td>MGT 340</td>
<td>Theories and skills necessary for managing startup and existing small firms.</td>
</tr>
<tr>
<td>MGT440</td>
<td>New Venture Management</td>
<td>3</td>
<td>MGT 420</td>
<td>Processes through which firms choose and implement strategies.</td>
</tr>
<tr>
<td>MGT679*</td>
<td>Strategic Management</td>
<td>3</td>
<td>Admission to a</td>
<td>Formulation and implementation of strategic management process in variety of industries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>master’s program in business</td>
<td>Practices, policies, philosophies, and behavior.</td>
</tr>
<tr>
<td>MGT620*</td>
<td>Management</td>
<td></td>
<td>None</td>
<td>Processes of customer value creation and value capture; marketing strategy analysis.</td>
</tr>
<tr>
<td>MKT600*</td>
<td>Marketing Management and Strategy</td>
<td>3</td>
<td>Admission to a</td>
<td>Theories of communication in development, maintenance, and deterioration of friendship,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>master's program in business</td>
<td>couple, family, group, and business relationships.</td>
</tr>
<tr>
<td>SPCM532</td>
<td>Theories of Interpersonal Communication</td>
<td>3</td>
<td>Graduate standing</td>
<td>How organizing processes and discursive practices create, maintain, and destroy diverse forms of work in society.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or SPCM 332 and 12 additional 300-400 level credits in communication studies</td>
<td></td>
</tr>
<tr>
<td>SPCM533</td>
<td>Discourse, Work and Organization</td>
<td>3</td>
<td>Graduate standing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or SPCM 433 and 12 additional 300- and 400-level credits in communication studies</td>
<td></td>
</tr>
<tr>
<td>SPCM539</td>
<td>Communication Theory</td>
<td>3</td>
<td>Graduate standing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or fifteen 300- and 400-level credits in communication studies and/or English</td>
<td>Examination of communication philosophies and perspectives; analysis of modern theories of face-to-face communication.</td>
</tr>
</tbody>
</table>

* All courses marked with an asterisk are Master of Management Practice (MMP) courses. The MMP is a 30 credit program, 18 credits are core requirements and 12 credits will consist of an emphasis area – students can get both the MMP and the MA in 3 years by taking all the marked MMP courses plus the 5 core LEAP courses and Internship. Students may only take up to (6) 300-400 level credits as electives.
Non-Traditional Learning Modes
In each new course (LEAP 500, LEAP 600, LEAP 650, LEAP 660, LEAP 670 & LEAP 687) we are working with OnlinePlus to develop distance learning classes. LEAP 687 is an internship that is run by the Arts Incubator of the Rockies (AIR), who will provide placement, oversight and professional development seminars. Since AIR is supported throughout the Intermountain West region and their internship seminars will be also be available as distance learning, these non-traditional learning modes will open up the MALA to students well beyond the northern Colorado region.

9. Curriculum – courses and total structure

The Masters of Arts Leadership and Administration curriculum is designed to augment a bachelor’s degree obtained through the Department of Music, Theater and Dance and the Department of Art at CSU. We believe that in the 21st century workplace, the innovation and creative thinking that are central to this program will also appeal to many departments outside of those above. For many students outside of CSU, this program will be obtained after receiving a bachelor’s elsewhere, or after spending time in the workforce. We have found interest from many of those currently in the workforce as they look to enhance their creative and/or business skills.

Our faculty has relationships and resources across the United States that we can use to place interns. We will establish partnerships with regional and national centers that will also then be available to our students for internship opportunities (ex. Denver Center for the Performing Arts, Lincoln Center, Kennedy Center for the Performing Arts).

Curriculum – Master of Arts Leadership and Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
<th>AUCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAP 500</td>
<td>Leadership in the Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEAP 600</td>
<td>Arts Advocacy and Public Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEAP 650</td>
<td>Arts Events Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEAP 660</td>
<td>AIR Internship</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr</th>
<th>AUCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAP 660</td>
<td>Arts Outreach and Community Engagement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEAP 670</td>
<td>Law and the Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LEAP 687</td>
<td>AIR Internship</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL = 30 credits**

1 Chosen from a list of approved courses provided by the program
2 This course has at least one prerequisite. Check the Courses of Instruction section of the catalog or http://catalog.colostate.edu/front/courses-of-instruction.aspx to see the course prerequisites.
3 Additional coursework may be required because of prerequisites. Students may only take up to 6 300-400 level credits as electives.

10. Assessment of Student Learning/Outcomes Evaluation

What specific learning outcomes will be achieved by students who complete this proposed program of study? What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?

Grades received in the course offerings will assess present student learning every semester.

Grades received in the Internship course will assess student ability to assimilate preparatory classroom education into real world experience.
During the Internship, students will demonstrate basic professional knowledge and understanding of business acumen including marketing, leadership skills, electronic media needs and processes necessary to work in the public community.

Throughout the curriculum including the Internship, students will demonstrate the ability to communicate clearly, both orally and in written format.

**What specific methods or approaches will be used to assess graduate (completer) outcomes?**
- Student grades in AIR Internship courses
- Student job placement or job creation post-degree
- Student success as entrepreneur

**Is a licensure examination associated with this field of study?** No.

**How will the institution determine the extent to which the academic program meets the objectives (section 2) previously outlined?**
Polling graduates through the Colorado State Career Center will be the primary means of following student achievement once they have left campus.

**How will the collected information be used to improve teaching, advising, and co-curriculum activities to enhance student learning?**
This program is designed to give students the background and skills necessary to be innovative and experimental and synthesize opportunities in directions not yet imagined. As such, extensive personal follow-up will be needed to assess our ability to give students what they need in a continually changing career environment. One of the core values of the LEAP Institute for the Arts is Adaptation; we will be flexible to making the necessary changes to reach our objectives.

Graduates will be invited back to campus to speak about their chosen careers. We will use this as a means to directly address any shortfalls of our program.

### 11. “Snapshot” of Faculty Resources

Below is a list of current faculty who has been engaged in the process of creating the LEAP Institute for the Arts and developing curriculum over the past two years. There are other faculty in the Department of Art, Department of Music, Theatre and Dance, and College of Business who will be included in the program depending on their interest, coursework and advising needs.

<table>
<thead>
<tr>
<th>Last, First</th>
<th>Tenure-track/ Tenured/ Special/ Temp</th>
<th>Highest Degree Held</th>
<th>Area of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moseman, Ellie</td>
<td>Tenured</td>
<td>PhD</td>
<td>History of Art</td>
</tr>
<tr>
<td>Voss, Gary</td>
<td>Tenured</td>
<td>MFA</td>
<td>Sculpture</td>
</tr>
<tr>
<td>Roderick, Carol</td>
<td>Special</td>
<td>N/A</td>
<td>Dance</td>
</tr>
<tr>
<td>Miller, Margaret</td>
<td>Special</td>
<td>MM</td>
<td>Chamber Music</td>
</tr>
<tr>
<td>Queen, Todd</td>
<td>Tenured</td>
<td>DMA</td>
<td>Vocal Performance and Literature</td>
</tr>
<tr>
<td>Stanley, Michelle</td>
<td>Tenure-track</td>
<td>DMA</td>
<td>Flute</td>
</tr>
<tr>
<td>Yeager, Katie</td>
<td>Special</td>
<td>MM</td>
<td>Vocal Performance</td>
</tr>
<tr>
<td>Jones, Walt</td>
<td>Tenured</td>
<td>MFA</td>
<td>Drama</td>
</tr>
</tbody>
</table>
Estimate of new faculty members required.
The program will require one full-time faculty member with an arts administration, management and leadership specialization.

Estimate of the number and type of new support staff needed.
The program will require a full-time Director who will serve as administrator of the program, including grant writing and fundraising, liaison to the Arts Incubator of the Rockies, and advisor for the graduate students. The Director could also assist in teaching selected courses.

12. Faculty Vitae

Please see the appendix B.

13. Impact of Program Request on Curriculum and Students

What is the current department enrollment by degree level?
We anticipate that much of the demand for this program will come from the Department of Art and Department of Music, Theatre and Dance. Enrollment numbers for those departments are listed below.

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Students Enrolled</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>725 primary and secondary majors</td>
<td>BFA, BA</td>
</tr>
<tr>
<td>Music, Theater and Dance</td>
<td>426 primary and secondary majors</td>
<td>BA, BM</td>
</tr>
<tr>
<td><strong>Undergraduate Enrollment:</strong></td>
<td><strong>1,151 primary and secondary majors</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>26 graduate students</td>
<td>MFA</td>
</tr>
<tr>
<td>Music, Theater and Dance</td>
<td>88 graduate students</td>
<td>MM</td>
</tr>
<tr>
<td><strong>Graduate Enrollment:</strong></td>
<td><strong>114 graduate students</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL ENROLLMENT:</strong></td>
<td><strong>1,265 Students</strong></td>
<td></td>
</tr>
</tbody>
</table>

Are any of the department's current program areas "controlled" or "capped"? Is the Center for Advising and Student Achievement (CASA) currently involved in advising any majors for a "seeking" category that involves any of the department's degree areas?
The Art Department is a controlled major. The current student population has outgrown its present building and, as a result, is delaying student graduation. At this time, controls consist solely of no longer allowing second majors. It is our hope this will reduce our numbers to a manageable student enrollment. Future controls to increase GPA standards for internal and external transfer are also being considered. Although we can also increase incoming standards over and above University requirements, we don't foresee this as being necessary in the near future. CASA is working closely with the Art Department with "Open Option" students. Graduate enrollment is limited by available studio space and faculty loads.

Music is also a controlled major. Every prospective major must successfully pass an audition to be allowed into the major. As every music student must be taught a weekly one-on-one lesson, current resources are limited. Music advising is handled through a full-time advisor within the department.
Theatre and Dance are both open majors. CASA handles freshman and sophomore advising for Theatre majors. Dance faculty advises their respective majors. The Director of the LEAP Institute for the Arts will advise graduate students in the Master of Arts Leadership and Administration degree program.

If approved, how will launching a new degree impact the commitment already made to students in other program areas?
There will be minimum, if any, impact in the Art Department. The Art History faculty that may potentially teach in this new program are not the same as our graduate studio faculty and therefore will not affect our studio graduate students. Our Art Historians do not teach any graduate-level only courses, therefore there shouldn’t be any impact on our present graduate students. There will also be minimum impact on the programs in Music, Theatre and Dance as well. In fact, we anticipate this will benefit the students in the program, and round out their education through elective credits.

Provide a detailed plan as to how resources within the department would be re-allocated to contribute to the resource base needed for this proposed program.
The Department of Music, Theatre and Dance has access to additional revenues that have helped to support the initialization and development of the LEAP Curriculum, with approximately $24,000/year. The Department of Art is also providing coverage for a section of the new LEAP curriculum. While we anticipate this program being mostly self-funded through tuition sharing, we also anticipate that this program is very fundable through grants and fundraising, and we will be actively seeking those opportunities to augment the program.

What are “collateral expenses” that must be taken into account in order to offer this academic program?
There may be a need to increase the number of sections of Master of Management Practice courses offered. We have strong support from the College of Business with this program, however, and additional sections would be paid for from LEAP student tuition funds.

Graduate Assistants (for new graduate programs only)

How many graduate assistants do you currently have funded on Resident Instruction funds?
6 in Art, 5 in Music

How many do you currently have funded on external grant Funds?
Music has an additional 5 GTA’s funded through GT Pathways. Music funds an additional 5 GTA positions through additional revenues. Music currently has 85 RI graduate students enrolled in its program.

How many additional funded assistantships do you hope to have to support students in this newly proposed program? How do you propose that they will be funded? What responsibilities will these graduate assistants have? Will this affect undergraduate student access to regular faculty?
2 in-state GTA positions every year would be the ultimate goal. With a goal of 16 graduate students per incoming year, this would mean that 12% of graduate students each year would receive a GTA. Based on the budget proposal, we anticipate that we will only be able to fund 2 in state GTAs with tuition share funding in the first few years of the program. The qualified GTAs will be responsible for teaching the undergraduate LEAP200 class and assisting the LEAP faculty and/or Director. We do not anticipate that this will interfere with undergraduate student access to regular faculty.

Library Reference Sources

With the exception of a few industry standard books, the student and faculty access to library and department resources relevant to the proposed program are adequate at this time.
15. Facilities, Equipment and Technology

New faculty and/or staff members will require an office and computer. The LEAP Institute for the Arts will be housed in the University Center for the Arts. We have sufficient classroom space to run additional curricular offerings. The LEAP Institute for the Arts will also provide an iPad with useful texts, apps and tools for incoming students of the MALA program.

16. Summary of Budget Needs

The initial investment in the first year (FY13) required to create the Master of Arts Leadership and Administration will be repaid through tuition revenues. Each successive year we will ratchet down the tuition sharing (60% in year 2, 50% in year 3, 40% in year 4, 33% in year 5 and every year thereafter) for a sustainable financial model. We have been conservative with our enrollment numbers, particularly our out-of-state numbers, as we believe there will be great interest in this program throughout the western states. Additionally, we have been very conservative with fundraising and grant projections, as we believe this is a very fundable program because of the collaboration with AIR and Beet Street. A summary of costs is below:

**Steady State Expenses (in 5th year of program):**
- Administrative Expenses (Faculty member and director of LEAP) $140,080
- Instructional Costs (additional sections) $36,000
- Operating Expenses (advertising, guest speaker series, supplies, etc.) $20,000
- Internship Expenses $24,000
- 2 In-state GTA positions $58,918
- Equipment (iPads) $22,400
- Total $301,378

**Steady State Income (in 5th year of program):**
- Tuition Share (33%) $206,977
- Program Charge ($2,000/year/student) $80,000
- Development (Grants and Fundraising) $50,000
- Total $336,997

**Steady State Income (in 5th year of program)** $32,599

Initial program start-up costs (FY13) are $65,000 (plus benefits) for TT faculty salary, $50,000 (plus benefits) for full-time 12 month Director of LEAP Institute, and for operating, advertising, internship instruction, additional instruction and equipment costs.

In subsequent years, costs increase for internship instruction, additional instruction and equipment costs as the enrollment continues to grow.

For more specific financial information, please refer to the document below.
## Initiative Planning Assessment Form

**Title of Request:** Master of Arts Leadership and Administration

<table>
<thead>
<tr>
<th>Expenses</th>
<th>FISCAL YEAR</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>13</td>
</tr>
<tr>
<td><strong>Faculty Salary</strong></td>
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<tr>
<td>(list once per new)</td>
<td>Base</td>
</tr>
<tr>
<td>(list once per new)</td>
<td>One-time</td>
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<tr>
<td><strong>Admin. Prov. Salary</strong></td>
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<tr>
<td>(list once per new)</td>
<td>Base</td>
</tr>
<tr>
<td>(list once per new)</td>
<td>One-Time</td>
</tr>
<tr>
<td><strong>Other Salary</strong></td>
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</tr>
<tr>
<td>(list once per new)</td>
<td>Base</td>
</tr>
<tr>
<td>(list once per new)</td>
<td>One-Time</td>
</tr>
<tr>
<td><strong>GRA Salary</strong></td>
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<tr>
<td>(list once per new)</td>
<td>Total Salary</td>
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<tr>
<td>(list once per new)</td>
<td># New each year</td>
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<td>(list once per new)</td>
<td>Total Tuition</td>
</tr>
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<td>GTA Positions</td>
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<td>(list once per new)</td>
<td>Total Tuition</td>
</tr>
<tr>
<td>(list once per new)</td>
<td># New each year</td>
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<td>(list once per new)</td>
<td>1</td>
</tr>
<tr>
<td>(list once per new)</td>
<td>Total Salary</td>
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<tr>
<td>(list once per new)</td>
<td>Total Tuition</td>
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<td><strong>Operating</strong></td>
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<td>One-Time: Advertising</td>
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<td>Base</td>
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<td>One-Time</td>
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<td><strong>Library Resources</strong></td>
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<tr>
<td>One-Time</td>
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</tr>
<tr>
<td><strong>Facilities &amp; Technology</strong></td>
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<tr>
<td>Base</td>
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<tr>
<td>One-Time</td>
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<tr>
<td><strong>Other, AIR Internship</strong></td>
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<tr>
<td>Base</td>
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<td><strong>Total Expenses</strong></td>
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<td>Total Running Expenses</td>
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<td>Total Expenses</td>
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## Initiative Planning Assessment Form (continued)

### Returns

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<tr>
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<th>15</th>
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<td>New Tuition Revenue</td>
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<tr>
<td>Resident Tuition</td>
<td>$8,380</td>
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<tr>
<td>Non-Resident</td>
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<tr>
<td>Tuition</td>
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</tr>
<tr>
<td>Annual Increase</td>
<td>7.5% Res/5% Non Res</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Resident</td>
<td>9</td>
<td>24</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td># of Non Resident</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>13</td>
</tr>
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<td>Total Students</td>
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<td>Resident Tuition</td>
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<td>Non-Resident Tuition</td>
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<td>Sub total Tuition</td>
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<td>Tuition Share</td>
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<td>$100%</td>
<td>$60%</td>
<td>$50%</td>
<td>$40%</td>
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<td>Development</td>
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<td>Other</td>
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<td>Program Fee</td>
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<tr>
<td>2013-15</td>
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<td>2016-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running Total Accumulated Costs</td>
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<td>$275,978</td>
<td>$286,178</td>
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<tr>
<td>Running Total Revenue</td>
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<td>$306,395</td>
<td>$316,789</td>
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<tr>
<td>Tuition Share + diff.</td>
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<td>$10,120</td>
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<tr>
<td>Revenue - Expenses</td>
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<td>$30,417</td>
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<tr>
<td>Tuition Share back to Central</td>
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<td>$232,788.77</td>
<td>$325,810.74</td>
<td>$420,225.19</td>
<td></td>
</tr>
</tbody>
</table>

### Notes and Comments:
- A. Salary is based on an Associate Professor level at $65,000 plus fringe
- B. Salary is based on an Assistant Professor level at $50,000 plus fringe
- C. Section coverage for Economics, College of Business, and other sections not covered by new faculty
- D. We will plan on offering 2 in-state GTA positions
17. External Review Recommendations

Beth Flowers
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University of South Carolina
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Ramon Ricker
Senior Associate Dean for Professional Studies
Director, Institute for Music Leadership
Eastman School of Music
ricker@esm.rochester.edu

Appendices

A. Curriculum Forms (submitted to CLA Dean 9/4)
B. Faculty Vitae
MEMORANDUM

DATE: October 24, 2012

TO: Faculty Council
    Tim Gallagher, Chair

FROM: Committee on Faculty Governance
       Don Estep, Chair

SUBJECT: Proposed Revisions to the Manual, University Code, Section C.2.3.1.b – Colleges and Academic Departments – College of Applied Human Sciences

The Committee on Faculty Governance submits the following motion:

MOVED, THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE MANUAL, UNIVERSITY CODE, SECTION C.2.3.1.b – COLLEGES AND ACADEMIC DEPARTMENTS – COLLEGE OF APPLIED HUMAN SCIENCES TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions are underlined, and deletions are indicated by strikeouts.

C.2.3.1 – Colleges and Academic Departments

b. College of Applied Human Sciences Health and Human Sciences

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

Rationale: The primary reason for changing the name of the College of Applied Human Sciences to the College of Health and Human Sciences is that it is very similar to three aspirational peers - Purdue University; Penn State, and Oregon State. As with these aspirational peers, the college's intention to lead with health is that it prioritizes how the various configurations of schools and departments have an overarching goal to consider community-based health outcomes (social, behavioral, physical) in the work of the College. While Penn State has a College of Health and Human Development it still recognizes health as a priority. Oregon State recently changed its name to College of Public Health and Human Sciences for accreditation purposes, yet it still recognizes the breadth of health in the programs there. There are no colleges of Human Sciences and Health in the United States. There are also no peer universities with a College of Applied Human Sciences in the United States. And, there are no agencies that align to support human sciences above health. Finally, over 3000 students in the college are enrolled in programs which health outcomes are an important metric of success in various educational, health promotion and intervention programs. Changing the name of the College of Applied Human Sciences to the College of Health and Human Sciences will help provide a unifying focus for the college.

This proposal was approved by the University Curriculum Committee on October 19, 2012.
Faculty Council Members: Please note below:

C.2.9 Amendment Procedure - This University Code may be amended by the Faculty Council by a two-thirds (2/3) vote of the members voting at a given meeting provided the amendment has been distributed to the members of Faculty Council at least two (2) weeks in advance. Amendments shall be subject to the approval of the Board. Such proposed University Code changes shall be published in the agenda.

Attached please find for your two week notification a proposal to revise the University Code, Section C.2.3.1.b. – College of Applied Human Sciences.

This will be an action item at the December 4, 2012 Faculty Council meeting.

Thanks.

Diane Maybon
Executive Assistant – Faculty Council
NEW/MAJOR/MINOR PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME_ Jeff McCubbin _ EMAIL_ jeff.mcubbin@colostate.edu _ PHONE_ 491-5541


ADOES
ADD a new department and/or college. (Complete Section I-Column B and Section II.)
ADD a new degree or major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column B, Section II, and Section III-Column B.)

MAJOR CHANGES
CHANGE the name of an existing department and/or college. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
CHANGE the name of a degree or major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
CHANGE the curriculum requirements of an approved major or concentration or option or minor or interdisciplinary studies program involving a sum total of 7 or more credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
CHANGE AUCC Category 4 requirements of an approved major or concentration. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
DROP a degree or major or concentration or option or minor or interdisciplinary studies program and requirements. (Complete Section I-Column A and Section II.)

MINOR CHANGES
CHANGE the curriculum requirements of an approved major or concentration or option or minor or interdisciplinary studies program involving a sum total of less than 7 credits. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)
CHANGE course and/or group requirements from freshman/sophomore year to junior/senior year or vice versa in an approved major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column A, Section II, Section III-Column A, and only changed item(s) in Section III-Column B.)

SECTION I

A. PRESENT NAME
Applied Human Sciences

B. REQUESTED NAME
Health and Human Sciences

DEPARTMENT

MAJOR
UNDERGRADUATE CONCENTRATION/GRADUATE SPECIALIZATION

OPTION

MINOR

INTERDISCIPLINARY STUDIES PROGRAM

DEGREE

EFFECTIVE DATE (TERM AND YEAR) REQUESTED_ July 1, 2013_

SECTION II- JUSTIFICATION FOR REQUEST

Attached

SECTION III (SEE PG. 2)

SECTION IV-SIGNATURES OF AFFECTED DEPARTMENTS (SEE PG. 3)

CHANNELS FOR APPROVAL

DATE

CURRICULUM & CATALOG USE

Approval Date

Comm. On Scholarship, Research, and
Graduate Education (CoSRGE)

University Curriculum Committee

Faculty Council

Approved Effective Date

*Signature indicates approval and a commitment of resources.

Call 1-1451, Curriculum and Catalog Administration, for information.

Page 1 of 3 04/10
MEMORANDUM

To: University Curriculum Committee
    Colorado State University

From: Jeff McCubbin, Dean
      College of Applied Human Sciences

Date: April 27, 2012

Re: Proposal to rename the College of Applied Human Sciences as the College of Health and Human Sciences

For over a year, the leadership of the College of Applied Human Sciences has explored the possibility of a name change to the College of Health and Human Sciences. The College leadership—including myself, Associate Deans and Cabinet members—have engaged in discussion and received input from a wide range of faculty and staff groups, students and other CSU Colleges and offices including the Provost and External Relations. Having received near-unanimous support, the College of Applied Human Sciences requests a name change to the College of Health and Human Sciences. This name better reflects our emerging vision and mission as well as the current strengths and attributes of the units in the College today. We believe that this name change will allow us to move forward in our work more effectively and will not adversely affect any other University unit.

Please find attached additional background information. I am available to meet to provide clarification as needed. Thank you for your consideration. If you need any further information, please contact me.

JMc

Attachments
Academic Units

The College of Applied Human Sciences, with one of the largest enrollments on the Colorado State University campus, is human-centered with a focus on educating students for people-oriented professions. Our goal is to help students learn to apply creative, interdisciplinary research to solve social problems. Each of our eight academic units offers professional education for careers and lifelong learning:

- Department of Construction Management
- Department of Design and Merchandising
- Department of Food Science and Human Nutrition
- Department of Health and Exercise Science
- Department of Human Development and Family Studies
- Department of Occupational Therapy
- School of Education
- School of Social Work

Name Change Goals

In considering a name change from the College of Applied Human Sciences to the College of Health and Human Sciences, the College leadership, made up of the Dean and members of his cabinet, has four goals:

- Building for the Future
- Acknowledging the Past
- Embracing the Land-Grant Mission
- Recruitment of New Students and Faculty

Emerging Vision

The College will provide the highest quality research and education designed to improve the health and well-being of humans and the human condition.

Emerging Mission

The mission of the College is to advance discovery, learning, and engagement that enhance the health and well-being of people, the environments in which they live, and the communities where they thrive.

Why Add Health?

- The World Health Organization defines health broadly as “a state of complete physical, mental and social well-being, not merely the absence of disease.” Health is viewed holistically as complex interactions among one’s health condition and numerous personal and contextual factors which align with our College disciplines. Promoting health, therefore, involves helping people not only gain access to high quality medical care, but also cope with life stresses, engage in healthful daily living habits, live in healthy environments, pursue productive vocations, and realize their potentials. This view of health is extensively interdisciplinary and embodies the mission and vision of our College.
- The vision of the Association of Public and Land-Grant Universities Board on Human Sciences is to advance learning, discovery, and engagement that reflect an appreciation of humans as biological, social, and cultural members of complex scientific, economic, technological, and psychosocial systems.
- Human Sciences, by their nature, are applied. Removing the word Applied from the College name does not take away from that aspect of our disciplines. Very few universities use the term “Applied” in their College name and none that resembled our current College of Applied Human Sciences.
- Linking Health and Human Sciences is logical to represent most, if not all professions and programs in this College.
Colorado State University

Why now?
Updating the name of the College:
- Recognizes the importance of health promotion and addressing health disparities as worldwide priorities (See Healthy People 2020 Goals).
- Strengthens and clarifies our College vision and mission.
- Reflects economic realities that our work is critical for the state and region.
- Creates better alignment with funding agencies that prioritize health and donors who value health across the lifespan.
- Draws attention to our excellent programs in health and human sciences and attracts students and faculty seeking these opportunities.

Existing Departmental Alignment with Health Priorities
Each discipline within the College has a direct or indirect alignment with health. Current examples of interdisciplinary overlap and shared priorities include the following:
- The Department of Construction Management has program emphases in areas related to health and the human condition, including occupational safety, aging-in-place, and sustainability of the built environment.
- The Department of Design and Merchandising has academic research programs that focus on health and safety through the use of protective apparel and textiles; psychosocial, personal, and contextual aspects of well-being; socially responsible product development and distribution; health and wellness of the public in interior spaces; interior design inclusive of disabilities and aging; and environmental indoor air quality.
- The Department of Food Science and Human Nutrition has a mission to illuminate the role of food and nutrition in the health of society through education, research, outreach, and service. This includes preparing the next generation of scientists and practitioners to make new discoveries regarding dietary components and health and to help empower individuals and families to improve their nutritional status and lower their risk for chronic diseases.
- The Department of Human Development and Family Studies has research and academic programs that focus on the intersection of basic science and application, and are informed by a strengths-based philosophy that advances resilience and healthy well-being across the lifespan.
- The School of Education is linked to many vital areas of health including green schools, wellness policies in public schools and universities, health literacy (the top predictor of health outcomes), health promotion knowledge, and practices for youth. Many view the public school system as one of the most important branches of public health in our nation due to the opportunity to provide guidance and support for many vulnerable children.
- The Department of Occupational Therapy exists to optimize human performance and participation in health – promoting everyday occupations and contexts across the lifespan.
- The goal of the Department of Health and Exercise Science is to produce nationally and internationally recognized programs and graduates that focus on helping people protect, maintain, and improve their health and quality of life throughout the lifespan.
- The School of Social Work promotes restoration, maintenance, and enhancement of the functioning of individuals, families, groups, and communities using a psycho-social approach, while pursuing policies, services, resources, and programs to empower at-risk groups and promote social justice to meet basic human needs that support human capacity.

Process and Timeline
The possibility of changing the name was first explored by the College Cabinet in 2010, but tabled until a new Dean of the College was in place. Over the past nine months, Dean Jeff McCubbin and members of his cabinet have championed the idea. We have conducted outreach with College academic units, faculty and staff groups, emeritus and retired employees, and other CSU colleges and offices on campus including the Provost and External Relations. If this name change is supported, we envision the earliest official change to be July 1, 2013.

Costs
The University is currently going through a rebranding process, so timing is good to streamline design and messaging processes. A University rebrand would require the College to update websites, and print collateral and other marketing pieces.
Synchronizing timing with the two processes would save on both labor and print costs. While the costs of replacing signage, banners, and printed products are real (estimated to be <$30K), the costs are minimized with the length of time in transition between approval and authorization for the name change. Therefore print-related costs will be minimized with new purchases only when current supplies dwindle. Electronic transition of website and electronic forms of communication will be planned and implemented along with the rebranding process on campus.

Frequent Questions and Answers

From the on-going dialogue in our open forums and meetings with faculty groups within the College, below are a few questions asked by faculty and/or staff, and answers from College leadership.

1. **What are the financial costs associated with such a change?** As addressed in the section above, there are some predictable costs of signage, banner replacement, and marketing-related printed materials. We will plan carefully to minimize additional costs as we handle marketing transition for the University re-branding. Equally important to consider are the costs of not changing, which the leadership of the College view to be significant.

2. **If the current name of the College is working, why look to change it?** The current name does not reflect the current strengths and attributes of many of the units in the College today. The name change is also aligned with a new vision and opportunity for growth into the future. College leadership believes updating the name to include Health will enhance priority areas for growth such as external funding, quality student and faculty recruitment, and external reputation.

3. **With the current enrollments in the College, is there really a need to increase enrollments?** This is a justifiable concern for our faculty. College leadership does not expect that changing the name of the College will increase enrollment, but may help in recruiting high-achieving students (including non-residents and students from underrepresented groups) that align with our vision, mission, and values.

4. **Why not consider other names at this time?** A number of other names have been suggested and considered. Some faculty in Construction Management would like to retain the term Applied, and suggested Health and Applied Sciences. The College leadership believes the adjective “applied” does not provide clarity to Human Sciences, because the term Human Sciences implies “the application of knowledge to help people.” Applied Sciences removes the human focus of the family and consumer sciences which were the foundation of Human Sciences in the land-grant mission.

5. **If programs do not see themselves aligning with a Health mission, would they be considered at-risk should there be budgetary reductions?** While it is impossible to gauge how future leadership will view the viability of all academic programs, this leadership firmly believes that all academic units in the College can and do align with the Human Sciences aspect of the work of the College. Adding Health enhances the breadth of the College and communicates the critical importance of the work in the Human Sciences that indeed impacts the health outcomes of people across the lifespan.

6. **Will a name change increase our ability to attract external grants and other development resources?** No, not directly. However, such a name change may increase our ability to recruit more faculty members with interdisciplinary health themes and thereby position the College more competitively for the many funding agencies and foundations who value health and are looking for answers to the many questions about human behavior and health.

7. **Does the name of Health and Human Sciences assume that all health-related programs reside in this College?** Using the term health in our College name will in no way exclude other Colleges from sharing in the mission to support health and the improvement of quality of life. It is very clear that most if not all Colleges on campus can and do have health and quality of life as a priority. We particularly note the extensive and outstanding science in the College of Veterinary Medicine and Biomedical Sciences, College of Agricultural Sciences, College of Liberal Arts, College of Natural Sciences, College of Engineering, and Warner College of Natural Resources, each of which identify health-related work in their priorities. We look forward to interdisciplinary collaboration with other Colleges to carry out CSU’s land-grant mission in the area of health-related outcomes. Yet, it is the Health and Human Sciences arena where our College can more clearly communicate the importance of the work we do.

8. **What other peer universities have the name Health and Human Sciences?** Although CSU’s current College of Applied Human Sciences is unique, with eight academic units, our peer land-grant universities such as Penn State, Maryland, Purdue, and Oregon State Universities include health in the college names with similar disciplines in the human sciences.
MEMO

DATE: October 30, 2012

TO: Tim Gallagher, Chair
    Executive Committee and Faculty Council

FROM: Stephanie Clemons, Chair
    Committee on Teaching and Learning (CoTL)

SUBJECT: Proposed Addition to the 2012-2013 General Catalog - Section 1.7, Page 12 – “Class Attendance Regulations”

The Committee on Teaching and Learning (CoTL) submits the following motion:

MOVED, THAT THE FACULTY COUNCIL ADOPT THE PROPOSED ADDITION OF THE RELIGIOUS ACCOMMODATION POLICY LANGUAGE IN THE 2012-13 GENERAL CATALOG TO BE EFFECTIVE SPRING 2013 AS FOLLOWS:

Additions - Underlined

Section 1.7 Page 12 – 2012-2013 General Catalog

Class Attendance Regulations

Students should attend all classes for which they are registered to obtain maximum educational benefits. Absence or lateness does not excuse students from required course work.

Instructors and departments are responsible for establishing class attendance policies. These policies must accommodate student participation in University-sanctioned extracurricular/co-curricular activities. Students must inform their instructors prior to the anticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established University procedures.

The University has a legal obligation to accommodate students’ absences due to religious observances. For such an accommodation, it is the student’s responsibility to complete the Religious Accommodation Request Form at the beginning of each semester. Students should acquire and submit the request, and obtain the approved Religious Accommodation Memo (RAM) at the Office of the Vice President for Student Affairs or its website (http://studentaffairs.colostate.edu/religious-holidays). At the beginning of the semester, the student will present to the instructor the RAM and discuss how best to ensure an accommodation related to class conflicts. For religious observances that cannot reasonably be anticipated at the beginning of the semester, students must follow the procedure above as soon as possible after the course conflict is identified. If a student knows that a particular course or section of course will have multiple conflicts with his or her religious obligations, the student is advised to locate another course section or defer taking the course to a different semester. In the event of a conflict in regard to this policy, individuals may appeal using established University procedures. Instructors are advised to provide reasonable accommodations to ensure compliance with the University’s obligations.

Rationale: The proposed policy will provide guidance for faculty, students and staff to meet the University’s legal obligation to ensure students are able to practice their religious observances without academic penalties.
A. Policy Description:

Incorporating principles of universal design in the development, acquisition and implementation of information technology and related resources helps the university to ensure that its electronic and information resources (Web sites, course and instructional materials, courseware, videos, podcasts, software, other classroom technologies, content management systems, search engines and databases, registration and grades, financial and human resource management systems, telecommunications, and, emerging technologies) are accessible to members of the University community – including users of adaptive, alternate, or emerging technologies.

The proposed policy would require that official university information transmitted via the internet shall be accessible to all users in accordance with established accessibility standards. The University will comply with the standards set by the Electronic and Information Technology Accessibility Standards issued under Section 508 of the Rehabilitation Act of 1973 (Section 508), as amended, and the Web Content Accessibility
Guidelines (WCAG) issued by the World Wide Web Consortium, and therefore electronic and information technology containing official university information created, developed, updated or revised after the effective date of this policy must comply with the standard for accessibility.

Implementing this policy will help ensure that University community members have access to electronic and information technology associated with courses of instruction, administration and services, departmental programs, and University-sponsored activities.

B. Basis:

Compliance is needed with laws, regulations and enforcement activities of federal agencies requiring the University to provide digital content in a manner that ensures it will successfully interact with assistive technologies. The current policy is outdated, does not conform to current requirements and does not provide guidance to CSU departments and constituents on creating and delivering accessible digital content. Specifically:

1. Section 504 of the Rehabilitation Act of 1973 provides that:

   No otherwise qualified handicapped individual in the United States shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Section 504 and its appurtenant regulations establish principles of programmatic access to federally-funded programs. While section 504 does not directly address the internet, worldwide web, or information technology, it laid the foundation for accessibility to the services ("programs") of federally-funded programs.

2. The Rehabilitation Act Amendments of 1998, Section 508 (PL 105-220, 29 U.S.C. §794d) and appurtenant regulations (36 CFR Part 1194) require that Federal agencies' electronic and information technology be accessible to people with disabilities, including employees and members of the public. The University is not subject to Section 508; however, the requirements of section 508 are extended to non-federal entities by the Federal Acquisition Regulations (FAR subpart 39.2) for contractors and institutions receiving federal funds or under contract with a federal agency. FAR part 39.2 covers all electronic and information technology (EIT) hardware, software, and websites.

3. Title II of The Americans with Disabilities Act (ADA) also requires that State and local governments provide qualified individuals with disabilities equal access to their programs, services, or activities unless doing so would fundamentally alter the nature of their programs, services, or activities or would impose an undue financial or administrative burden. Specific accommodations may include captioning for videos posted online, alt text descriptions for photos, accessible online forms, and elimination of CAPTCHAs (wavy letter boxes) and other fixes to allow content transmitted via the internet to be fully accessible.
C. Required Resources:

Current staff in the Assistive Technology Resource Center, Information Technology, The Institute for Learning and Teaching, Online Plus and the Office of Equal Opportunity are working to provide educational materials and instruction content to inform and educate faculty and staff on how to ensure digital content is accessible.

Initially, there is a need for a dedicated staff person to be the resource individual faculty and staff can contact for assistance and education on how to make digital content accessible. Additionally, financial resources are needed to purchase assistive technology for faculty and staff who require assistive technology to test digital content.

D. Anticipated Impacts:

The impact is University-wide. Most affected will be Web developers, staff that edit or alter content on websites and faculty members that provide instructional content via the internet.

Initially, a dedicated FTE and numerous portions of FTEs of existing staff in the units listed above will be needed to implement, monitor and maintain this policy.

E. Policy Development:

The Office of the Vice President for Information Technology, the Office of Equal Opportunity, the Assistive Technology Resource Center and the Office of General Counsel are the offices involved in the development of this policy.

F. Stakeholder Input:

1. Involved in the preparation of this proposal are: the Office of the Vice President for Information Technology, the Office of Equal Opportunity, the Assistive Technology Resource Center, the Office of the Vice President for Student Affairs, the Libraries, The Institute for Learning and Teaching, Online Plus. All of these units are in agreement that this proposed revision of the University’s accessibility policy should be advanced for consideration and approval.

2. All of the offices listed above working jointly through the Assistive Technology Resource Center Steering Committee as members or ad hoc members for the purposes of revising this accessibility policy is an effort to obtain stakeholder input and buy in. In addition, meetings have been held with the Chair of Faculty Council, as faculty will be a key impacted constituent, and External Relations.
G. Administrative/Management Assessment:

Information Technology and the Office of Equal Opportunity will be responsible for administering this policy. The Assistive Technology Resource Center, Information Technology, The Institute for Learning and Teaching and Online Plus will be responsible for training and education.

H. Procedures, Guidelines and Forms:

The approach to compliance in connection with this policy is education, training and raising awareness. There are currently resources online at CSU and on the Federal government websites providing guidance and assistance. Additional resources such as online training modules and live training sessions will be developed and offered to faculty and staff.

I. Internal Controls:

Information Technology and the Office of Equal Opportunity will monitor for reasonable compliance and adherence to accessibility of electronic and information technology at the University.
REVIEW AND APPROVAL BY THE PRESIDENT’S CABINET:

☐ APPROVED TO PROCEED TO POLICY DEVELOPMENT
☐ NOT APPROVED
☐ MORE INFORMATION NEEDED:

________________________________________________________________________

By: Vice President for University Operations (or designee)

Date:
Accessibility of Electronic and Information Technology Policy

I. Philosophical Statement

A. Access to information by all members of its learning community is inherent in Colorado State University's mission as a land grant institution of higher education. In this regard, consideration must be given to the delivery and exchange of information via electronic and information technology at Colorado State University. Much of the University's instructional and business activities are conducted in whole or in part through electronic and information technology. Consequently, it is imperative to ensure that communications and resources made available via electronic and information technology are accessible to all members of our community. A campus accessible electronic and information technology policy serves our community and complies with current legislation and recommended standard practices.

B. Access to information in all forms by all members of the University community is critical. Accessibility of information transmitted through electronic and information technology assists a broad population of our University community: individuals with disabilities; those with diverse learning needs; and, individuals for whom English is not a primary language. The application of the principles of universal design to the delivery of information and resources through electronic and information technology is consistent with legal and ethical requirements placed on the University as well as contributing to an inclusive environment that assists the University to recruit and retain the best student, faculty and staff talent.

C. The University's commitment to accessibility to electronic and information technology contributes to a rich and effective learning environment for members of our University community, particularly students.

II. Policy Statement

D. University communication and information transmitted electronically or digitally must be made accessible by prevailing standards. This requirement applies to the various forms of communication via electronic and information technology including Web sites, course and instructional materials (word documents, pdf documents, Power Point presentations, video, podcasts, etc.), courseware, software, other classroom technologies, content management systems, search engines and databases, registration
and grades, financial and human resource management systems, telecommunications, and, emerging technologies.

E. The department/unit responsible for the creation of information that is shared through electronic and information technology is responsible for ensuring its accessibility.

F. Prevailing standards for electronic and information technology are the standards set by the Electronic and Information Technology Accessibility Standards issued under Section 508 of the Rehabilitation Act of 1973 (Section 508), as amended and the Web Content Accessibility Guidelines (WCAG) issued by the World Wide Web Consortium. Colorado State University is not a federal agency and as such is not subject to the compliance requirements of Section 508. However, the University chooses to set as the standard for electronic and information technology the standards provided by the United States Access Board under Section 508 and the standards set by WCAG as the University's guidance and standards for electronic and information technology. Applicable standards for CSU are posted at

G. This policy will be implemented in phases. The focus of implementation is to provide the knowledge, tools and resources to individuals that transmit information electronically or digitally on how to do so in accessible formats, thus, ensuring that information conveyed through electronic and information technology at the University is accessible. In time, the culture at the University will become one of universal design with respect to electronic and digital information. Strategies toward accessibility include:

1. Provide training and educational resources to University community members, including faculty, web developers and personnel involved with course delivery to ensure accessibility of electronic and digital information.
2. Provide a website to the University community with resources and links to sources detailing how to provide electronic and digital information in accessible formats.
3. New electronic and digital information should be accessible upon implementation through electronic and information technology.

H. Steps will be taken to ensure products using technology purchased by the University are accessible. The standard by which to measure accessibility is the Voluntary Product Accessibility Template.

I. The Vice President for Information Resources and the Office of Equal Opportunity will be responsible for implementation of this policy.
III. Resources

J. Educational, self-assessment, and compliance resources can be found at
K. Frequently asked questions can be found at